Hollywood Primary Student Engagement Policy

Ratified by School Board: 26 July 2017

Effective Date: July 2017

Revision Date: 2019

Rationale

All members of the Hollywood Primary School community have the right to operate in an environment characterized by respect, consideration, safety and cooperation. This policy addresses the ways student engagement is managed at our school. It contains information for staff, parents/caregivers and students.

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PREVENTION STATEMENT & STATEMENT OF COMMITMENT TO CHILD SAFETY

Hollywood Primary School is committed to safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making.

Hollywood Primary School's Student Engagement Policy conforms to the principles outlined in the Department of Education *Managing Student Behaviour Policy* v2.1 Effective: 4 January 2016 and *Student Behaviour Procedures* v2.3 Effective: 26 April 2016.

Hollywood Primary School is committed to providing a child safe environment where all children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Every person involved in Hollywood Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and all people is at the forefront of all they do and every decision they make.

Hollywood PS provides an inclusive school culture that promotes positive relationships across the entire school community. The school values of Responsibility, Respect and Resilience are fundamental to these relationships. We underpin this by teaching positive behaviours that are embodied in the teaching and learning programs and are underpinned by the attitudes of the West Australian Curriculum. Our values are actioned by agreed norms and demonstrated through our essential agreements.

Active participation by all members of the school community is the foundation of our positive school culture.

A key component of the school's approach is to allow every person, and especially our students, to operate at their optimum level by:

- Feeling safe from verbal, physical or cyber conduct that is uninvited and /or intimidatory
- Developing and implementing strategies and practices that address bullying/harassing and inappropriate behaviour which includes cyber-bullying
- Knowing there is a trusted adult they can rely on to support them if they need help.

The Leadership Team regularly consults with students, teachers and parents/carers to ensure that we are responsive to the student's social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in Student Leadership activities, formulation of class protocols and Essential Agreements, the Buddy System and other whole school activities.

Student wellbeing, including child safety, is an agenda item for weekly collaborative teaching team meetings.

Through our Health curriculum we seek to provide a balance between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsible action. Our curriculum engages all students by recognizing and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students are promoted.

PREVENTION PROGRAMS

Regular Attendance
The School understands that full attendance is key to engagement and maximizes every student's ability to learn and our teachers' ability to teach effectively. We track student attendance through the state-wide data collection and Hollywood Primary School is consistently well above the state mean.

Inclusion
Students with special learning or social/emotional needs who are not funded by Department of Education (DOE) are supported through an Individual Education Plan designed by the child's class teacher and education assistant, in consultation with the parent/carer. Requests for student assessments, intervention, treatment or referral to other outside agencies are organized by the nominated case manager within the Student Support Team in consultation

with the family, teacher and education assistant. The Leadership Team discusses student wellbeing during weekly meetings.

Restorative Practices & School-wide positive behaviour support
Building positive relationships is at the core of our school's philosophy and student engagement. Our school continues to build on opportunities for our students to take on meaningful responsibilities both within the school and the broader community. A key component of the school's approach to prevention is teaching positive behaviours and the use of Restorative Practices to encourage engagement and develop pride, respect and responsibility in each individual student.

eSmart
Hollywood Primary School has policies and systems to address the way our school manages cyber safety, bullying and cyber bullying. Our students, staff and the wider school community are supported to be smart, safe and responsible users of digital technology.

eSmart provides a guiding framework for schools to promote smart, safe and responsible use of digital technologies. eSmart aims to help teachers, students and the whole school community embrace the benefits of technology and reduces exposure to cyber safe risks such as cyber bullying, identity theft, online predators and inappropriate images and content. Our work towards achieving eSmart status involves the whole school community – an eSmart school is a school where the smart, safe and responsible use of information and communications technology is a cultural norm.

The eSmart Team includes staff, parents and a School Council member in order accurately to represent and communicate with the school community. Our ICT policies meet the requirements of eSmart and an Internet Acceptable Use Agreement is in operation. Students at Hollywood Primary School participate in cyber safety workshops in class and they and their parents signed and return our school eSmart Agreement prior to accessing digital technologies.

