

Student Engagement at Goollelal Primary

When students become citizens of the school and feel they belong, They take responsibility for their actions and those of others

**GOOLLELAL
PRIMARY SCHOOL**



Goollelal Primary School believes in engaging students positively in learning and helping students learn how to manage their behaviour choices.

At Goollelal Primary School 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 positive behaviours.

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, students and community at Goollelal are fostered.

Self-awareness



The Resilience Doughnut: We identify the outside influences that build resilience, and focus on these to protect our students from stress or adversity.

Protective Behaviours: We develop personal safety strategies in our students.

Social awareness



Buz Rangers: We teach our senior students conflict resolution and mediation skills to help younger children solve friendship and playground issues.

Clubs: We run a variety of lunchtime clubs to engage students in a non-academic, social environment.

Self-management



Sensory Awareness: We identify calming methods, and utilise our Sensory Room when stressed.

Faction Slips: We recognise those who consistently display sharing, caring and learning qualities.

Social management



Levels of Behaviour: We develop our students understandings of behaviour and consequences.

Restorative Justice: We use dialogue in a safe environment to solve shared problems.

Rationale:

Goollelal Primary School's Student Engagement Policy is designed in accordance with the Department of Education's Student Behaviour in Public Schools Policy (2016) and Student Behaviour in Public Schools Procedures(2016).

These state that the school must develop and implement a documented plan to support whole school positive behaviour. At Goollelal Primary School this plan includes:

1. A school Code of Conduct stating the behaviours that students are required to learn and maintain at school;
2. The rights and responsibilities of staff, students and caregivers in maintaining a safe, supportive and positive learning environment;
3. Teaching, classroom and school management strategies that support positive student behaviour including:
 - a. Promoting positive student behaviour and engagement
 - b. Strategies to identify and provide individual student behaviour support as needed e.g. e.g Levels of Behaviour Framework and Behaviour Response Plan; Playground Plan
 - c. The school's strategy for communicating to parents on students' behaviour
 - d. Rules regarding personal use of mobile devices and other electronic devices

Purpose:

- To create a safe school environment where the rights and responsibilities of all individuals are respected and recognized.
- To enable teachers to manage classroom behaviour and to work within the policy to resolve conflict where it occurs.
- To enable students to make acceptable social and moral judgements for life situations.



1. Code of Conduct

All members of the Goollelal Primary School Community are committed to demonstrating conduct in accordance with the values embodied by the school motto:

SHARING CARING LEARNING

STUDENTS

- Act in a safe and caring manner.
- Respect the rights of others.
- Are courteous.
- Allow others to learn.
- Respect the school environment and other people's property.

Good Standing Policy -Year 4, 5 and 6

The Good Standing Policy provides a system that assists in ensuring that senior students (Year 4, 5 and 6) maintain a satisfactory level of course participation and behaviour. It also aims to help Goollelal Primary students prepare for the transition from primary to secondary school where students are expected to develop more responsibility and self-control.

The Good Standing Policy does not replace the Behaviour Management Policy, but provides a specific framework or standard of behaviour expected from our senior students in order to maintain their good standing status. A full version of our Good Standing Policy is available on our school website or on request from the office.

Maintaining Good Standing requires:

- Completion of school work and assessments
- Behaving in a way that is appropriate and inclusive of staff and student rights (as indicated in the Behaviour Management Policy)
- Adherence to Goollelal Primary School dress code
- Adherence to the School Code of Conduct

Please refer to the Directive issued on 4/02/2019, by the Director General of Education under section 232 of the School Education Act 1999





1. Code of Conduct continued

STAFF Code of Conduct

All staff at Goollelal Primary School are committed to fulfilling their roles and responsibilities according to the principles of learning, excellence, equity and care. We provide high quality education and care to all students who attend this school. The school has the expectation that whilst in attendance students will feel safe, supported and cared for.

This is demonstrated through the following actions and staff conduct. We will:

Inspire and Motivate

Aim to inspire and motivate our students to ensure they are successful learners.

