

# STUDENT ENGAGEMENT POLICY

Our Plan for a Positive School Environment



*To fly high is to see far*

## SCHOOL PURPOSE STATEMENT

The purpose of Hampton Park Primary School is for students to:

- Learn;
- Make Friends; and
- Have Fun

## INTRODUCTION

*The Hampton Park Primary School Student Engagement Policy is about engaging students positively in learning and helping students learn how to manage their behaviour choices.*

Research has confirmed that **all** students arrive at school with the same underlying needs, which are to have a sense of **Belonging**, to become **Masters** of a range of tasks, and to demonstrate their **Independence**. At Hampton Park Primary School (HPPS) we understand that our role is to provide opportunities for students to move towards becoming self-regulated and active participants in learning and in their community. We believe that this is best achieved in an environment of shared decision making and mutual respect using logical and negotiated consequences, both positive and negative, for student actions.

*“All students will misbehave at some time.”*

At HPPS we understand that there are direct links between student behaviour and their engagement with the teaching and learning programs delivered within the school. Students who are actively engaged in their learning are more likely to display appropriate behaviours.

## AIMS

*“When students become citizens of the school, they take responsibility for their actions and those of others”*

The aim of our Student Engagement Policy is to establish and maintain a safe and secure environment for learning where the focus is on engaging ALL students and where high quality, positive relationships between the staff and students at HPPS are fostered.

We recognise the dignity and worth of staff and students;

- ✚ By focusing on establishing and maintaining a positive, safe and inclusive teaching and learning environment that allows all our students to feel valued and respected;
- ✚ By creating a positive school environment so that teachers and students can work together in harmony, where students and teachers are acknowledged and rewarded for their efforts;
- ✚ Ensuring that students, teachers, parents and the broader school community are made aware of their rights and responsibilities;
- ✚ Establishing a clear set of consequences for individuals who do not accept their responsibilities and infringe upon the rights of others within the school ;
- ✚ Establishing procedures so that conflicts can be resolved in a positive non-aggressive manner encouraging students to accept responsibility for their own behaviours.

A clearly stated plan on student engagement ensures that all members of the school community understand the procedures, the acceptable and non-acceptable behaviours and the consequences of these behaviours.

## GUIDING PRINCIPLES

*We believe that effective teachers;*

- + have high expectations of students in terms of both their learning and their behaviour.*
- + are avid learners who are aware of their areas of weakness and strive to overcome their own weaknesses and model the joy of learning to students.*

### **ADMINISTRATION**

The administration at HPPS is committed to:

- + Providing a link between parents, teachers, other agencies and the school, including facilitating parent/teacher/child conferencing,
- + Supporting teachers in delivering relevant, appropriate teaching and learning programs that engage and motivate our students and that are appropriate to their level.
- + Supporting teachers with student engagement and student behaviour management.
- + Ensuring consistency in the implementation and maintenance of student engagement and behaviour management procedures throughout the school,
- + Assisting with programs for individual children.
- + Providing relief teachers with guidelines pertaining to student engagement and student management procedures.

### **CLASSROOM**

The teachers at HPPS are committed to:

- + Developing and maintaining a positive classroom environment with a Classroom Engagement Plan consistent with the HPPS Student Engagement Policy.
- + Providing the Administration with a copy of their Classroom Policy by the end of Week 3 of Term 1 for endorsement.
- + Providing parents with a copy of their Classroom Policy at the parent meeting or upon request by parents.
- + Providing relevant, appropriate teaching and learning programs that engage and motivate our students.
- + Displaying and discussing appropriate playground and classroom behaviours, rewards and consequences that move students along the continuum from extrinsic to intrinsic motivation.
- + Keeping the administration abreast of any behavioural issues.
- + Contributing to regular reviews of the school's Student Engagement Policy.
- + Including administration staff where appropriate in discussions with parents regarding student behaviour and engagement.

### **PLAYGROUND**

The staff at HPPS acknowledges the importance of engaging the students in positive activities in the playground. Engagement is achieved through a variety of strategies including, but not limited to:

- + Provision of sports equipment to each classroom.
- + Students in the upper primary (Buzz Rangers), with assistance from one of the upper primary teachers, will operate activities for students every lunch time in an area to be determined subject to the weather and the activity being run.