A separate document entitled Hollywood Primary School "Use of ICT Guidelines" accompanies the eSmart Agreement and is published on our school website. Our aim is to provide an educative environment by establishing an eSmart culture which is in keeping with the values of the school, legislative and professional obligations, and the community's expectation. Within this context, the objectives of these guidelines are to ensure the smart, safe, responsible use of ICT within the school community. The guidelines outline the conditions applying to the use of all school ICT and behaviours associated with safe, responsible and ethical use of technology. Authorized users are required to comply with the Agreement.

We encourage everyone in the school community to continue to uphold and promote eSmart behaviours, at school and at home. If you are aware of any incidents of bullying, cyber bullying or risky online behaviour, please contact one of the Principal Class Officers or our eSmart coordinator.

Intensive Literacy and Numeracy
Learning Support staff are allocated to work in all year levels for Literacy and Numeracy support where required. Enrichment activities that promote Literacy & Numeracy take place in many areas of the curriculum to further support all students' engagement.

Inclusion, Wellbeing & Transitions
Transition processes are reviewed and updated to improve transition at every year level of the school, including entry and exit from the school as well as movement from year to year. Activities and whole school wellbeing programs are also delivered by teachers and active participation in whole school events and celebration is encouraged. The establishment of Buddy Classes is supported.

A variety of lunch time activities is provided to support students who are isolated or overwhelmed by the social demands of the playground and for those who prefer quieter activities at lunch time.
Such activities may include:

- Lunch Club - one lunchtime per week, offers a variety of activities including art, craft, writing, structured games, coding, Numero and Gardening

- Library – one lunchtime per week the library is open for borrowing, reading and quiet drawing
- Alternative activities – daily small group activities on the verandah for access by students of all age groups

PROFESSIONAL LEARNING

Teacher professional learning is given a high priority at Hollywood Primary School to ensure the strategies and approaches adopted are implemented with integrity. The school manages Professional Learning through data-driven coordination of outside and internal expertise. Curriculum leaders provide coaching, mentoring and professional development and resources for all staff members.

POSITIVE BEHAVIOUR AND RELATIONSHIPS

The school expects the active involvement of parents in the learning and social behaviour of each student. It seeks to foster this approach with parents through informal conversations, formal interviews, summative reports, phone calls, meetings, Student Portfolios, and communications through our online sharing platform. Effective information is provided to parents through Parent Information sessions, Parent Information Booklets, school website, emails and newsletters.

Inclusive behaviours and getting to know each other are an important part of the first weeks of the school year. Each year class and specialist teachers allocate the necessary time during the first two weeks of the teaching and learning program to collaborate with students to develop common understanding of the Essential Agreements (Appendix 1).

Students participate in programs which support and promote mental health and wellbeing, anti-bullying strategies (including cyber bullying) and respectful behaviours as follows:

- ***Years Pre-primary – 6: Friendly Schools Plus***
- ***Years Pre-primary – 6: Cyber - bullying class workshops & development of eSmart posters***
- ***Years Kindergarten – 6: Harmony Week***

Student Engagement Strategies

All teachers have been trained in 'Restorative Practices' (refer to Table One). Restorative Practices value and support those involved in an incident so that they feel empowered to take positive action to address the situation and move forward. Restorative Practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

Teachers use the Restorative 'script' below when managing student engagement. All incidents deemed to have breached the school's expectations of behaviour are recorded in the approved DoE Student Information System by the Associate Principal or Principal. A copy of the Reflection sheet and any relevant case notes constructed during the Restorative Conference is saved digitally into individual Student Files.

TABLE ONE

When things go wrong	When someone has been hurt
• What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right?	• What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Parents will be informed of the consequences of their child breaching their agreement and the school's response and management plan. If intervention is recommended from specialist services and external agencies parents will be informed and consent sought.

Hollywood Primary School establishes targets and action plans for improved Student Engagement and Wellbeing in the School Business Plan. The School Business Plan is made available to the wider school community through the

school website.

RIGHTS AND RESPONSIBILITIES

The charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Australians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasizes the value of difference. The charter requires public authorities, including Government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The Disability Standards for Education 2005 seeks to eliminate discrimination against people with disabilities. Under Section 22 of the Act it is unlawful for an educational authority to discriminate against a person on the grounds of the person's disability or a disability of any associates of that person. The standards clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimization.

