



Floreat Park Primary School | An Independent Public School

Engagement and Behaviour Policy

Ratified by

Date

School Board

November 2019

Review Date

November 2020





RATIONALE

Floreat Park Primary School (FPPS) aims to create an atmosphere where children engage with the curriculum, their peers and the community. Our students are cared for by the staff at the school and are provided a differentiated curriculum that allows children to feel challenged and experience success.

FPPS fosters positive relationships and engages students through the use of clear expectations that derive from a partnership between the teacher, parent and child. These expectations stem from our school motto that emphasises the importance of *courtesy, consideration, cooperation and respect*. The context where these behavioural expectations occur include the classroom, playground, online and off school grounds.

This document aims to identify our methods of engagement, including our approach to reducing negative or undesirable behaviour.

Our policy aims to:

- identify the behaviours expected in the classroom, playground, specialist classes, outside school and online
- maintain the positive environments where students feel engaged in their learning
- foster a consistent language and practice amongst the Floreat Park Primary School Community
- provide clear, effective processes and procedures to resolve conflict and bullying in a sensitive, fair and timely manner

EXPECTED BEHAVIOURS

Floreat Park Primary School aims to educate all students to become effective members of society. Our school motto identifies cooperation, courtesy and consideration as the key values required for a cohesive and effective community.

The behavioural markers for our community of students, teachers and parents are identified in *Table 1: Floreat Park Primary School- Our Behavioural Expectations*.



Table 1- Floreat Park Primary School- Our Behavioural Expectations

	Cooperation	Courtesy	Consideration
Classroom	<ul style="list-style-type: none"> ○ Follow group protocols during collaborative learning ○ Work to achieve a clearly defined goal or learning target ○ Assist teachers and peers without being asked ○ Show mutual respect ○ Students to listen and engage appropriately with their peers and teachers ○ Students to express needs in a calm, respectful manner 	<ul style="list-style-type: none"> ○ Greet teachers in passing ○ Respect belongings of others ○ Use appropriate language for different scenarios ○ Treat others as you want to be treated ○ Be respectful of resources ○ Speak to teachers with respect and manners ○ Follow classroom instructions to avoid consequences 	<ul style="list-style-type: none"> ○ Respect the rights of others to learn ○ Be inclusive of others ○ Take responsibility for own actions ○ Take turns to speak and listen ○ Move quietly between classes ○ Classes to be supervised arriving and returning to class
Playground	<ul style="list-style-type: none"> ○ Be helpful and kind to one another ○ Play fairly (take turns) ○ Share school equipment ○ Buddy play- younger students be respectful of older students. Older students be respectful of younger students 	<ul style="list-style-type: none"> ○ Use manners ○ Speak to teachers with eye contact and respect ○ Wait to be dismissed from eating ○ Avoid congregating in corridors before and during school 	<ul style="list-style-type: none"> ○ Include others in play ○ Clean areas after eating ○ Walk on paths and the stairs ○ Eat in correct allocated areas ○ Pick up rubbish ○ Respect protocols of different play spaces
Online	<ul style="list-style-type: none"> ○ Share resources through the use of a timetable ○ Pack up appropriately after use and ensure your device is on charge ○ 	<ul style="list-style-type: none"> ○ Be responsible and have ownership of identity when logging in and off ○ Follow teachers' instructions ○ Use headphones 	<ul style="list-style-type: none"> ○ Appropriate online behaviour ○ Treat equipment carefully (not to be used near water or food) ○ Students to sign an agreement on correct use at the beginning of each semester



In the community	<ul style="list-style-type: none">○ Help our fellow community members where possible○ Be kind, considerate and polite at all times Show responsibility for actions	<ul style="list-style-type: none">○ Show respect to adults (including staff, parents and the community)○ Demonstrate manners using: please, thank you, step back to allow adult through a doorway, walk around two people speaking.	<ul style="list-style-type: none">○ Students to be closely supervised on school grounds after/before school by parents○ Respect given to our school equipment○ Respect given to the property of others (eg. bikes, uniform and school bags)
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COURTESY, CONSIDERATION, COOPERATION & RESPECT

It is important that Floreat Park students identify, verbalise and demonstrate expected behaviours. To facilitate this, teachers and students are required to 'Set the Scene' at the beginning of each school year by negotiating age appropriate expectations of behaviour and engagement in learning. These expectations will be developed into a visible classroom charter, and revisited each term and on an ongoing basis (example Appendix 1). It is the teacher's responsibility to elicit conversations that help students identify desirable behaviour in the classroom, playground, in specialist classrooms, outside of school and on-line based on the PERMA model (Appendix 2).

