



OAK PARK PRIMARY SCHOOL STUDENT ENGAGEMENT POLICY

For review

SCHOOL PROFILE STATEMENT

Oak Park Primary School is located in a residential area on the edge of the City of Moreland, some 15 kilometres from the CBD. The core School Values are Respect, Work Ethics, Relationships, Care and Support and Valuing Excellence.

Enrolment at the school has been capped at 400 students. Year 6 students exiting the school tend to proceed to a wide range of different secondary colleges.

Trends in the school's SFO density and LBOTE proportion indicate that the student body as a whole is changing with a greater proportion of students coming from lower socio economic and non-English speaking backgrounds. The Student Family Occupation density was 0.38 in 2016 and the LBOTE proportion was 0.28.

Consistent with the changing student profile, more Prep students are presenting with lower levels of readiness for Reading and have language learning issues.

Whilst more than twenty differing language backgrounds were represented at the school in 2016, English predominated with 85% of all students. Of the other languages, 5% (18 students) were from a Turkish background whilst no other group comprised more than 1% of the cohort.

Oak Park's wellbeing goals relate to maintaining high standards of behaviour, high attendance and supporting students to become socially competent, tolerant and resilient and to develop their physical wellbeing. The school participated in the Northern region's AIZ initiative as a phase 3 school and embraced the professional learning presented by Ramon Lewis.

Student, parent and attendance data suggest that the school is managing transitions into the school effectively.

The school has reviewed its whole school Welfare and Discipline Plan, and introduced curriculum initiatives aimed at valuing and expecting high achievement.



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WHOLE SCHOOL PREVENTION STATEMENT

At Oak Park Primary School, we aim to:

Embed a culture of child safety and commit to zero tolerance of child abuse in any form.
This applies to all school environments (including physical and online environments).

Promote a feeling of wellbeing in our school through a whole school approach to the building of respectful relationships and social capital.

Promote an inclusive, resilient school and classroom environment characterised by fair and clear processes, initiative, engagement, connectedness, caring and belonging, relevance and safety.

Create safe and supportive learning environments where all students are treated with dignity and respect.

We will endeavour to:

- Define, clarify and promote our whole school values.
- Define and teach schoolwide expectations for all.
- Implement a 'Shared Concern' approach to discipline and welfare with an emphasis on the building of positive relationships throughout the school community.
- Establish relevant school-wide prevention programs.
- Establish consistent school-wide processes to identify students at risk of disengagement from learning.
- Establish inclusive and consistent classroom strategies.
- Regularly analyse attendance data for early identification of non-attending students.
- Implement the CARE Program.
- Recognise students as partners in teaching/learning process and provide opportunities for collaborative decision making.
- Assist all students to view themselves as successful learners by enabling them to demonstrate their learning.
- Create curriculum which is intellectually appropriate and challenging for all students and has connectedness with interests, aspirations, experiences and expectations of students and community.
- Use a range of technologies to assist and enhance student learning needs and maintain motivation and engagement with learning



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Oak Park Primary School in partnership with the wider community is committed to providing the best possible educational opportunities for all students within a positive, supportive, caring, learning and teaching environment.

Our Values

The guiding values that govern the Oak Park Primary School Code of Behaviour are:

- Resilience
- Respect
- Responsibility

These values are the foundations of everything we do at Oak Park Primary School. They are embedded in the curriculum and expressed through our learning outcomes. These values are not just about what we expect the children to do, but it is expected that all members of our school community will consistently display and live the values.

Positive Behaviours

The Positive Behaviours Support program is underpinned by the school's values. At Oak Park Primary School, our values are reflected in our everyday learning and displayed and taught explicitly in all areas of the school.

We are currently reviewing and refining the school's values and working towards very clear definitions.

When finished, these will be displayed in every classroom, including specialist classes. The values should be displayed in a manner easily understood by all students who use that classroom; and can be done using words, pictures, photos; whatever is understood by all students in that class.

It is important that these values are worded in a positive way.

Explicit Teaching of Values

Teachers will be required to have an **explicit** teaching session (approx 15mins) following assembly each week to further teach the Oak Park Primary School values and appropriate social skills. Teachers are encouraged to use their professional skills to 'teach' it in an interesting and challenging manner.

The school already has a number of library resources which outline activities and different ways to explicitly teach social skills, including values. This will be extended.

Many resources are also available on line. Social Skills training Programs often focus on values.



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A way to ensure that all values are covered throughout the year is to include them in our planning.

Positive Behaviours Matrix

The Oak Park Primary School SWPB team is leading the development of a matrix of behaviours we wish to encourage. These will relate to our values, in all parts of the school and in all school related activities. All students are to be explicitly taught the values and expected behaviours. The behaviours will be consistently monitored by all staff and the relevant behaviours are expected from every staff member.



