

ENGAGEMENT POLICY

INTRODUCTION

At Nexus, good standards of engagement and self-regulation are essential and are expected of the whole community. This guide supports the aims of the school and has been developed in consultation with learners and staff. Schools are about teaching and learning in academic and social contexts. To ensure that learning is optimised and the school environment is safe we need to help those whose engagement in the learning process is unacceptable to learn appropriate social skills.

We use the principles of Restorative Practice to promote positive engagement with learning.

KEY UNDERSTANDINGS

1. Adults in the school are responsible for creating an environment that is safe and maximises learning opportunities for all.
2. Behaviour ignored is behaviour condoned.
3. Behaviour learning is as important as academic learning.
4. Our school is safe when the culture is a 'telling' one.
5. The relationship between a teacher and learner is critical to learning and must be maintained when issues of engagement are being addressed.
6. We all need to have the same behavioural expectations, aligning to the learner and staff essential agreements.
7. As adults we need to trust and support children to resolve their own issues.
8. Consequences from poor behaviour choices need to be addressed restoratively and resolved to the satisfaction of all.
9. The hierarchy for our restorative approach will be teachers, Phase Leaders/Learning Area Leaders, Heads of School, Principal.
10. The only person's behaviour you can change is your own.

By working together, we problem solve collaboratively, we are respectful of each other and individuals take responsibility for their actions.

APPROACH

We encourage and support all learners to develop and possess:

- A work habit that incorporates both independent and cooperative learning, and the capacity to persevere.
- An appreciation of what learning means, and learning how to learn, and an enthusiasm and commitment to reach their full potential.
- A respect for themselves, others, the school and the wider community.

To promote the above we provide learners with:

- Relevant, stimulating international curriculum pathways that promote excellence for learners both inside and outside the classroom that facilitate the learners' progress as lifelong learners.
- A safe, supportive environment based on the values of cooperation, tolerance, empathy and respect that fosters personal and collective ownership.

Our inclusive classrooms are adaptive, flexible, supportive and pro-social, meeting the diverse needs of our learners. Key support programmes to build personal resilience and reduce vulnerability include; personalised learning, personal tutor/homeroom teacher support, Bilingual Multilingual Learning (BML) , learning support, school counsellors, transition programmes, Personal, Social and Health Education (PSHE) and on-site school nurses.

We value the contribution of our wider community and provide regular opportunities for our school families to proactively participate in improving individual and collective learner engagement and the school's pro-social values and behaviours.

At the school we empower learners to use their voice in all learning and social environments and our dedicated teachers promote and provide regular learner agency and voice opportunities in their classrooms. Learners' opinions are heard and valued in all learning contexts and environments and in the development of the school.

Learner attendance and academic progress are monitored and our learner information management systems and academic reporting systems highlight when early intervention is required to support individual learners. This enables us to implement protective and preventative strategies to reduce disengagement from the school. Each learner has a personal tutor/homeroom teacher and a Phase Leader that closely monitors their learning and wellbeing.