Engage in Professional Growth

See ourselves as learners who are prepared to engage in reflective practices and ongoing professional development.

Collaborate and Share

Collaborate in planning and be prepared to adopt to new ideas when working with colleagues to structure effective learning programs.

Be a Role Model

Set personal standards of conduct and dress which reflect the high professional standards and ethos of Goollelal Primary School.

Open and Honest Communication

Demonstrate honest, open and positive communication when working with parents and the school community to support students' learning.

Respect Others

Treat all members of the school community with dignity and respect in such a manner that our workplace and practices are free of discrimination, abuse or harassment.



1. Code of Conduct continued

PARENTS

Goollelal Primary School provides high quality education and care to all students who attend this school. The school has the expectation that whilst in attendance students will feel safe, supported and cared for.

To support the school in achieving its goal the staff and students at the school therefore expect all visitors to the school site, inclusive of parents and community members to conform to the following code of conduct.

Be a Role Model

Remember that you are setting an example for your child and other children through your conduct at the school.

Respect Others

Be courteous to those around you. Please do not touch or verbally reprimand any other person on our school site. If you need assistance please speak to a staff member, your child's class teacher or a member of the Administration team.

Use Positive Language and Actions

Profanity, harassment, threatening language and physical interactions, abuse of any kind or any other inappropriate public behaviour are strictly prohibited.

Assume Good Intentions

All staff working at Goollelal Primary are here because they care about children. At all times they will be acting in a manner that is in the best interest of all the children they are working with.

Goollelal Primary will request that any person who contravenes the Code of Conduct leaves the school grounds/ premises.



2. Rights and Responsibilities

Students have the RIGHT to:

Learn in a purposeful, non-disruptive and supportive environment

Work and play in safe, secure, friendly and clean environment

Respect, courtesy and honesty from staff, other students and parents

Students have the RESPONSIBILITY to:

Display respectful, courteous, honest, caring and tolerant behaviour

Ensure that their behaviour is not disruptive to the learning of others

Work to the best of their ability

Ensure that the school environment is kept neat, tidy and secure

Behave in a way that protects the safety and well being of others and themselves. This includes intervening in acts of bullying when in the role of bystander

Attempts to apply conflict resolution skills to solve problems independently

Endeavour to be punctual, prepared and to display a positive manner

Support the school's Student Dress Code

Staff have the RIGHT to:

Teach in a purposeful and non-disruptive environment

Teach in a safe, secure and clean environment

Respect, courtesy and honesty from students, parents and other staff

Cooperation and support from students, parents and other staff

Staff have the RESPONSIBILITY to:

Model respectful, courteous, caring and tolerant behaviour

Provide a safe, well supervised environment

Ensure that the school environment is kept neat, tidy and secure

Establish positive relationships with students, parents and other staff

Teach conflict resolution skills to enable students to solve problems independently if required

Report student progress to parents throughout the year

Maintain effective, timely communication with parents about curriculum material, behaviour management procedures and decisions affecting students

Ensure effective organisation and planning

Consistently implement school and Department of Education policies

Support the School dress code

Parents have the RIGHT to:

Be informed of their child's ongoing progress through formal and informal reporting processes

Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare

Respect, courtesy and honesty from students, staff and other parents

Access to an environment which is welcoming, encouraging and which offers support and promotes effective teaching and learning for their child

Parents have the RESPONSIBILITY to:

Model respectful, courteous, caring and tolerant behaviour

Ensure their child attends school, on time and ready for learning

Provide their child with appropriate materials

Support the school in providing a meaningful and quality education for their child

Use appropriate and respectful language when communicating with school staff, students and other parents. Breaches of this will be dealt with as per DET Policy, "Visitors and Intruders on School Grounds."

Go through the school office when visiting during school hours (this does not apply to sports carnivals or assemblies)

Support the school's Student Dress Code

3. Teaching, Classroom and School Management Strategies

a. Strategies to identify and provide individual student behaviour support.

The aim of our Student Engagement Policy is to establish and maintain a safe and secure environment for learning.

