



***Floreat Park Primary School** | An Independent Public School*

## ***Engagement & Behaviour Policy***

Ratified by

Date

School Board

March 2022

Review Date

March 2024





## **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 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/using ICT and off school grounds.

This document identifies how teachers at Floreat Park Primary School engage students and develop social and emotional skills to help develop respectful and healthy relationships.

### **Our policy aims to:**

1. identify the behaviours expected in the classroom, playground, specialist classes, outside school and online
2. maintain the positive environments where students feel engaged in their learning
3. foster a consistent language and practice amongst the Floreat Park Primary School Community
4. 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

CLASSROOM	Cooperation	Courtesy	Consideration
	Follow group protocols during collaborative learning	Greet teachers in passing	Respect the rights of others to learn
	Work to achieve a clearly defined goal or learning target	Respect belongings of others	Be inclusive of others
	Assist teachers and peers without being asked	Use appropriate language for different scenarios	Take responsibility for own actions
	Show mutual respect	Treat others as you want to be treated	Take turns to speak and listen
	Students to listen and engage appropriately with their peers	Be respectful of resources	Move quietly between classes
	Students to express needs in a calm, respectful manner	Speak to teachers with respect and manners	Classes to arrive at specialist lessons quietly and respectfully
	Cooperation	Courtesy	Consideration
PLAYGROUND	Be helpful and kind to one another	Use manners	Include others in play
	Play fairly (take turns)	Respect belongings of others	Place rubbish in the correct bins
	Share school equipment	Wait to be dismissed by teacher after eating	Walk on the paths and stairs (not run)



	All students to speak to one another in a kind manner	Avoid congregating in passage ways during break times	Eat in the correct allocated areas
	Ask for adult help if rules are broken	Speak to teachers with respect and manners	Respect protocols of different play areas
<b>ONLINE/ICT</b>	Share resources fairly	Use headphones where appropriate	Use appropriate online behaviour
	Ensure devices are charged prior to the school day of learning	Share technology gains with peers where appropriate	Treat equipment carefully (no food or drink, two hands on iPads when moving around)
	Use appropriate APPS and programs as directed by classroom teacher	Follow teacher instructions	Students to sign technology agreement at beginning of the year

### **COURTESY, CONSIDERATION and COOPERATION**

Floreat Park Primary School students identify, verbalise and demonstrate expected behaviours under the 3 Cs- Courtesy, Consideration and Cooperation. To facilitate this, teachers and students are required to 'Set the Scene' at the beginning of each school year. Expectations of behaviour and engagement in learning are developed based on these 3 areas through classroom activities. These expectations are developed into a visible classroom charter, and revisited each term on an ongoing basis (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 PERMAH model (Appendix 2).

Students earn 'Triple C Certificates' for displaying behaviours aligning with these values.

Each semester every class nominates a Respect Badge winner. This is the highest personal award a student can be awarded at Floreat. Students can only receive 3 badges in their time at Floreat (Yr 1 or 2, Yr 3 or 4 and Yr 5 or 6). Each badge is differentiated by a different colour.

### **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 Acceptable Use Agreement at the beginning of each year. Students are supervised while accessing online information and applying the E-Safety



Policy and Acceptable use rules. Refer to the E-Safety and Personal Devices policies for more details.

### **ADDITIONAL BEHAVIOUR ENGAGEMENT STRATEGIES**

A range of programs are implemented at Floreat Park Primary School; using both extrinsic and intrinsic tools for behaviour and engagement. Teachers work together to design and deliver an age and ability appropriate curriculum using teaching strategies deemed as 'best practice'. A strong integration of ICT and inquiry-based learning promotes engagement of learning across curriculum areas.

Other engagement strategies and programs used within the school include:

1. United Nations Global Goals
2. SELF (Social and Emotional Learning at Floreat) that includes Bounce Back strategies (a whole school approach to teaching resilience, positive thinking and self-regulation)
3. Sensory regulation areas
4. Garden Club with social support and buddy support
5. Differentiated teaching, strong emphasis on goal setting
6. Buddy classroom activities
7. Buddy mentors on the playground and before school

In consultation with parents, students identified as requiring additional engagement may have support from external mentors from the Kids Hope program, Ed Connect, Hale Big Brothers and Story Dogs. Student Service intervention can include social and emotional check ins together with plans for support in and out of the classroom.