RIGHTS AND RESPONSIBILITIES

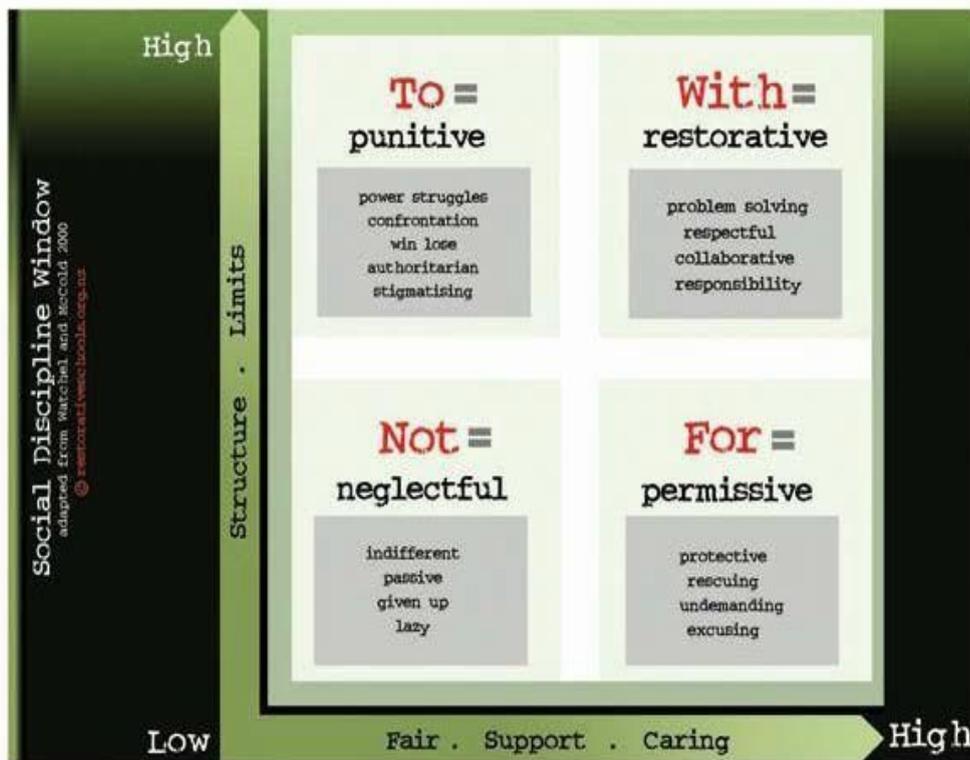
Nexus International School views its core values of Respect, Excellence, Communication, Integrity, Passion and Enjoyment as being integral to the daily life of all members of the school community. Every member of Nexus International School has the right and the responsibility to fully participate in an educational learning environment that is safe, supportive and inclusive to promote positive educational outcomes.

Domain	We all have the RIGHT to	It is our RESPONSIBILITY to
Personal Safety	<ul style="list-style-type: none"> ● Be safe and supported. ● Be treated with respect and fairness. ● Not be bullied, threatened or intimidated (physically, verbally and/or with the use of communication technology). 	<ul style="list-style-type: none"> ● Be respectful of other people's feelings, beliefs and property. ● Refrain from physical, verbal and cyber bullying, threats or intimidation (including texting, chat programs, Facebook, Google Meet etc). ● Support others; seek help and act when I see a need.
Learning	<ul style="list-style-type: none"> ● Achieve our full potential. ● Effective learning and effective teaching. ● Learn individually and collectively. ● Develop for our future. ● Effective and timely communication. ● Learn without disturbance. 	<ul style="list-style-type: none"> ● Take ownership of our learning. ● Co-operate with all learners and staff within the school. ● Always demonstrate positive behaviours in the classroom and the play areas. ● Work constructively within a team. ● Set learning goals to improve our learning. ● Be prepared, aware and involved in our learning. ● Provide timely communications ● Respond positively to suggestions about our learning.
Personal Well-Being	<ul style="list-style-type: none"> ● Be happy at school. ● Be treated with respect and empathy. ● Be recognised for individual and team achievements and that these be celebrated by the community. ● Be heard. 	<ul style="list-style-type: none"> ● Demonstrate positive learning behaviours. ● Dress appropriately when at school and travelling to and from school. ● To help others who are experiencing difficulties. ● Speak politely and respectfully to each other.

<p>Physical Environment</p>	<ul style="list-style-type: none"> ● A pleasant, clean and well maintained school and grounds. ● Be able to bring equipment for learning without fear of theft or damage. 	<ul style="list-style-type: none"> ● Keep all our classrooms and play areas free from litter. ● Look after all equipment and to seek permission when using the equipment of others. ● Report damage to equipment and the physical environment.
<p>Our Values</p>	<ul style="list-style-type: none"> ● Be treated in a way that demonstrates the school values of: Respect, Excellence, Communication, Integrity, Passion and Enjoyment. 	<ul style="list-style-type: none"> ● Act in a way that demonstrates the school values of: Respect, Excellence, Communication, Integrity, Passion and Enjoyment.
<p>Social Environment</p>	<ul style="list-style-type: none"> ● Be proud of our School. ● Be accepting of who we are. ● Be included. ● Be supported in conflict resolution. 	<ul style="list-style-type: none"> ● Work with others to achieve school goals. ● Make our interactions with others inclusive, being respectful and tolerant of individual differences. ● Participate in timely restorative practice and peer mediation to resolve conflict. ● To dress appropriately for school in the correct uniform. ● Take ownership of our actions.