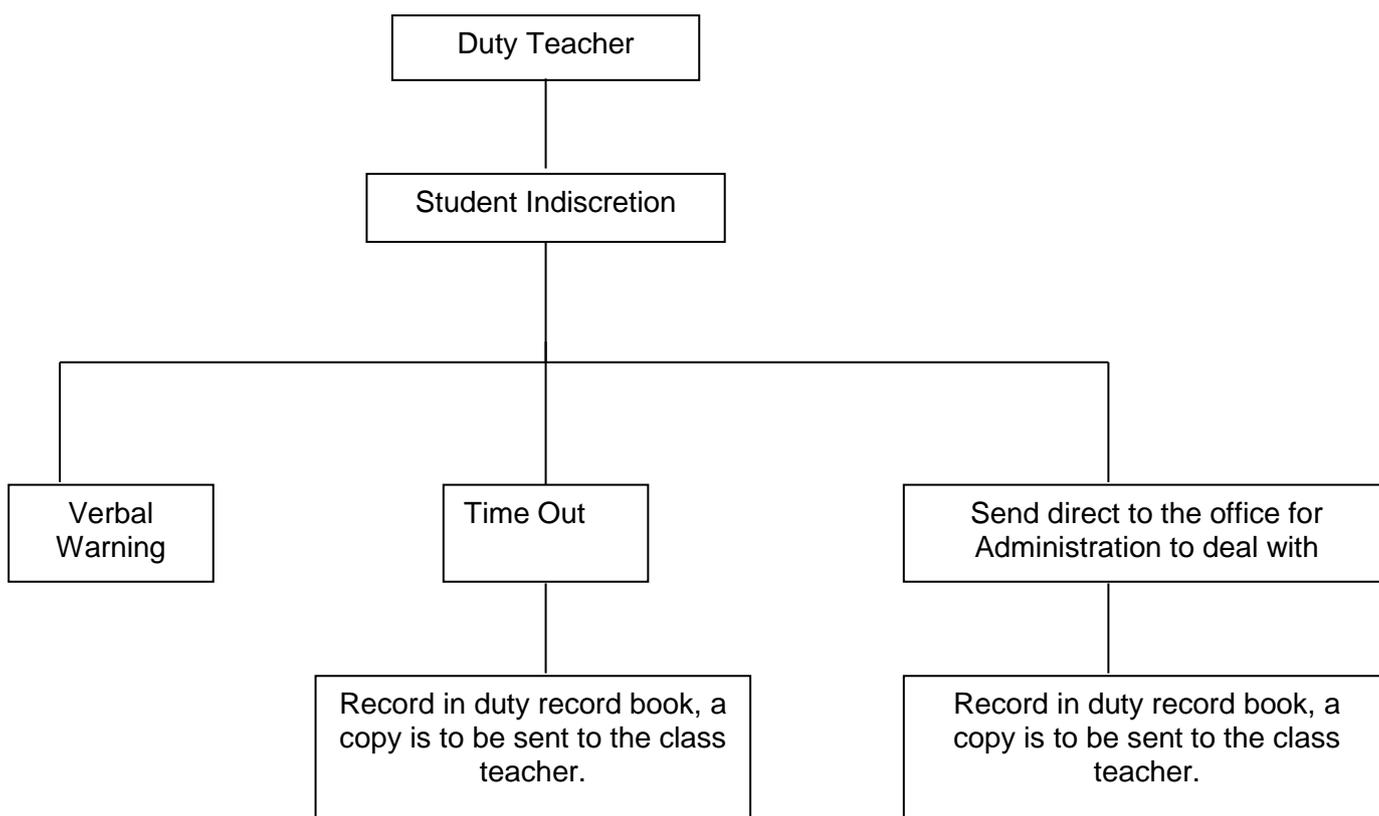
- ✚ The Administration will create and administer a reward program that recognises students who demonstrate suitable behaviour.