At Goollelal Primary School a continuum of positive behaviour support for **all** students is implemented across the school. Systems of support are implemented to make all students feel valued for the positive ways that they can contribute to the school community. This tiered approach to student engagement and behaviour management aims to prevent problem behaviour by making it less effective and desirable. By engaging each student in activities which highlight their strengths and interests, we aim to nurture feelings of pride and belonging to the school community.

TIER ONE

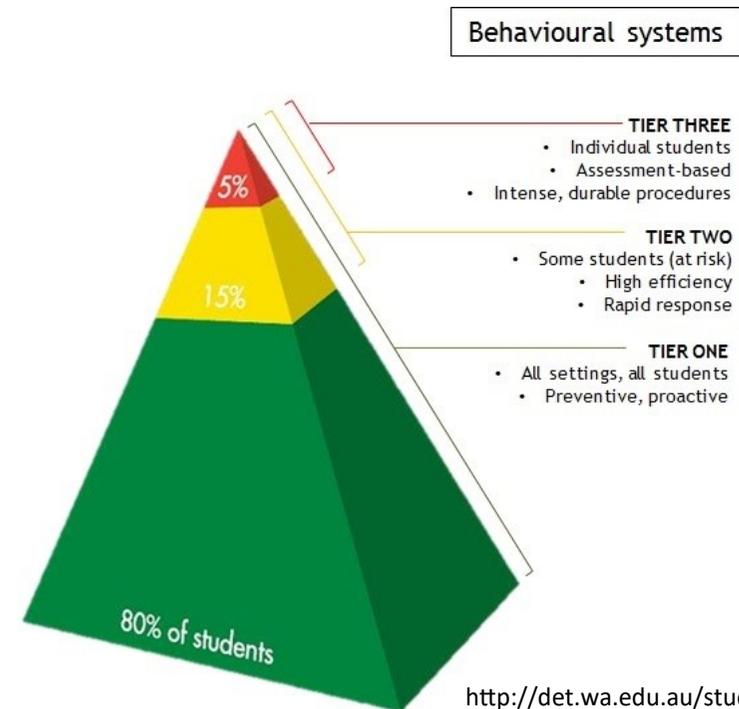
- Resilience Doughnut
- Protective Behaviours
- Buz Rangers
- Faction Slip Rewards Program
- Lunchtime Clubs
- Levels of Behaviour Framework
- Solution Focused Mindset

TIER TWO

- Restorative Justice
- Sensory Awareness

TIER THREE

- Individual Behaviour Management Plans
- School Psychologist
- DOE Statewide Services





3. Teaching, Classroom and School Management Strategies

b. Levels of Behaviour Framework

Levels of Behaviour is a teaching framework that engages students and teachers to develop understandings of behaviour and consequences. The framework has been shown to facilitate the following outcomes:

- **A shared understanding of classroom purpose.** *The goal is to construct a simple paragraph/statement with the students. This statement should reflect the agreed class purpose e.g. In our classroom we are all here to learn. We will share with, and care for, each other and we will always do our best!*
- **Explicit understandings of behaviours that support classroom learning and how they will be positively supported in class.** *The teacher will list behaviours suggested by the students that support the purpose statement.*
- **Explicit understanding of behaviours that impede learning and what all stakeholders can expect will guide teacher decision making and actions.** *The teacher will list behaviours suggested by the students that impede or prevent the ideals of the purpose statement being met.*



Engaging in the framework leads to a model of behaviour management that is developed in collaboration with the students in each class. This assists the classroom teacher to facilitate positive behaviours in the classroom and effectively manage inappropriate behaviour. The Levels of Behaviour framework is consistent with the Department of Education WA principles and ethos and incorporates effective practice in positive, educative behaviour support.

Levels of Behaviour may also include descriptors of playground behaviour emphasising cooperative, friendly play skills.