#### **Social-emotional learning**

Students are guided by their classroom teacher to set whole-class and individual goals that reinforce kind and respectful behaviours. Social-emotional learning occurs as a daily component of the Floreat Primary School classroom. Explicit conversations, books, restorative conversations and role play from the classroom teacher assists in developing emotional intelligence and healthy interaction with peers.

The Leadership Program (Years 4-6) is an individual program that incorporates the philosophies from Martin Seligman's PERMAH model (Appendix 2). This goal orientated program (Appendix 4) requires students to identify positive aspects of their behaviour in and out of the school setting. Leadership opportunities encourage positive interaction with peers; where students dedicate their own time, working in teams to improve the overall operations of the school (assisting with sport equipment, technology, recycling, gardening and play equipment). Year 4 students have a focus area of Initiative, Year 5 emphasise Citizenship and Year 6 students are given opportunities to lead.

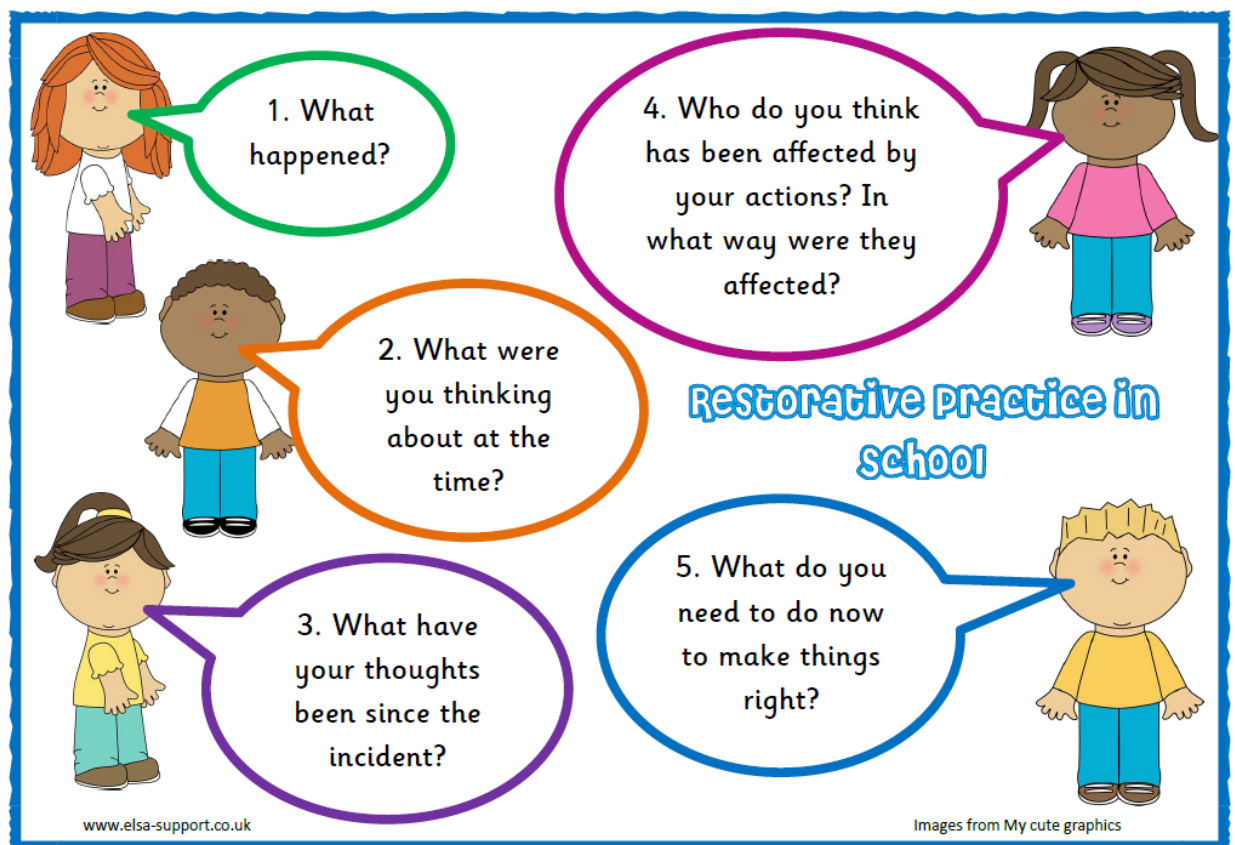
## WHOLE SCHOOL STRATEGIES TO SUPPORT BEHAVIOUR AND ENGAGEMENT

### Friendship Fires and Restorative Practice

Floreat Park Primary School works to sustain a culture built on trust and forgiveness. It is inevitable, in day-to-day relationships that disputes occur. These disputes are Friendship Fires (Appendix 5). 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.