All students at Hollywood Primary School have the right to feel safe from bullying behaviour which includes verbal/emotional, physical and cyber bullying. Our focus is on an effective whole school approach to school based prevention programs. We involve and support parents and the community through workshops, newsletters and conferences. We use multiple strategies to deliver programs. We treat reports of verbal, emotional, physical and cyber bullying very seriously and with clear consistent action using Restorative techniques.

Rights and responsibilities are inextricably linked and need to be considered in conjunction with one another.

Rights	Responsibilities
Students have the RIGHT to • learn in a purposeful and supportive environment • work and play in a safe, secure, friendly and clean environment • be treated with respect, courtesy and honesty	**Students have the RESPONSIBILITY to** • treat others with respect and tolerance • play in a way that is safe for themself and others • make sure that their behaviour is not disruptive to the learning of others • help to keep school grounds clean and tidy • show respect for the property of others and the property of the school
Staff have the RIGHT to: • be treated with respect, courtesy and honesty • work in a safe, secure and clean environment • work in a purposeful and non-disruptive environment • receive co-operation and support from parents and other staff	**Staff have the RESPONSIBILITY to:** • model respectful, courteous and honest behaviour • ensure that all students are provided with appropriate and positive learning opportunities • establish positive relationships with students and support a harmonious classroom environment • provide meaningful, regular feedback to students • accurately and regularly report student progress to parents • consistently implement school policy • ensure the school environment is kept neat, tidy and clean • maintain confidentiality and respect for all members of the School Community
Parents have the RIGHT to • be informed about curriculum material, behaviour management procedures and decisions affecting their child's health and welfare • be accurately and regularly informed of their child's progress • access a meaningful and adequate education for their child • be heard in an appropriate forum on matters related to the rights of their child to an appropriate education • be treated by school staff with respect, courtesy and honesty	**Parents have the RESPONSIBILITY to** • ensure that their child attends school • ensure that their child is as physically and emotionally prepared for school as possible • ensure that their child is provided with appropriate work materials and clothing for school activities • support the school in providing a meaningful and adequate education for their children • treat school staff with respect and courtesy and honesty • maintain confidentiality and respect for other families

SHARED EXPECTATIONS

Hollywood Primary School is continually focused on a positive school environment which aims to provide safety, security and support for students. Our shared expectations are intended to support individual students and families that come to our school community from a diversity of backgrounds, communities and experiences.

Hollywood Primary School has developed shared expectations that we call "The Essential Agreement" drawn up between students, staff and parents of the school community on what we value and demonstrate at Hollywood Primary School to ensure that the learning, safety and rights of all are respected. This agreement is displayed prominently throughout the school and embraces the School Values –Respect, Responsibility and Resilience. The agreement is provided to all families on enrollment.

Expectations – Staff

Engagement

The Hollywood Leadership Team will:

- Uphold the right of every child to receive an education
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Ensure the school staff is aware of and complies with the Child Protection policy v 2.7
- Collaborate with the Hollywood Primary School community to develop policies and procedures consistent with its values, aspirations and DoE guidelines
- Identify the diversity of the school community and provide teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

Hollywood Teachers will:

- Develop flexible pedagogical styles to cater for all learners
- Deliver curriculum and assessment that challenges and extends students' learning
- Develop positive and appropriate relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice to influence school culture positively in and outside the classroom
- Protect students from any form of abuse by being aware of and complying with the Child Safe Standards
- Maintain confidentiality at all times

Attendance

In compliance with DOE procedures staff at Hollywood will:

- Promote regular attendance at school.
- Monitor and follow up on absences.

Behaviour

All members of the school community are expected to participate in the educational environment with enthusiasm and mutual respect. Hollywood Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole school responses to behavioural issues. Our school is committed to engaging all students.

The Hollywood Leadership Team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the center of school business.
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.
- Provide appropriate Professional Learning opportunities for all staff to build their capacity to promote positive behaviours.