### **Playground Duty Procedures**

- ✚ Duty bags are to be collected from the Deputy Principal's office at the start of duty and returned at the end of the recess or lunch break.
- ✚ It is expected that duty teachers will, where practical, resolve any playground issues at the time. Where this is not possible or the indiscretion is severe the matter is to be referred to the Administration for resolution.
- ✚ Incidences of aggressive verbal or physical behaviour **MUST** be sent directly to the Administration.
- ✚ Duty teachers may apply the following negative consequences for poor student choices in the playground
  - Verbal Warning,
  - Time out, up to a maximum of 5 minutes
  - Refer to the Administration.
- ✚ Any student behaviour that requires a time out or referral to the Administration is to be written up by the Duty teacher and a copy is to be provided to the Class Teacher with severe cases to the Administration.
- ✚ At the completion of the Duty the Deputy Principal is to review the duty record book and record any behaviour incidents.
- ✚ At the end of each term any child who has not been referred to the office for a playground incident, or had more than 3 recorded playground incidents will be eligible for the reward event (Good Fun Time - GFT) organised by the Administration.

### **Within the Kindergarten and Pre Primary classes the following procedure will apply.**

At least twice per term, students with a good record of playground behaviour will be eligible for a reward event. If a student has received three or more time-outs for playground incidents, their participation in the reward event will be at the discretion of their teacher.



## Suspensions

Only the Principal may suspend a student in line with Education Department Policy.

Suspension of a student may occur after a breach of the School Engagement Policy. This may include threatening the safety of others, causing significant damage to property or disrupting the education of other students.

The maximum period of suspension is 10 days.

After a suspension the Principal or Deputy will undertake a re-entry meeting with the student & parents.

When a student is suspended for more than three days (or has accumulated five days of suspension within the year) the school will provide the student with educational instruction.

Should the Principal be off site then the Principal delegates have the authority to suspend to the Deputy Principal.

A parent/guardian may request a review of the decision to suspend a child to Regional Office.

## **RIGHTS AND RESPONSIBILITIES**

The rights and responsibilities are to be covered at the commencement of each term. Teachers should discuss the need for rules and formulate their own class rules with their students, taking into account the rights and responsibilities of the school community. They will comply with the spirit and intent of the whole school policy.

<b>Students have the RIGHT to:</b>	<b>Students have the RESPONSIBILITY to:</b>
<ul style="list-style-type: none"><li>• learn in a purposeful and supportive environment;</li><li>• work and play in a safe, secure, friendly and clean environment;</li><li>• respect, courtesy and honesty.</li><li>• strive for high standards</li></ul>	<ul style="list-style-type: none"><li>• ensure that their behaviour is not disruptive to the learning of others;</li><li>• ensure that the school environment is kept neat, tidy and secure;</li><li>• ensure that they are punctual, polite, prepared and display a positive manner;</li><li>• behave in a way that protects the safety and wellbeing of others.</li></ul>
<b>Staff have the RIGHT to:</b>	<b>Staff have the RESPONSIBILITY to:</b>
<ul style="list-style-type: none"><li>• respect, courtesy and honesty;</li><li>• teach in a safe, secure and clean environment;</li><li>• teach in a purposeful and non-disruptive environment;</li><li>• co-operation and support from parents.</li><li>• strive for high standards</li></ul>	<ul style="list-style-type: none"><li>• model respectful, courteous and honest behaviour;</li><li>• ensure that the school environment is kept neat, tidy and secure;</li><li>• establish positive relationships with students;</li><li>• ensure good organization and planning;</li><li>• report student progress to parents.</li></ul>
<b>Parents have the RIGHT to:</b>	<b>Parents have the RESPONSIBILITY to:</b>
<ul style="list-style-type: none"><li>• be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare;</li><li>• be informed of their child's progress;</li><li>• access a meaningful and adequate education for their child;</li><li>• be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li></ul>	<ul style="list-style-type: none"><li>• ensure that their child attends school;</li><li>• ensure that the physical and emotional condition of their child is at an optimum for effective learning;</li><li>• ensure that their child is provided with appropriate materials to make effective use of the learning environment;</li><li>• support the school in providing a meaningful and adequate education for their children.</li></ul>

## CONSEQUENCES

It is important to note that while the staff will develop and provide a relevant, appropriate teaching and learning program that engages and motivates our students, the students themselves are responsible for the choices they make. Accordingly, the students need to be prepared to accept the consequences for their choices.

## CODE OF CONDUCT

Our code of behaviour is based upon the following values:

 **Confidence (academic, social)**

Confidence means not being afraid to make mistakes or to try something new. It means looking and sounding confident.

 **Courtesy**

Courtesy is showing politeness and consideration to others.

 **Cooperation**

Cooperation means working well with teachers and classmates, resolving disagreements peacefully and following school and classroom rules.