ONLINE BEHAVIOUR

The staff at FPPS provide online safety lessons to our students using the recommended resources from the Office of E-Safety (<https://www.esafety.gov.au/>). It is expected that students show responsible use of technology and sign an Internet Agreement at the beginning of each year. This includes agreeing to safe online searches using child friendly engines (e.g Kiddle.com and Kidsrex.com), having full supervision while accessing online information and applying the E-Safety rules and regulations (see Appendix 8). Refer to the E-Safety and Personal Devices policies for more details.

ADDITIONAL BEHAVIOUR ENGAGEMENT STRATEGIES

A full range of programs are implemented at Floreat using both extrinsic and intrinsic tools for behaviour and engagement. Teachers work together to design and deliver an age and ability appropriate curriculum using a variety of contemporary teaching strategies. Attention is paid to areas of student interest. Where appropriate, curriculum is co-designed and assessed with students to promote engagement and ownership.



Other engagement strategies and programs used within the school include:

- Kagan's Cooperative Learning (see Appendix 3)
- Barrie Bennett's tools for Cooperative Learning (see Appendix 4)
- Bounce Back (a whole school approach to teaching resilience, positive thinking and self-regulation)
- Differentiated programs that allow students to be challenged feel a sense of achievement
- Inquiry learning
- Buddy classroom activities
- Inquiry learning approach

In consultation with parents, students identified as requiring additional engagement may have support from external mentors (from the Kids Hope program), Student Services intervention (social and emotional support) and targeted support programs including small group academic support.

Three-Way Meetings

These meetings provide opportunities for the teacher, parent and student to have input into a discussion about a student's emotional, social and academic progress or to address behaviour. The meetings take the form of a conversation between the student, parents and the teacher.

Three-way meetings are designed to achieve one or more of the following goals:

- to encourage students, parents, and teachers to engage in open and honest dialogue and strengthen parent/student/teacher partnerships
- to assist supporting students in modifying behaviour if necessary
- to help students demonstrate evidence of learning
- to teach students the process of reflection and self-evaluation
- to facilitate the development of students' organisational and oral communication skills and to increase self-confidence
- to encourage students to accept personal responsibility for their learning

There are two forms of Three-way meetings, teacher facilitated and student facilitated.

Benefits of a teacher facilitated Three Way Meeting?

- If collaborative can be very effective.
- Assists students to take responsibility for their learning/ made accountable at the meeting.



- Opportunity to clarify mixed messages (what is said at school and what is communicated at home.)
- Three perspectives (The more knowledge the better)
- Allows student to see their parents and teacher working together with them.
- Assists with a positive message at the beginning of the year.
- Student understands and clarifies what they want to achieve.

Process of a Teacher Facilitated Three Way Meeting:

- Student is asked to attend the meeting.
- Student is invited to attend the meeting if the parent wishes.
- The student may be asked to bring documentation to share: work folder, specific work sample, behaviour plan, self-reflection sheet
- The student will be invited to discuss/reflect/ comment on their learning 'What are your thoughts about....?'

Student-led three-way meetings (Learning Journeys) are designed to achieve one or more of the following goals:

- Help students demonstrate evidence of learning.
- Make students accountable and responsible for their progress and achievement.
- Teach students the process of reflection and self-evaluation.
- Facilitate the development of students' organisational and oral communication skills and to increase their self-confidence.
- Assist the development of the student as an independent learner.
- Make learning visible to parents

Process of a Student Facilitated Three Way Meeting: 'Learning Journey' Style

- The focus is on the student taking responsibility for their learning by taking the central role during discussion.
- The teacher is involved but not necessarily sitting with the student and parents all the time. There might be four or five groupings of parents and students discussing their work (learning journal, portfolio of work samples or e-portfolio) in a classroom, with the teacher acting as the facilitator/ prompter where necessary.

Social-emotional learning, Good Standing, Leadership, Goal Setting and the Respect Badge

Students with Good Standing are rewarded through classroom systems that individually cater for students and their behavioural needs. Students who achieve Good Standing earn the right to attend special school events and other classroom privileges, and may have these privileges



removed if Good Standing has not been achieved. Students can earn back Good Standing through negotiated targets. Parents will be advised if their child's Good Standing is at risk and contribute to the plan to earn it back.