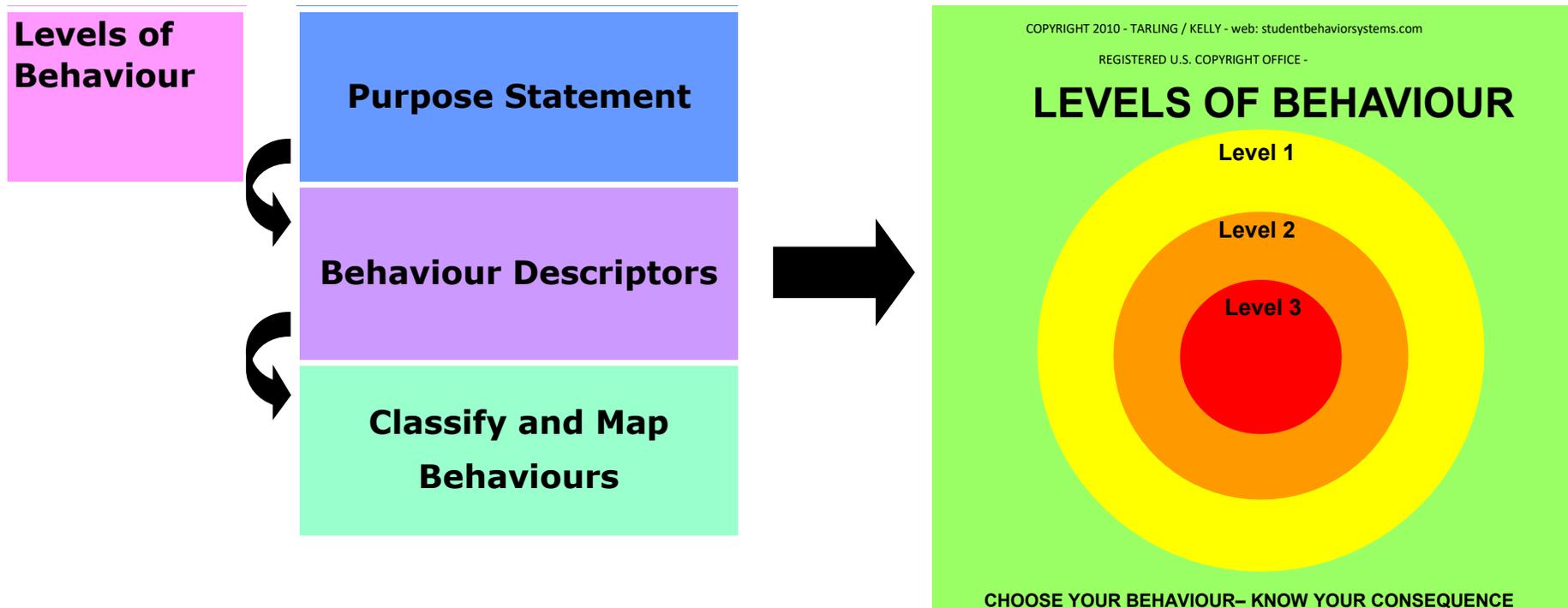


3. Teaching, Classroom and School Management Strategies

b. Levels of Behaviour Framework cont.

The Levels of Behaviour Framework consists of two processes:

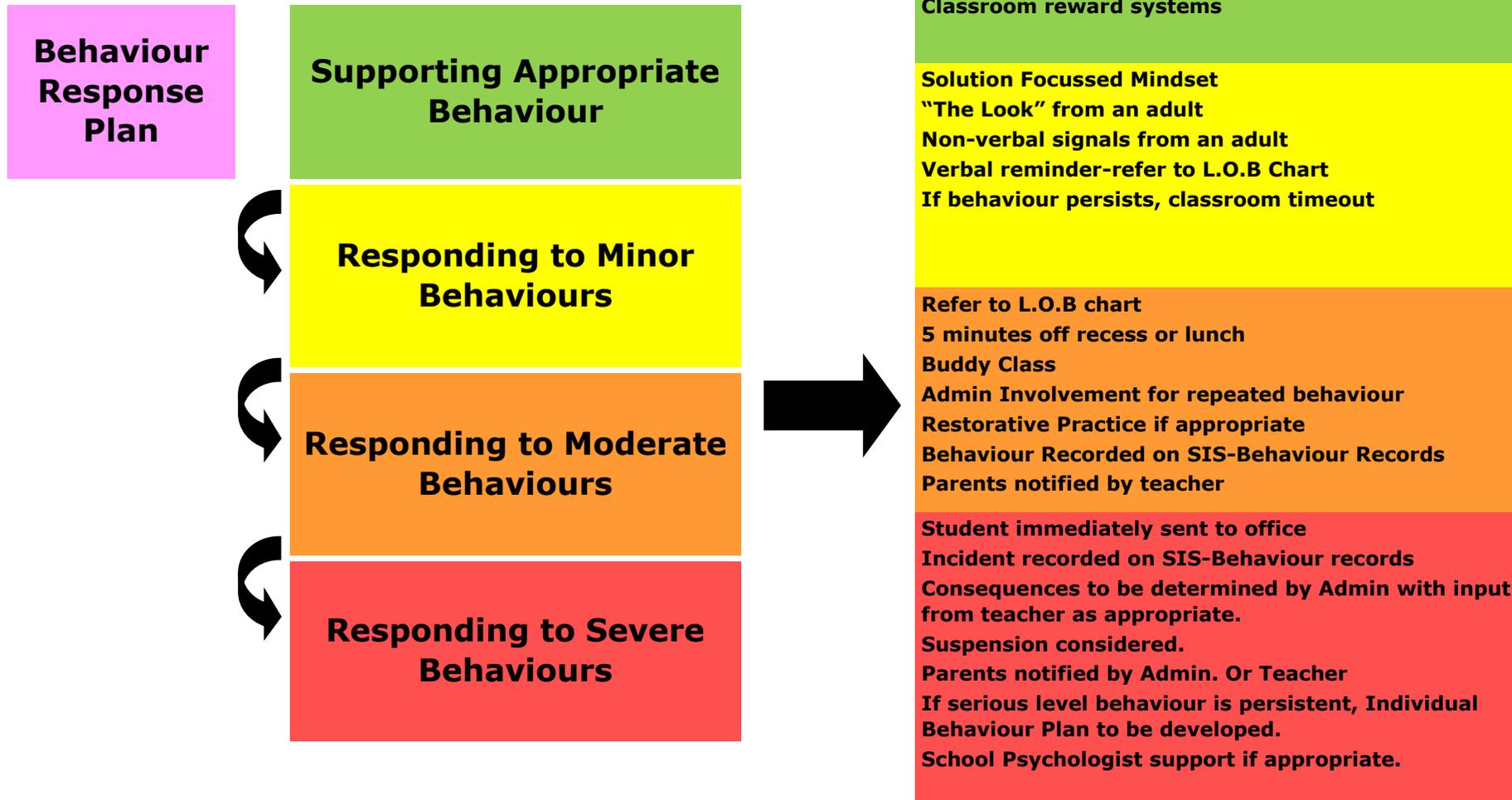
i. Collaboratively developed Levels of Behaviour chart





b. Levels of Behaviour Framework cont.

ii. Whole school Behaviour Response Plan





3b. Playground

It is expected that playground behaviours will form part of the discussion in the formation of each classroom's Levels of Behaviour Chart.

Where a child chooses not to display appropriate behaviour in the playground and breaks the school's **Code of Conduct**, the following steps are to be followed:

1. Warning
2. Time Out in an area where the duty teacher can supervise (K-2, 3 minutes and 3-6, 5 minutes)
3. Severe Behaviour- referred to the Deputy/Principal

When dealing with minor to moderate playground issues, staff are trained to use the Co-late interview process from Friendly Schools Plus. This process consists of listening to concerns, acknowledging them, talking about options and ending with encouragement. In discussing options, we utilize a "Solutions Focused Mindset" to solve problems. We encourage students to ask themselves questions such as, "What have you tried to do to make the situation better?"; "What are some options you could try?" or "What could you do differently next time?"