 **Honesty**

Honesty is telling the whole truth. It is also being trustworthy, honourable and fair.

 **Persistence**

Persistence means trying hard to do your best and not giving up when something feels like it's too difficult or boring.

 **Resilience**

Resilience means knowing how to stay calm and being able to stop yourself from getting angry, down or worried when something "bad" happens. It means being able to bounce back from difficulty and return to work or play.

 **Respect**

Respect means showing regard to others, their belongings, their point of view and their feelings.

 **Responsible**

Responsible means having an obligation to do something, or having control over or care for someone, as part of one's job or role.

### **The school community has agreed that students will:**

 Respect others and their property, for example

- use an appropriate voice and language at all times inside and outside the classroom;
- being punctual to class;
- ensuring that no equipment or toys are brought from home unless they are for news; and
- obey directions from all staff at all times.

 Consider the safety of others, for example

- keeping their hands and feet to themselves in the classroom and when playing in the playground;
- playing & eating in designated areas;
- walking bikes through school grounds; and
- walking on verandas / paved / concrete paths / areas or designated areas.

 Wear their school hat when playing outside.

 Only enter or remain in rooms when a teacher is present.

## ACHIEVING A POSITIVE LEARNING ENVIRONMENT

*We understand that students learn best when they are in a classroom where they feel safe and confident to attempt new tasks and to persist when tasks are more complicated.*

The Student Engagement Policy has two main components - the Classroom and the Playground. By establishing, encouraging and rewarding appropriate classroom and playground behaviour, it is expected that teachers will maintain a positive, safe and inclusive learning environment.

### WHOLE SCHOOL

- ✚ Honour certificates presented at assemblies, two per class recommended.
- ✚ Displaying of work on the Honour Board and certificates called out at assembly. Roster of classes set with assembly roster.
- ✚ Tidy bag award for the class
- ✚ Lining up Award

### IN THE CLASSROOM

We acknowledge that students develop at different rates, and that all classrooms have a range of abilities and aptitudes. The teachers at HPPS acknowledge these individual differences and facilitate student engagement through targeted learning programs delivered through a range of pedagogies, some examples are:

- Individual and Group Education Programs
- Individual Behaviour Management Programs
- Explicit Teaching
- Open Ended Learning Tasks

Teachers will agree classroom expectations and consequences with the students. In addition the teacher may provide;

- Class or individual points, working towards a reward and GFT(Good Fun Time).
- GFT is a class activity only for well-behaved students.
- Encouragement Encouragement, such as a nod or smile together with verbal praise, is the most important instrument for positive reinforcement.
- Stickers Teachers may issue stickers as a tangible reward to reinforce appropriate behaviour.
- Prizes and stamps May be given for good work and appropriate behaviour.
- Faction/ Points Teachers may award students points as a reward for appropriate behaviour.
- Honour/Merit Certificates These are given to students for academic achievement or effort. Certificates can be presented at school or learning block assemblies.
- Privileges These may include working with other groups of students (peer support), early release to break times, assisting staff.

### IN THE PLAYGROUND

Our aim should be to develop a playground where all the children feel comfortable playing games they choose to and to be able to pursue their own interests. We need to give the

children strategies and support them in dealing with conflict when they arise. The importance of appropriate behaviour in the classroom and the playground will be discussed frequently at the classroom level. This will include the explicit teaching of strategies to deal with conflict.

Teachers will also adopt the following positive strategies to help promote positive student behaviour;

- Encouragement and praise Encouragement such as a nod or smile together with verbal praise is a valuable incentive to promote appropriate student behaviour.
- Virtues Vouchers Awarded to students who display virtues in the playground. Points are totalled and added to weekly faction totals.

## **BEHAVIOUR MANAGEMENT PROCEDURES**

### **OVERVIEW**

#### **POSITIVE CONSEQUENCES (For Positive Behaviour)**

**CLASSROOM**      Defined at the class level

**OFFICE**    *First Visit*      The child is given praise and a sticker from one of the office staff.  
*Second Visit*    The child receives a reward from one of the office staff.  
*Third Visit*      The child receives a reward. A Principal's "good" note is sent home.