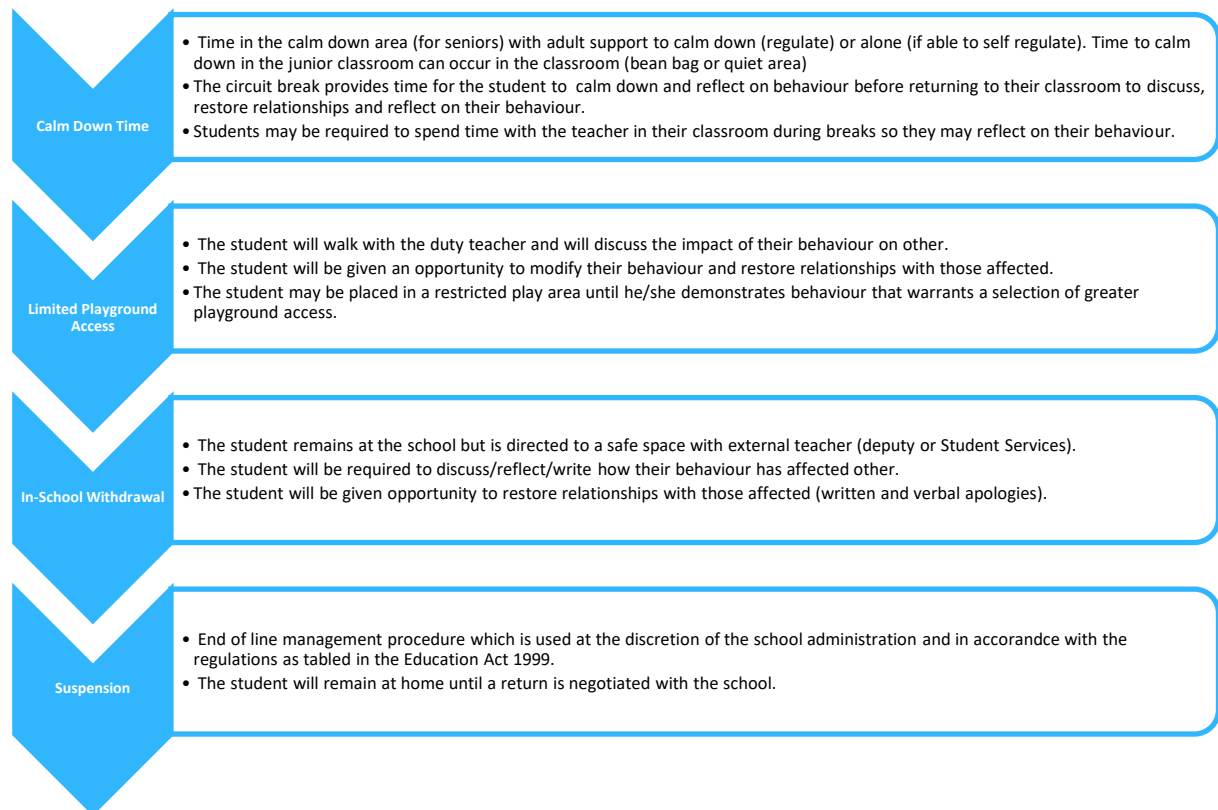
Figure 1. Restorative Conversation.







## Steps to Support Engagement and Behaviour



Parents and caregivers are consulted if undesirable behaviour is repetitive or is deemed to cause physical or emotional harm to the student or others. A collaborative approach between caregiver/s and the school (where appropriate) can help identify the purpose of the behaviour and strategies to re-engage the student.

### Response to Undesirable Behaviour in the Playground

1. Students receive immediate attention.
2. Students talk and walk with the on-duty teacher and engage in restorative conversation (see Figure 1.).
3. Should the undesirable behaviour in the playground continue, a behaviour plan is developed between all stakeholders (where appropriate)- student, parents/caregivers and classroom teacher.



## BULLYING

The school aims to treat all reports of harassment, repetitive negative behaviour 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:

1. Bullying is **repeated** verbal, physical and/or social behaviour, **intended** to cause fear, distress or harm to another
2. 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
3. Bullying can occur in person or online<sup>\*</sup>, and it can be obvious (overt) or hidden (covert)
4. 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.