RESTORATIVE PRACTICE

Nexus International School uses an approach of Restorative Practice to seek solutions that strengthen the relationships and the community rather than using a purely punitive system.



What is Restorative Practice?

Restorative Practice is a process to involve, to the fullest extent possible, those who have a stake in a specific issue and to collectively identify and address harms, needs and obligations in order to heal and put things right as quickly as possible.

'An ideal approach to wrongdoing is one that works to strengthen connections between people within a community. This approach is highly confrontational to wrongdoing but at the same time, fair, honest and highly supportive of all people involved. This approach is based in the art of listening and the search for shared understanding of how people are affected by the actions of others. This approach is the way forward and its name is restorative practice.' Bill Hansberry 2004

Key Restorative Principles

1. Misconduct is a violation of people and relationships.
2. Violations create obligations and liabilities.
3. Restorative practice seeks to heal and put things right.

Adapted from Zehr and Mika, 1997

Key Restorative Questions

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| 1. What happened? (Tell the story) | WHAT |
| 2. Who has been affected? In what ways? (Explore the harm) | AFFECT |
| 3. What do you need to do to put things right? (Repair the harm) | REPAIR |
| 4. How do we make sure this does not happen again? (Move forward) | MOVE |

Anti Bullying

Bullying is totally unacceptable and can lead to worry, confusion and despair, as well as fear, and can undermine someone's self value. It damages the individual and the school community as a whole.

The school considers that bullying occurs when there is an ongoing and persistent pattern of:

- Name calling or making fun of others in a nasty way
- Making a learner feel isolated
- Stealing or damaging other learners' belongings
- Frightening or forcing others to act against their will
- Hitting or other aspects of violence or the threatening of violence
- Misuse of ICT, mobile phone or the internet (cyber bullying which takes place outside school hours will be considered a school issue if it impacts on a learner and affects their life in school).

It is the responsibility of all staff to assist in providing a safe, nurturing and friendly atmosphere. Relationships with learners must be based on trust, honesty and openness. All staff will act on any behaviour which could be defined as bullying.

In the first place, minor instances should be dealt with by the homeroom teacher / tutor. If the bullying persists, or is of a more serious nature, it should be referred to the appropriate Phase Leader or Deputy Head of School (DHOS).

The Phase Leader or DHOS will generally ask the learner to provide a statement explaining the nature of the bullying, when it occurred and who was involved. They should also provide the names of any witnesses.

The Phase Leader or DHOS will investigate this further by talking to learners and staff. A restorative chat or mediated restorative chat will be held. Possible consequences, should their action continue, will be made very clear. This may include suspension or exclusion. It may also be appropriate to refer the bully and/or the victim to the school counselor.

If the problem persists the agreed consequences will be applied.

The incident will be recorded on Engage or the Engagement Tracker.

Suspension & Exclusion

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the learner involved for the learner to be removed from the school for a period of time or completely.

Suspension and expulsion are the options available to the school for managing inappropriate behaviour and safeguard the learner welfare of the majority.

In implementing the procedures, the principal will ensure that no learner is discriminated in the process.

Grounds for suspension and expulsion include but are not limited to bullying, assault, theft, drugs and alcohol, and other behaviour that is contrary to NISS' Mission, Core Values and Culture.

Suspension is removal of a learner from the school for a period of time determined by the principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the learner and/or the Nexus community.

Expulsion is permanent removal of a learner from the school. This will usually be as the result of a serious incident. Any re-enrolment in the school at a later date is at the discretion of the principal.

Parents/Guardians are responsible for the supervision, care and safety of the learner during suspension. The learner who is suspended is not allowed to enter the school grounds during the period of suspension without the principal's approval.

There will be no refund of school fees if a learner is expelled from the school.

For more information on Expulsion, please refer to [NISS-AC-FC-012 - Expulsion & Suspension](#).