**Parents may be contacted at any stage to reinforce the good behaviour.**

#### **NEGATIVE CONSEQUENCES (For Poor Behaviour Choices)**

Students who choose not to follow classroom and school expectations can expect the following consequences - (these are not exhaustive, cumulative or in this order):

- ✚ verbal reminders,
- ✚ classroom timeout (length of timeout exclusion not to exceed five minutes for students in years k-6)
- ✚ playground timeout with duty teachers, loss of privileges (eg: use of equipment),
- ✚ Referral to admin, parental contact and consequences as outlined in this policy and consistent with the Education Department policy and procedures.

**ALL STUDENTS COMMENCE EACH DAY WITH A CLEAN SLATE.**

**NOTE:      BUDDY CLASSES are not used as a consequence for negative behaviours due to the negative impact on the learning environment and the students of the BUDDY CLASS.**

## **BULLYING PREVENTION POLICY**

**Bullying is defined as:**

*"The continual and unnecessary exertion of force (physical, verbal or emotional) over another person with the intention to cause fear, distress or harm"*

Bullying occurs when someone (group or individual) wants to hurt (physically or emotionally) or put another under pressure. It involves an intention to harm, humiliate or disempower. Bullying can take many forms such as physical attacks, spreading of rumours, name calling and practical jokes.

This policy has been devised to provide a school environment that is safe, secure and a happy place to learn and play in and to make it clear that bullying either physically or verbal will not be tolerated.

## **RATIONALE**

We acknowledge that some children at HPPS may not always feel safe, secure and happy in their school environment. This policy has been devised to provide a school environment that is a safe, secure and happy place to learn and to play in and to make it clear that bullying either verbally or physically will not be tolerated.

## **PRINCIPLES**

1. Everyone has the right to feel safe and secure in the school environment.
2. Everyone has the right to be treated courteously and with respect.
3. Everyone has the right to work without being disrupted.
4. Everyone's property should be treated with respect.
5. Everyone should take responsibility for their own behaviour.

## **PROCEDURES FOR DEALING WITH BULLYING**

### **Reporting of incident**

Student/s report bullying incident to duty teacher or class teacher.

### **Identification of the extent and nature of Bullying**

Staff discriminates between four similar kinds of negative behaviour, determining if it is bullying opposed to rejection, conflict or aggression, using the table on the following page.

If it is deemed to be bullying the teacher advises Administration of events and Administration follows it up using the No Blame Approach.

If it is not deemed to be Bullying the matter is dealt with using the BMIS policy.

### **Classroom action**

Once bullying is identified in the classroom the teacher should take time to work with the student who has been bullied, referring to Values, Code of Conduct and the rights and responsibilities in the BMIS policy. Class activities may include role play.

- ✚ Use the NO BLAME APPROACH. On this day class teacher also sets a time for the review session.
- ✚ Review session – done by teacher of child who has been bullied -discussion with all parties on progress of solution being practised. If the problem is resolved no further action taken.
- ✚ If problem is unresolved do a second no blame approach process and set date for another review. Liaise with Admin who will report to parents that behaviour is becoming unacceptable.
- ✚ On a third occasion, with the same children involved, the teacher will work with Admin on writing and implementing a behaviour contract with parent and school psychologist involvement.

## **COMMUNICATION WITH PARENTS**

The support of parents is an essential element of dealing with incidences of bullying. It is important that parents are encouraged to report incidences that happen within the school and which may have been unreported to staff. Incidents of bullying need to be reported firstly to the classroom teacher.

After two incidences of a child being involved in bullying (either as offender or victim) a note is sent home to the parent. This is a standard letter documenting the initial report and what steps have been taken to redress the problem.

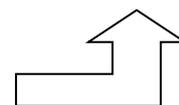
If one more incidence occurs and a behaviour contract is to be implemented and parents will be brought into school for interview with principal and classroom teacher and school psychologist.

## **TEACHING PROGRAMME**

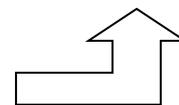
It is important to create awareness and a focus on bullying issues every year. Teachers, across all year groupings, will provide both structured lessons at teaching students to deal with bullying as well as informally integrating skills across the curriculum.