The Leadership Program (Years 4-6) is an individual program that incorporates the philosophies from Martin Seligman's PERMA model (Appendix 2). This goal orientated program (Appendix 5) requires students to identify positive aspects of their behaviour in and out of the school setting. The program also demands they learn to manage relationships in a positive manner. Students are asked to feedback to their peers the behaviour they perceive as respectful and kind, to reflect on their personal achievements, and to set goals that aim to improve their performance both academically, socially and emotionally.

The feedback they receive from this program while initially extrinsic in its nature, by way of receiving dots on a chart, becomes intrinsic as students begin to experience the positive impact of consistently showing cooperation, consideration, courtesy and respect in the context of being a leader.

Goal setting, both individual and collaborative, is part of our school culture. In the junior school it allows students to identify areas that require improvement or focus. Teachers model this process for students, and may target behavioural expectations on a daily or weekly basis (Appendix 6).

Prior to students being involved with the Leadership program, the CCC Award is used to acknowledge students who exemplify the characteristics recognised in the school motto. The certificate is a classroom based award.

The Respect Badge is the highest award a student can receive in recognition of their attitude and behaviour at FPPS. It is open to students from Year 1 to 6 and students may be eligible to receive one badge in each phase of learning: junior, middle and upper years.

ADDRESSING UNDESIRABLE BEHAVIOUR

Friendly Fire and Restorative Practice

FPPS works to sustain a culture built on trust and forgiveness. It is inevitable, in day to day relationships that disputes will occur. These disputes are Friendly Fire (see Appendix 7). When these fires break out or conflict occurs, we emphasis repairing the damage caused to the relationship and find mutually acceptable ways forward. Teachers at FPPS model these restorative practices and allow students space and time to practice and use these skills.

Staff at FPPS use these restorative approaches with students in the classroom and out on the playground. Our approach allows for individual difference to be catered for, and is fundamentally educative.

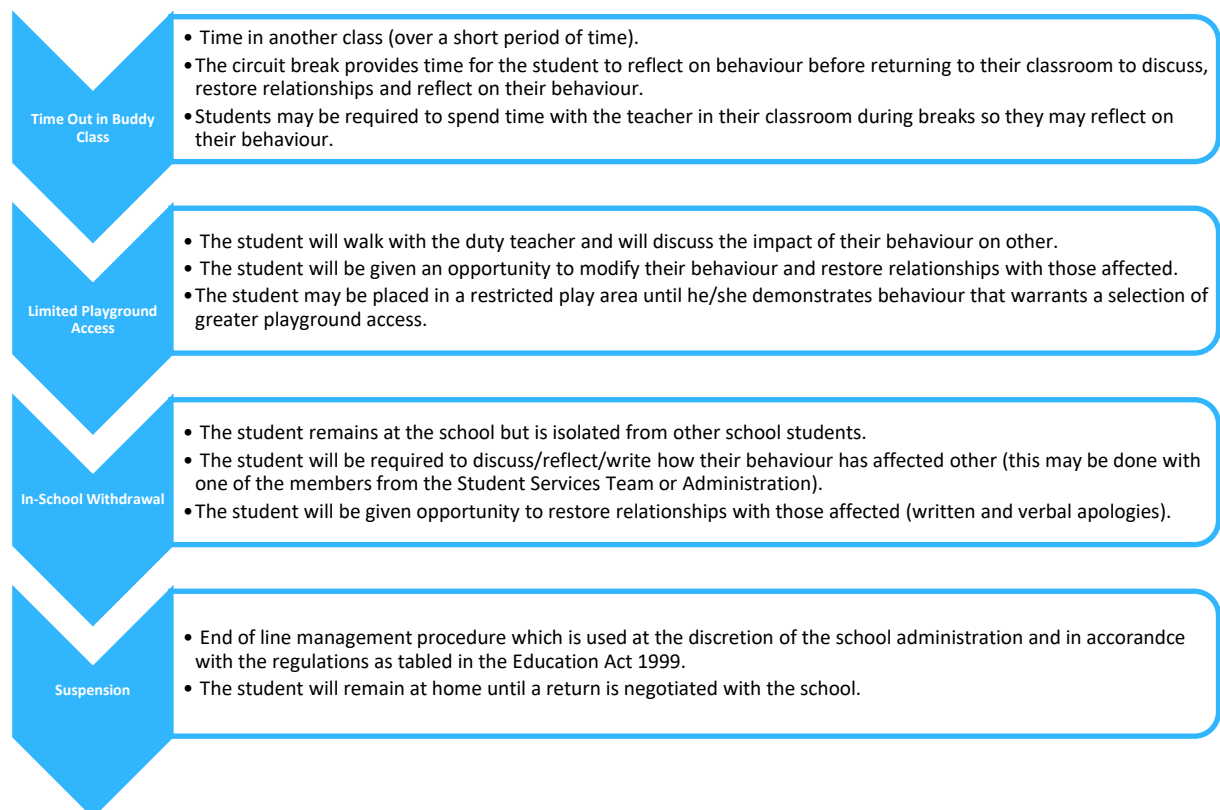
(<https://ecdn.teacherspayteachers.com/thumbitem/Restorative-Practices-Questions-Incident-Report-2804835-1532456324/original-2804835-1.jpg>).