Hollywood Teachers will:

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- Teach students social competencies through curriculum content and pedagogical approach
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- Build a collegiate relationship with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary

Expectations – Students

Engagement

As a member of Hollywood Primary School, students hold a representative position of trust and are accountable for their actions. All Hollywood students are expected to:

- Respect, value and learn from the differences of others
- Believe they can learn

Attendance

Students should be punctual to school and class, arrive on time and be ready to learn. All students are expected to come to school every day that the school is open to students. If students cannot attend an explanation must be provided from their parent/carer to their teacher.

Behaviour

Students are expected to:

- Contribute to a positive school environment that is safe, inclusive and happy
- Respect the teacher's right to teach and that disrupting the learning of others is unacceptable.
- Have high expectations that they can learn
- Adhere to the expectations of positive behaviour as set out in the Essential Agreement
- Understand that any form of bullying (cyber-bullying, verbal, physical or emotional), violence, and inappropriate language or property damage is unacceptable
- politely but firmly ask the complainant to stop their offending behaviour by saying "Stop it I don't like it!" if a student feels that they are being intimidated

Expectations – Parents/Carers

Engagement Parents and Carers are expected to:

- Model positive behaviours and expectations towards education
- Actively participate in supporting their child's learning by building positive relationships with the school
- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and behavioural patterns
- Regularly participate in constructive communication with school staff regarding their child's learning and wellbeing
- Attend parent teacher meetings, student activities, school celebrations, school meetings
- Uphold the Schools' Essential Agreement and the Expected Responsibilities and support the school in ensuring student compliance with it

Attendance

Parents and Carers should ensure that their children attend school regularly and that when their child is absent from school they supply an explanation. Parents and Carers are expected to ensure that enrolment details for their children are always kept up to date.

Behaviour

Parents and Carers should understand the school's behavioural expectations and work with us to promote a consistent approach that supports their child's learning, engagement and endeavor both in and out of school.

THE ESSENTIAL AGREEMENT

The Student Engagement Policy outlines three agreed behaviours that form the Essential Agreement.

RESPECT, RESILIENCE AND RESPONSIBILITY

The following expected behaviour matrix forms the basis of our student engagement program.

	Respect	Responsibility	Resilience
Our School Community	• Wear your school uniform with pride • Walk quietly on paths and verandahs • Move with your class • Use quiet voices in working areas • Speak positively • Accept others differences	• Be prepared and punctual • Bring and return required equipment • Pack resources away neatly • Remain seated on the verandah before 8:30am • Treat school equipment with care • Support others	• Be positive • Come ready to learn • Be brave and bounce back • Encourage and include others
Our Learning Areas	• Listen to and follow all instructions • Work cooperatively with others • Take turns when talking with peers	• Follow the Digital Citizenship agreement • Stay on task • Use equipment properly • Wait for teacher presence before entering classrooms • Take care of your belongings	• Persevere with all tasks • Ask for help • Seek solutions • Set, work toward and reflect on goals
Our School Grounds	• Share the play space and equipment • Use a friendly tone of voice • Wait to be dismissed by the Duty Teacher or Student Leader at lunchtimes	• Play inside the boundaries • Eat in designated areas • Ask permission before retrieving out-of-bounds equipment • Be sun smart – wear your hat • Line up quickly and quietly • Report unsafe behaviour • Use the toilet during break times • Keep toilet areas clean and tidy • Play safely • Use the recycling and litter bins	• Seek help If you have a problem • Agree to and follow the Essential Agreements • Be a problem solver • Join in and have fun • Make safe choices

SCHOOL ACTIONS & CONSEQUENCES

Student engagement, regular attendance and positive behaviours are best encouraged through the positive implementation of relationship based whole-school and classroom strategies such as:

- Establishing predictable, fair and democratic classrooms and school environments where a whole school approach promotes consistency in expectations, rewards and consequences
- Ensuring student participation in the development of classroom and whole- school expectations
- Providing personalized learning programs
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision- making

- Providing physical environments conducive to positive behaviours and effective engagement in learning.
- Implementing school-wide positive behaviour support strategies

As part of classroom student engagement, each teacher will develop and display the agreed process that will be followed in the event of unacceptable student behaviour that might occur in that teaching and learning environment. Consequences appropriately match the misdemeanour and are applied in a way which reflects the type of unacceptable behaviour and/or the number of offences.