Oak Park Primary School Positive Behaviours Matrix

	RESILIENCE	RESPONSIBILITY	RESPECT
Always	Accept a genuine apology when it is offered. Try to solve some problems myself before going to a teacher. Persist when tasks are difficult. Demonstrate good sportsmanship and take turns when playing a game. Use my initiative and toolbox of positive strategies when I come across a situation that is challenging. Take an active role in my own learning.	Be an UPSTANDER, not a bystander. Be a positive role model. Work, play and eat safely. Look after school property, the belongings of others as well as my own. Ensure that all personal items are labelled. Take responsibility for my behaviour. Organise required materials for the day or activity. Be on time. Help our school to stay rubbish free. Attempt all tasks in a timely way and to the best of my ability. Keep all areas clean and tidy. Follow the agreed expectations. Return borrowed equipment, including library books, on time.	Invite others to play with my group. Speak and listen politely to everyone. Play fairly and by the agreed rules. Be a good winner as well as a good loser. Ask permission before using others' belongings. Share equipment with others. Be considerate of others' personal space. Move quietly during work time. Offer a sincere apology when I have done the wrong thing.
Outdoors	Attend a lunchtime club, sit on the Buddy Bench or ask to join another game if I don't have anyone to play with.	Play only in the areas that are supervised. Decide on the rules of a game <i>before</i> playing. Move in a safe and orderly manner.	Invite others to play with my group if I see them alone or sitting on the Buddy Bench.
Toilets	Let a teacher know if I see something that is not right.	Use the toilets during school breaks/recess. Wash my hands after using the toilet. Flush the toilet after use. Use water wisely.	Be considerate of the privacy of others. Use soap and toilet paper correctly. Put paper towel into the correct bin. Leave the area as soon as I have finished.
Using computers and ipads	Learn the steps to fix some common ICT problems myself. Save all my work in an organised manner. Delete and report anything inappropriate that is forwarded to me.	Commit to the ICT Agreement signed at the start of the year. Use only school approved apps. Keep my devices and passwords in a safe location. Report any cyberbullying or inappropriate material immediately.	Allow others to use online resources without interference. Be courteous and polite in all online communications.
In the community	Take care of my own safety. Ask for help when necessary.	Follow the safety guidelines at drop off, school crossing and in the car park. Ensure that I am respectful of property. Behave appropriately when on excursions or camps. Follow road safety rules. Report any unsafe behaviour to the teacher or adult in charge. Stay with the class group on excursions.	Listen politely to teachers, parent helpers or camp organisers. Follow instructions carefully. Ensure that the environment I am visiting is left clean and tidy.

RIGHTS AND RESPONSIBILITIES

At Oak Park PS we acknowledge that our students come from diverse backgrounds and have a wide range of differing educational and social needs. We strive to provide a learning environment that meets those needs.

We ensure that the full range of our programs is available and accessible to **all** students irrespective of class, gender, ethnicity, cultural background or disability.



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Teachers at Oak Park Primary School:

- Are flexible, proactive and intervene where required
- Recognise that students and teachers process, store, organise and retrieve information in different ways
- Take into account a diversity of learning styles and learning preferences
- Consider the way in which materials are used
- Consider the way in which materials are delivered

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- We all have the right to do as much work as possible at school
- We all have the right to feel comfortable and safe at school

SHARED EXPECTATIONS

The Student Engagement Policy defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships at all levels. The aim of this policy is to assist to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

All members of the **Oak Park Primary School community** are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- attend regularly
- cooperate with all staff and others in authority

Parents/carers are expected to:



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- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.
- ensure regular attendance patterns for their child/ren
- model appropriate behaviour at all times

The **Principal** is expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self management.
- play a strong leadership role in implementing and communicating the policy in the school community
- ensure consistency and fairness in implementing the school's *Student Engagement Policy*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with the policy and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Teachers at Oak Park Primary School, are expected to:

- create respectful, positive and safe learning environments and constructive relationships that are based on mutual trust
- provide social support for all students and foster positive attitudes to learning, participation and achievement
- establish, communicate and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behaviour
- apply behaviour management strategies in a fair, sensitive and consistent manner, and know when to seek advice on matters associated with student learning and behaviour
- undertake explicit teaching of skills to assist students to assume responsibility for themselves and behave responsibly towards others



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- participate in decision making, work collaboratively and independently, and feel safe to risk full participation in learning
- manage teaching time, resources and physical space to create and maintain a challenging, engaging, safe and supportive environment for learning
- monitor independent and group work and apply effective teaching, motivational and classroom management strategies to maximise the full and varied participation of all students.