Figure 1. Skidmore College on Restorative Justice.

Additional Methods to Avoid Undesirable Behaviour

Teachers may use **assertive discipline** and **cooperative discipline methods** (<https://www.universalclass.com/articles/self-help/types-of-classroom-management-assertive-discipline.html>) where deemed appropriate, but will continue restorative conversations with the student/s involved. Escalation of behaviour, whether in frequency or severity will be met with the following actions.





Parents and caregivers will be consulted if undesirable behaviour is repetitive or is deemed to cause physical or emotional harm to the students or others.

Response to Undesirable Behaviour in the Playground

- 1) Students will receive immediate attention. They will be asked to identify the negative behaviour (which the teacher may prompt).
- 2) Students will be required to talk and walk with the on duty teacher and must identify:
 - The harm of their behaviour
 - What can be done to repair the harm of their behaviour
 - What can be done to repair the trust/how they can behave differently next time
- 3) The duty teacher will record the undesirable behaviour in the playground on the Behaviour Incident form and send the form to the deputy principals/principal to follow up.
- 4) Should the undesirable behaviour in the playground continue a behaviour plan will be negotiated with the student, parents/caregivers and class teacher.

Extreme behaviour

Extreme behaviour including violence is not tolerated and will be addressed with the student and their parents in a manner that is appropriate to the age and capability of the student(s) and context of what occurred. This may result in suspension.

<https://www.education.wa.edu.au/documents/43634987/0/Minister%27s+Statement+on+school+violence.pdf/a7c3915e-074f-e140-2cba-5c941910138e>

BULLYING

The school aims to treat all reports of harassment, repetitive negative behavior and bullying in a serious, prompt and discreet manner.

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Online bullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. In short, bullying is an ongoing misuse of power in relationships involving a pattern of harmful verbal, physical or social behaviour.



In summary of the National Definition, it is important to note that:

- Bullying is **repeated** verbal, physical and/or social behaviour, **intended** to cause fear, distress or harm to another
- It is conducted by a **more powerful** individual or a group, against a **less powerful** individual or group of individuals who is/are **unable to stop this** from happening
- Bullying can occur in person or online^{*}, and it can be obvious (overt) or hidden (covert)
- Single incidents of conflict or fights between equals, whether in person or online, are not defined as bullying

Online/cyberbullying involves the use of technology to bully a person/group with intent to hurt them socially, psychologically or even physically.

- Bullying can continue because some people do not talk about it, are discouraged from talking about it and do not seek help
- Bullying involves more than the students who are bullied and those who bully them. Other students are often present during most bullying incidents.

During bullying there may be different influencers:

- The person being bullied and the person bullying
- Contributor – sides with the bully, may carry out acts for the bully (**bystander**)
- Supporter – sides with the person being bullied, concerned for the person being bullied and actively tries to help (**bystander**)
- Witness – knows the bullying is occurring but are not directly involved (**bystander**)
- Physical - hitting, pushing, punching, kicking, pinching, stealing property
- Verbal - hurtful teasing, name calling, spreading rumours, put-downs
- Non-verbal - threatening gestures, deliberate exclusion
- Social/Relational- repeatedly ignoring, excluding from conversations, turning others against someone
- Cyberbullying - abusive texts and emails, hurtful messages, images or videos, filming and sharing video footage without permission

Students impacted by negative behavior or bullying are encouraged to report or resolve these issues through the following approaches:

- Speak directly to the offender
- Talk with a teacher or other staff member
- Talk with a parent, friend or family member
- Talk with the Chaplain or other member of Student Services

Reports of bullying are addressed by the classroom teacher, a member of the Student Services team and/or deputy principal. Parents/caregivers will be a part of the resolution process.