Each class teacher at Hollywood Primary School develops their own list of class consequences, in consultation with the students. Students are made aware that they CHOOSE their own consequences as a result of their own unacceptable behaviour. Teachers will share their Class Student Engagement Process with parents at the Parent Meeting that is held within the first two weeks of the school year.

We acknowledge students who meet the expectations outlined in this policy, both in class and in the playground, through a whole school approach of recognition and encouragement that may include:

- Merit stickers/comments/stamps
- Awarding of Dojo Points/Wowsers
- Values Certificates
- Honour Certificates
- Celebration assemblies with focus on Academic, Sporting or Citizenship excellence
- Special mention in school Newsletters
- Student reports
- Leadership opportunities
- Intrinsic reinforcement of learning and success
- Displays of work around the school

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined in Table 3. (see appendices), and using the Restorative approach as outlined in the 'Prevention' section of this policy document.

ONGOING BEHAVIOUR ISSUES

Where students exhibit ongoing challenging behaviour patterns – a range of strategies as part of a staged response will be used and these may include:

- *Early Years* (K– 2) will be started on a behaviour management/incentive chart that recognises improved effort and behaviour with stamps/stickers implemented through an Individual Behaviour Plan

- *Senior Students* will be counselled about the risk of loss of Good Standing (see Serious Behaviours) with loss of privileges/responsibilities. An Individual Behaviour Plan may be developed

- If the unsatisfactory behaviour continues **(3 Reflection Sheets within a one week period):**

    1. A formal meeting, involving the Principal or Associate Principal, teacher, student and parents/carers, will highlight individualised goals for improvement to be documented discretely by their teacher with a review meeting scheduled
    2. If the inappropriate behaviour persists after one week, a further parent/carer meeting, involving the Principal or Associate Principal will be held and an Individual Behaviour Management Plan developed, **highlighting individualised consequences and a loss of good standing.** The consequences to a student for losing their Good Standing may result in a student receiving a sanction such as removal of leadership position, an activity exclusion (i.e. program, excursion, trip, camp, tour), in school suspension, external suspension and/or expulsion

SERIOUS BEHAVIOURS

Hollywood Primary School values safety, equity and justice for all and recognises the impact of poor student

behaviour on other students' safety and learning. At any time serious breaches of behaviour may result in immediate removal from the classroom.
Serious behaviours include:

- Violation of School or class Agreements
- Verbal abuse or harassment of students
- Verbal abuse or harassment of staff
- Physical assault or intimidation of students
- Physical assault or intimidation of staff
- Willful violence against property
- Weapons offences
- Substance misuse

Immediate Process to be followed:

1. Immediate referral to the Associate Principal or Principal
2. When the situation allows, the student completes a Reflection sheet for documentation and reflective purposes
3. Parents/carers contacted as per the Reflection Sheet
4. A formal meeting is organised with student, teacher (if in context), Associate Principal or Principal and parents/carers and **highlighting individualised consequences and a loss of Good Standing.** The consequences to a student for losing their Good Standing will be determined at the discretion of the Principal, and/or Associate Principal. The consequences to a student for losing their Good Standing may result in a student receiving a sanction such as removal of leadership position, an activity exclusion (i.e. program, excursion, trip, camp, tour), in school suspension, external suspension and/or expulsion
5. The incident will be entered into the DoE's Student Information System (SIS) as a permanent record
6. Internal suspensions will be logged into the Student Information System
7. External suspensions will be logged into the Student Information System and the Online Incident Notification System

Recurrent serious behaviours are managed as under 'Ongoing Behaviour Issues' above.

SCHOOL SUSPENSION

The placing of students on internal and external suspension will be authorized by the Principal or Associate Principal, where the Principal is unable to implement the suspension.

Parents/carers will be contacted and notified regarding an intention to suspend before a decision of suspension is made. Parents/carers will be provided with the opportunity to discuss the decision to suspend, the length of the suspension and re-entry procedures.