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MUTUAL RESPECT

The focus of our approaches to Student Welfare and Discipline is the development of **positive relationships based on mutual respect**.

A foundation of mutual respect and student involvement is needed for a positive and supportive learning environment. The old methods of control, punishment and humiliation do not work.

Suggestions For Encouraging Respectful Behaviour

1. Model it. Live the values. Before approaching a situation that's making your blood boil, take a moment to calm down and regain your composure.
2. Give lessons on respectful behaviour. Demonstrate respectful ways to approach and respond to others, and let the students practice them.
3. Encourage students by letting them know when you notice their efforts to practice new behaviours.
4. Consider what the student's behaviour may be telling you. A teacher's intuition may offer the best clue. Typically a student who is hurting others is feeling hurt herself, the goal is then revenge. Some students may be disrespectful to get attention or to show power. Identifying the likely hidden message helps the teacher figure out the best way to respond.
5. Avoid lectures, shaming, and blaming students. Such adult tactics incite disrespectful responses.
6. Practice mutual respect. That means remembering to respect your own needs as well as the students' needs.
7. Consider how you have responded.

Some questions:

Was I fair/reasonable?

Did I listen openly?

Did I consider other options/possible solutions?

Was it essential for me to respond immediately?



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Planning Ahead to Prevent Future Problems

1. Take time to connect with your students. It's easy to be disrespectful to a person you perceive only as an object of your control or manipulation. Similarly, it's difficult to be disrespectful toward someone who is an asset to you or who sees you as an asset.
2. At a class meeting, discuss the students' understanding of disrespectful and respectful behaviour. Share your own thoughts. Identify and role-play ways in which people can behave respectfully in specific situations.
3. Develop an atmosphere of trust by helping students see that you are more interested in solutions to problems than in identifying or punishing those who misbehave.
5. Learn to trust the process of working with students, rather than trying to control them.



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SETTING UP A SYSTEM FOR CLASSROOM DISCIPLINE

Principles

The development of positive, respectful relationships underpins our whole approach to student discipline and welfare

- Base all actions on the learning and safety needs of other students
- Act against the misbehaviour but show (and state) liking for the child.
- Let the child realise that antisocial behaviour results in a risk of isolation from “friends”
- Remain calm

Step 1

Make the school’s Positive Behaviours expectations for appropriate behaviour very clear. Have the matrix on view in each classroom. Base expectations upon the need for students

- to feel emotionally and physically safe and
- to learn as much as possible

Step 2

When inappropriate behaviour occurs intervene *at the level necessary*. See ‘Consequences for Inappropriate Behaviour’ later in this document.

Step 3

Provide some form of recognition for appropriate behaviour (particularly for students who are being punished). Encourage *all* children.

Develop a ‘system’ in negotiation with your class. For example, give ticks to students who exhibit the desired behaviours. After 20 ticks, give a reward.

Step 4



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For students consistently demonstrating challenging behaviours you might need to address their motivation. They are likely to require a modified curriculum (more visual and hands-on).

Time-out

Time-out is not a punishment but an opportunity for some thinking and planning for a more responsible future. It is assumed that the use of time-out will ultimately motivate students to curb their worst impulses because above all they want to be with their friends.

Once placed in Time-Out students should be encouraged to think about their answers to the following questions.

what did you do that caused you to be timed out?

why did you do it?

was it responsible?

what were likely to be some good outcomes of what you did?

what were likely to be some bad outcomes of what you did?

what could you do instead if the same situation were to reoccur?

what do you plan to do instead - that is more responsible. Make sure that whatever you decide to do will not infringe upon students' right to an opportunity to learn, and the teacher's and students' right to feel safe in the classroom?

Requesting student attend Time-out

You can only stay in class if you are willing to behave reasonably. Please leave until you can figure out how to better handle a situation like this next time. As soon as you've got it worked out come and speak to me. Hopefully it won't take too long.

Greeting upon return from time-out

It's good to see you were able to sort this out.

You say here that you will act better. What exactly do you mean? What do you plan to do if?