EVALUATIONS

Recording information

Staff report and submit a Behaviour Incident form of behaviour that results in 'Time Out in Buddy Class' onwards (including Limited Playground Access, In-School withdrawal and suspension). This form is also used for playground incidents. Data is recorded each term and used to inform whole school strategies and responses. (Appendix 9)

At the end of each school year, the Social and Emotional Well Being Coordinator in collaboration with members of the Student Services team will review the Behaviour Engagement Policy and Procedures to:

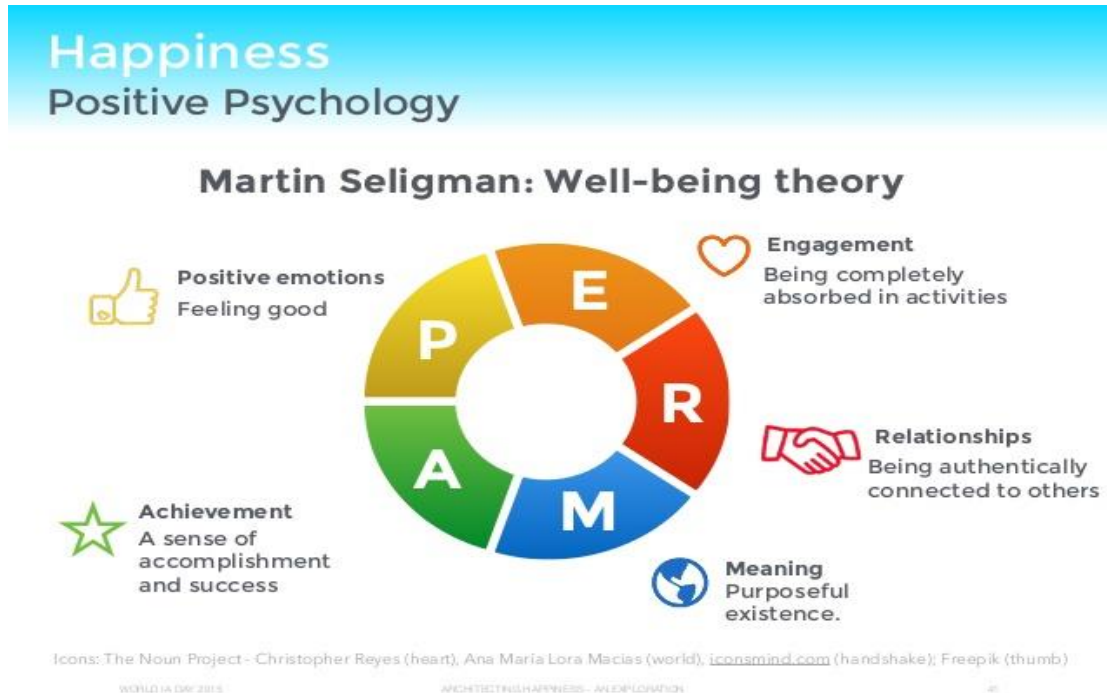
- Review data
- Identify successful components or issues that may have occurred
- Recommend a course of action for the forthcoming year
- Invite feedback from staff, students, parents and the Board.

APPENDICES

1. Setting the Scene



2 PERMA Model



3.

Kagan's Cooperative Strategies

https://www.youtube.com/watch?v=t9H_pVwX-xY

https://www.youtube.com/watch?v=S0s_qxJDuas

<https://www.youtube.com/watch?v=UG10i7JPjw8>

4.