### **Administrative action**

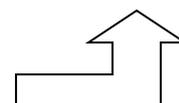
<b><u>COUNSELLING</u></b>
For all students involved (including bystanders)
<ul style="list-style-type: none"> <li>• Clarification of issue</li> <li>• Goal and outcomes for all are set</li> <li>• Review meeting organised to discuss above 2 points (within 7 days)</li> <li>• Detailed BMIS records kept at office level</li> </ul>



<b><u>School Engagement Policy</u></b>
<ul style="list-style-type: none"> <li>• Immediate time out for re-offending students</li> <li>• Parents of all involved in conference</li> </ul>



<b><u>School Engagement Policy &amp; Education Department Policy / Guidelines</u></b>
<ul style="list-style-type: none"> <li>• Suspension</li> </ul>



## **IDENTIFICATION OF BULLYING**

<p style="text-align: center;"><b><u>Isolation/Rejection</u></b></p> <p><b>Key features</b> Social exclusion which is not characterised by an intent to distress but by a preference for not playing with or being with another student. Occurs either because of a negative perception of that student or a strong bonding between students in a group which discourages new members.</p> <p><b>Appropriate action</b> Reference to Values Teaching of social skills Counselling of rejected student about strategies for directing social efforts elsewhere</p>	<p style="text-align: center;"><b><u>Conflict</u></b></p> <p><b>Key features</b> A disagreement between students eg a falling out between former friends, a dispute between students over a rule, decision or perception of a situation or an argument. Characterised by relative equality of power and a mutual distress. Both parties are seeking a solution to the problem.</p> <p><b>Appropriate action</b> Counselling of all parties Reference to Values Teaching Conflict Management skills</p>
<p style="text-align: center;"><b><u>Aggression</u></b></p> <p><b>Key features</b> Action taken by an individual or more, which is intended to harm or distress another student. The targets of the aggression are usually random and there is no pattern</p>	<p style="text-align: center;"><b><u>Bullying or Harassment</u></b></p> <p><b>Key features</b> A regular pattern of aggression which is directed towards one student or group of students on a regular and predictable basis. The intention is to harm or</p>

whereby aggression is directed towards one particular student on a regular basis. The aggressor often claims to have been provoked by the behaviour of the target.

### **Appropriate Action**

Warnings

Following of School Engagement policy  
Individual Behaviour Modification Program  
Counselling

distress the targeted student. There is a relative imbalance of power in that the student selected for regular harassment is less powerful in some way at the time. Only the targeted student is seeking a solution.

### **Appropriate Action**

Counselling for targeted student  
Reference to School Code of Conduct  
Reference to Values  
Fast tracking through school Engagement policy, including parent contact by Teacher/Administration  
Individual Behaviour Modification Program

*Based on "Getting Rid of Bullying: What Works? Dr Helen McGrath"*

## **THE NO BLAME APPROACH**

When bullying has been observed or reported then the following steps can be taken:

### **Step One - Interview with the victim**

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not directly question him about the incidents but she does need to know who was involved.

### **Step Two – Convene a meeting with the people involved**

The teacher arranged to meet with the group of students who have been involved (including the victim). This may include some bystanders or colluders who joined in but did not initiate any bullying. The group can be as large as six to eight students. More than this and it might be better to divide them into two groups.

### **Step Three – Explain the problem**

She tells them about the way the victim is feeling. She might use a number of strategies to help emphasise how the victim is feeling, such as reading a letter the victim has written. At no time does she debate the details of the incidents or allocate blame to the group. She maintains focused on the feelings involved and the wish to solve the problem.

### **Step Four – Share responsibility**

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

### **Step Five – Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to exact a promise of improved behaviour. She will note however what each member has undertaken to do, to improve things.

### **Step Six – Leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet them again to see how the things are going.

### **Step Seven – Meet them again**

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the students involved in the process.



Adapted from Maines and Robinson (1991) *The No Blame Approach to Bullying in Schools*.  
A paper presented at ISPA 1992 Conference, Istanbul.

### **BEHAVIOUR MANAGEMENT – Bullying Policy**

Recently technologically devices (e.g. mobile phones and the internet) have been used to bully people in society. To ensure that this is kept to a minimum the following points apply:

- ✚ Mobile Phones are not to be brought to school. If parents deem it essential then the phone must be checked into the prior to school commencing and pick up after the final siren. The phones must be clearly marked.
- ✚ Teachers Tips designed to reduce Cyber bullying are discussed at every class level (Years 1 – 6).
- ✚ Parent Strategies to reduce the incident of this form of bullying are published on our Web Site.