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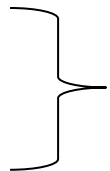
STUDENT MANAGEMENT PLAN

At the start of the year negotiate a set of statements relevant to our rights with the class :

1. Students and the teacher in our classroom have the right to do as much work as possible

Therefore

- students should bring (encourage others to bring) all their equipment to class
- students should listen (encourage others to listen) when students are speaking
- students should be on time (encourage others to be on time)
- students should attempt (encourage others to attempt) all work

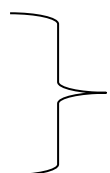


Further statements to be negotiated with students – relevant to rights

2. Students and the teacher in our classroom have the right to feel comfortable and safe in the classroom.

Therefore

- students should pass (encourage others to pass) all objects hand to hand
- students should speak (encourage others to speak) to others politely
- students should keep (encourage others to keep) their hands to themselves



Further statements to be negotiated with students – relevant to rights



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CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR:

- Step 1** **A warning, restatement of school values, explanation of choices**
- Step 2** **Move away from the group (5 minutes)**
- Step 3** **Time out in another room (15 minutes)**
- This is to be negotiated with a teaching partner or another teacher in a different teaching area.**
- Step 4** **Time Out in the office (remainder of the session)**
- Step 5** **Parent/s contacted**
- Step 6** **Referral to the Student Welfare Committee/Leadership Team/Support Group for case conference and negotiation of Behaviour Contract.**

With these steps a **SEVERE CLAUSE** may be employed for any of the following:

- Verbal abuse of a student or teacher
- Dangerous behaviour of any type
- Physical abuse to another student or teacher

*** For any incidents involving bullying, please refer to the Anti Bullying Policy**

THIS APPROACH TO STUDENT MANAGEMENT IS FOUNDED ON:

- FAIRNESS FOR ALL
- STUDENTS TAKING RESPONSIBILITY FOR THEIR BEHAVIOUR
- THE RIGHT OF ALL STUDENTS TO LEARN AND ALL TEACHERS TO TEACH



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OAK PARK PRIMARY SCHOOL YARD DUTY GUIDELINES

Staff members on yard duty should:

- Rove, scan, be aware, be involved, be visible, interact with students (but keep an eye on what is happening elsewhere)
- Deal with issues, be fair, follow up, listen
- Encourage students to work toward solutions themselves - Stop Think Do (help/intervene when/if necessary)
- Deflect, defuse 'nip in the bud'
- When taking over yard duty, talk with the 'cross over' teacher - inform of any concerns
- Communicate with class teacher when necessary - via 'Post It' notes

When conflict in the yard occurs:

1. Listen

Inform students that you will listen to both sides - even if they do not speak first.

It may be appropriate to give some 'cooling down' time first. eg. Tell them to take a deep breath and you will speak with them in a few minutes.

2. Apply logical consequences where possible.

If a student has deliberately dropped papers ask them to pick them up.

3. Have a student apologise

Often this may be enough to 'fix' the problem. An apology from both sides may be appropriate. Don't force an apology - the sentiment should be that the student is genuinely sorry for what happened. With an apology should come sort of commitment to try not to have a repeat of the conflict.

4. How can you fix it?

Depending on the type of conflict, ask 'What is something good you can do for...?' or 'How can you help?'

5. Time Out

For a relevant amount of time. Usually 5 minutes will be enough. Then 'touch base' with the student and allow them to join back in. Record instances of time out.



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6. Removal from playground

For instances of violent or overly aggressive behaviour or deliberate damage to property, students should be removed from the playground.

In these instances, the Principal and/or Assistant Principal will be involved. Appropriate consequences will be put in place. This may mean contacting parents, paying for repair of damage, no play/negotiated entry back into the playground.

In all situations, all parties involved in the conflict should be made aware of the consequences and outcomes.



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POSITIVE RECOGNITION

At Oak Park Primary School we believe that it is important to recognise student effort and achievement within classrooms and across the whole school. The recognition may be in the form of tangible rewards or may involve privileges.

Examples include:

- 'WOW' Awards (Student of the Week) – awards linked to school values
- Principal Award
- Free time within the classroom
- Negotiated Free time with another teacher/class
- Certificates of achievement and participation.
- Recognition of sporting and other achievements at school or area assemblies.
- Opportunities for students to display special skills and perform for others.
- Newsletter items.
- Stickers, stamps, privileges and other classroom rewards.
- Visit the Principal / Assistant Principal for positive recognition

Other proactive measures that may be utilised by the school:

- Peer Mediation Program
- Student Voice
- House Competition
- Cross Age Activities – eg. Reading Buddies, whole school activities
- 'CARE' Program
- Prep 'Star Student'
- Kind Act awards
- Energy Saver Award
- Class Meetings to be held each week
- Formal teaching of skills, strategies for dealing with conflict – this includes a unit of work as part of our 'Setting Up for Success' Program relevant to 'rules, rights and responsibilities' at the commencement of each school year
- Positive Parenting Programs
- Positive Parenting articles published in the weekly newsletter
- Lunchtime Activities Program – teachers volunteer to run special interest programs for children during lunchtimes