Barrie Bennett's tools for Cooperative Learning

<https://www.youtube.com/watch?v=YVasHWQo28c>

<https://www.youtube.com/watch?v=-IIWWH1-gaw>

<http://teachingwithteachers.com/instructional-intelligence/>



5. Leadership Certificate

Bronze Leadership Certificate Name: Silver
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= ACHIEVED = CONSISTENCY STAR

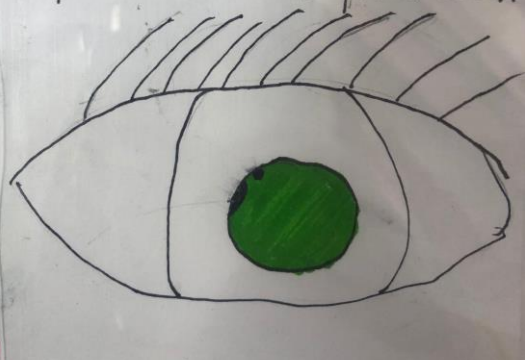
Category 1	Bronze requires 15				Silver requires 30				Gold requires 50			
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4
I show positive behaviour in the classroom and playground	●	●	●									
I show organisational skills	●	●	●									
I set and achieve SMART goals	●	●	●	●	●	●	●	●	●	●	●	●
I am a team player	●	●	●	●	●	●	●	●	●	●	●	●
I protect myself and care for myself	●	●	●	●	●	●	●	●	●	●	●	●

Category 2	Bronze requires 15				Silver requires 30				Gold Requires 50			
Points from the Deputy or School Community Member Representing the School	●	●	●	●								
Certificates of significance	●	●	●	●								
I am acknowledged by my peers	●	●	●	●	●	●	●	●	●	●	●	●
Displaying excellence in any area	●	●	●	●	●	●	●	●	●	●	●	●
Wildcards	●	●	●	●								

Category 3	Bronze requires 10				Silver requires 15				Gold requires 24			
I uphold my School's Values	●	●	●	●								
I show respect in Support Programs	●	●	●	●								

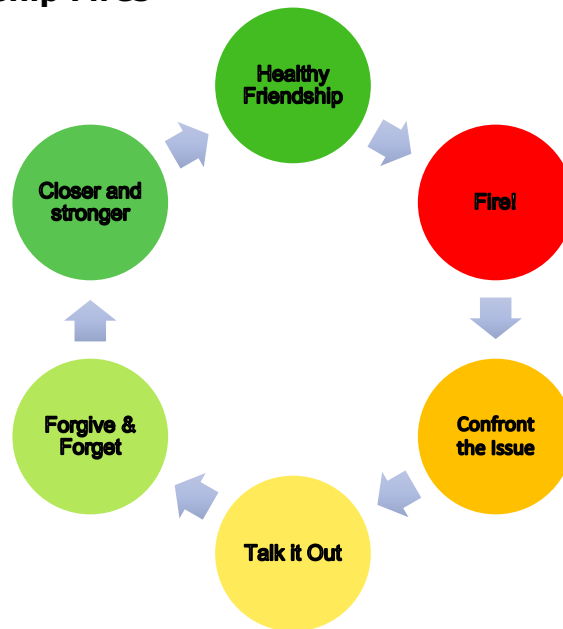
6. Goal Setting

My goal is to be looking at the person that is talking to me.
By looking at the person who is talking.
If I do it for a week.



- 1) Don't get upset when things are hard.
- 2) Take a deep breath to calm down.
- 3) How I know I have achieved my goal will be when things get hard I won't get upset.

7. Friendship Fires



How to Put Out a Friendship Fire

- **Confront the Fire**
 1. Find a good time to talk, just the two of you.
 2. **In a calm, serious voice, retell the situation.**
 3. Explain how it made you feel.
 4. **Listen to their side and truly try to understand their perspective.**

Positive Reaction


- Put out the fire and **MAKE IT RIGHT** by having a positive reaction.
- What does a positive reaction look, sound, and feel like that would put out a Friendship Fire?

8. E-Safety Cyber Rules

Office of the
eSafety Commissioner



9.

 Playground Behaviour Form					
Student Name:				Class:	
Date:				<input type="checkbox"/> Recess	<input type="checkbox"/> Lunch
Behaviour type	<input type="checkbox"/> Minor	<input type="checkbox"/> Major	(See reverse of form for behaviour types)		
Location:	<input type="checkbox"/> Class/Inside <input type="checkbox"/> Canteen <input type="checkbox"/> Bitumen <input type="checkbox"/> PP <input type="checkbox"/> After Siren	<input type="checkbox"/> OLA <input type="checkbox"/> U/C Area <input type="checkbox"/> Oval <input type="checkbox"/> McLean	Behaviour of concern:	Additional Information	
Teacher consequences implemented			<input type="checkbox"/> Peer conflict <input type="checkbox"/> Non-compliance <input type="checkbox"/> Physical contact <input type="checkbox"/> Verbal <input type="checkbox"/> Other	_____ _____ _____ _____ _____ _____	