1. Bullying can continue because some people do not talk about it, are discouraged from talking about it and do not seek help
2. 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:

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

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

1. Speak directly to the offender
2. Talk with a teacher or other staff member
3. Talk with a parent, friend or family member
4. 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

Purple slips are used by teachers On Duty to communicate incidents at play times. Data is recorded each term and used to inform whole school strategies and responses (Appendix 6).

At the end of each school year the Student Services team will review the Behaviour Engagement Policy and Procedures to:

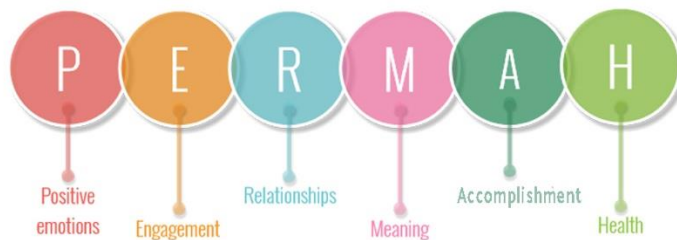
1. Review data
2. Identify successful components or issues that may have occurred
3. Recommend a course of action for the forthcoming year
4. Invite feedback from staff, students, parents and the Board.

## APPENDICES

### 1. Setting the Scene



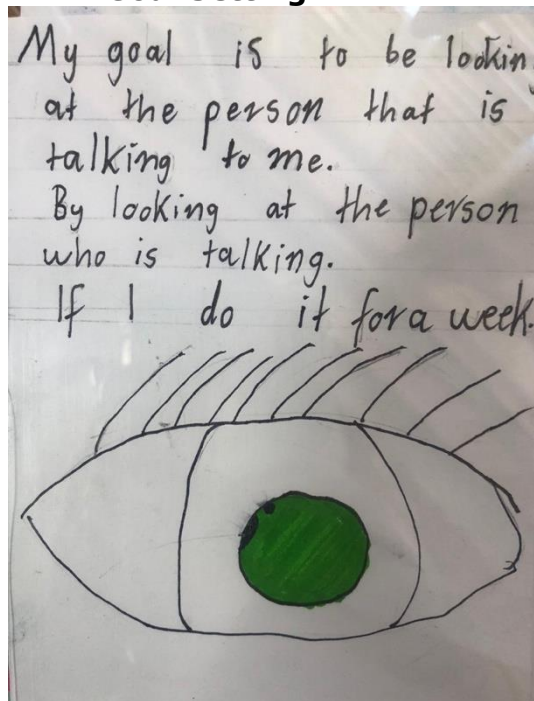
### 2. PERMAH Model



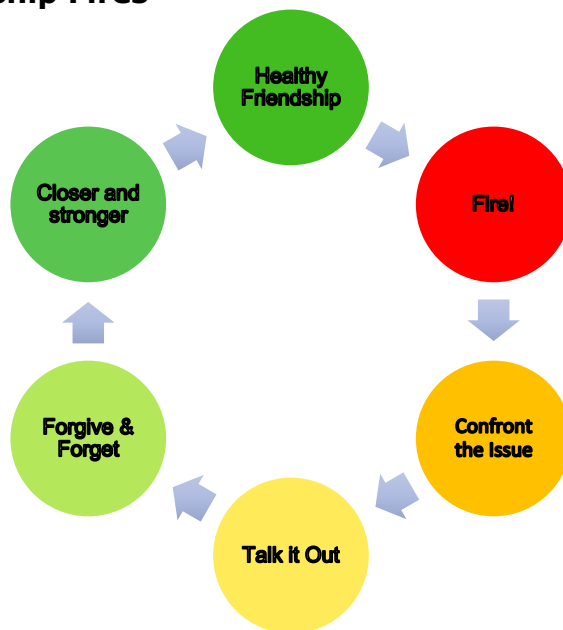
### 3. E Safety



### 4. Goal Setting



## 5. Friendship Fires



### How to Put Out a Friendship Fire


1. **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

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



## 6. Playground Behaviour Form

 <b><u>Playground Behaviour Form</u></b>			
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: <input type="checkbox"/> Peer conflict <input type="checkbox"/> Non-compliance <input type="checkbox"/> Physical contact <input type="checkbox"/> Verbal <input type="checkbox"/> Other
Teacher consequences implemented		Additional Information	
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