Bullying, Violence and Harassment

Bullying*, violence and harassment will not be tolerated at Goollelal Primary School. Individual incidents will be dealt with through the use of counselling and Restorative Justice.

** Bullying is when an individual or group repeatedly misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.*

Please refer to the Goollelal Primary School Anti-Bullying Policy for further information



C. Communicating with Parents

At Goollelal Primary School it is an expectation that teachers will communicate about moderate behaviour issues with parents and caregivers.

Severe Behaviour

The school Administration will contact parents and caregivers in the event that students are involved in severe behaviour incidents. This will involve contacting the parents or caregivers of all parties involved.

Severe Behaviour may include physical violence of a serious nature, threats or abusive language directed at a staff member or other students.

In the event of persistent inappropriate or unsafe behaviour, the classroom teacher and administration will work with parents and caregivers to develop a suitable Individual Behaviour Management Plan.

Suspension of a Student From School

In responding to a student engaging in a severe behaviour incident, out of school suspension will be considered. Suspension at Goollelal Primary is reserved for serious or persistent breaches of the school's Code of Conduct. Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process. The process for imposing suspension is the same for all students. Suspension provides an opportunity for the student, parents, and school staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan.

If a student is suspended from school, notification will be provided to the parents or carers and the North Metropolitan Regional Office immediately, detailing and confirming the suspension. Details to be included are as follows:

- the reason for the suspension from school;
- the duration of the suspension and date that the student may return to school;
- the name of a school staff member that parents or the student can contact; and
- information regarding any particular conditions attached to the suspension.

The Principal/Deputy Principal reserve the right to deem whether the severity of the behaviour warrants a student to be suspended.

Parents or Caregivers who are not satisfied with the manner in which behaviour issues are resolved may wish to refer to the school's Complaints Management Policy.



D. Personal Use of Mobile Devices and Other Electronic Devices

At Goollelal Primary School we acknowledge that some parents/guardians provide mobile phones to their children for safety and organisational reasons. The school recognises that there are times when it is genuinely appropriate and useful for students to have access to a mobile phone - for example, to confirm or change after school plans. It is not necessary, nor acceptable, for mobile phones to be switched on or used during school lessons. They can be a distraction to students, a disruption to classes and they also pose a security problem. As a result, students are discouraged from bringing them to school.

Mobile Devices

1. Students are permitted to use their mobile phones before school and after school. Parents and students should be aware that lost or stolen phones are not the responsibility of the school.
2. Students are not allowed to use, or have mobile phones/devices turned on in class time, recess or lunch time unless permitted by the classroom teacher. They must remain in the student's bag always. A staff member can confiscate the phone should a student be using their phone during these times without permission.
3. Students are not allowed to take photographs or film other students or staff on their phone or another personal electronic device apart from school work which is assessable.
4. It is not acceptable for students to access social media sites or to play electronic games on their phone/device while at school.
5. Students are not to charge any personal electronic devices at school. We will not provide security for this action.
6. The use of mobile phones on excursions and camps will be at the discretion of the teacher in charge . The teacher in charge will instruct students as to when they can use their phones. Phones will predominantly be used for emergency communication and to be able to communicate with their parents/carers and family members. The phone policy and associated consequences still apply in the event of student misuse.
7. If a student is using a phone in class time and has not been specifically allowed to by the teacher in charge of the class, then they must hand it to the teacher when requested to, without question.
8. Any arguments from the student regarding handing over their phone, will mean that behaviour management strategies will be applied as per this Student Engagement Policy. All students should comply with all requests from all staff members .
9. Students must keep mobile phones in their bags. Lost or stolen phones are not the responsibility of the school.

Other Electronic Devices

Students from Year 3 to Year 6 at Goollelal Primary are required to sign and abide by the school's 'Acceptable Use Agreement for use of ICT and Online Services'. A signed copy of the agreement will be stored in the school office. Copies of the 'Acceptable Use Agreement for ICT and Online Services' can be found on the school website or requested from the school administration.