External suspension will be entered into the Student Information System (SIS) and the Online Incident Notification System. The student will be provided with learning activities to complete where the period is for 3 or more consecutive days or totals more than 5 days in the school year.

The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

PHYSICAL GUIDANCE OF A STUDENT

Where students are identified as at risk of behaviours that might put themselves or others at risk, the Student Support Team meets with parents or caregivers to discuss, explain and agree strategies for the child's wellbeing in a formal, signed plan. Strategies might include those recommended by the Positive Partnerships Program.

The Team Teach approach, as recommended by DoE, is used by specially trained staff in the event of a child needing physical guidance in order to keep themselves and others safe. This is based upon careful planning of the child's schedule to maximise their engagement and compliance and with continued close communication with parents/carers.

DEPARTMENT OF EDUCATION POLICIES

The Hollywood Primary School Student Engagement Policy supports and is supported by Department of Education Regulations and Policies including but not limited to:

- *School Education Regulations 2000*
- *Student Behaviour* policy and procedures
- *Positive Behaviour* website
- *Duty of Care for Students* policy
- *Physical Contact with Students* Guidelines
- *Child Protection* policy
- *Duty of Care for Students* policy
- *Excursions* policy and procedures
- *Students Online* policy and guidelines
- *Working with Children Checks* policy

APPENDICES

Table 3: Classroom Behaviour Consequence Process

Table 4: Outdoor Behaviour Consequence Process

Reflection Sheet

Essential Agreement including Restorative Script

Transition Diagram

Targeting Levels of Behaviour

Table 3: Classroom Behaviour Consequence Process

The following consequence process applies during lesson time, including transition between lessons, lessons held outside, incursions/excursions and school clubs before or after school.

Classroom Behaviour Management Plan	Action	Consequences	Who
1. Low key transgression	General verbal reminder of expectations and proximity used	Low key response that suits context	Class teacher
2. First transgression of classroom expectations not met	Specific verbal reminder with students name placed onto classroom student engagement process	Classroom consequence applied	Class Teacher
3. Second transgression of classroom expectations not met	Specific verbal reminder with counseling and student progresses through agreed classroom student engagement process	Classroom consequence applied	Class Teacher
4. Third transgression of classroom expectations not met	Student guided (with peer) to the Associate Principal or Principal or peer sent to Associate Principal or Principal with a request for support	Admin to: 1. Interview student 2. Investigate transgression 3. Student completes Reflection Sheet 4. Notify parents/carers to sign and return sheet the following day 5. Record on SIS	Administrator

Table 4: Outdoor Behaviour Consequence Process

The following consequence process applies during break times time **over the period of a school day.**
Where 2 or more students are involved and the behaviours affect each other, a Restorative Conversation (see Table One) by the Duty Teacher must be completed and classroom teacher informed.

Outdoor Behaviour Management Plan	Action	Consequences	Who
1. Low key strategy	General verbal reminder of expectations		Duty teacher
2. First transgression of outdoor expectations not met	Specific verbal reminder of expectations. Student reminded that following consequence is a walking time out.	Counseling and proximity used	Duty Teacher
3. Second transgression of outdoor expectations not met	Student directed to complete a duty walk with the duty teacher for a period of 5 minutes, during which a Restorative Conversation will take place.	Duty teacher informs class teacher of playground time out.	Duty Teacher
4. Third transgression of outdoor expectations not met	Student guided (with peer) to the Associate Principal or Principal.	Admin to: 1. Interview student 2. Investigate transgression 3. Complete Reflection Sheet 4. Notify parents/carers to sign and return sheet the following day. 5. Record on SIS	Administrator

Students have the RESPONSIBILITY to

- treat others with respect and tolerance
- play in a way that is safe for themself and others
- make sure that their behaviour is not disruptive to the learning of others
- help to keep school grounds clean and tidy
- show respect for the property of others and the property of the school

Reflection Sheet

Student name: _____

Class: _____ **Date:** _____

Reasons for my behaviour

Description of my behaviour

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Teacher Comment

_____

_____

_____

Signed _____ Date_____

Parent/Carer Comment

_____

_____

_____

Signed _____ Date_____

Principal/Associate Principal informed
How? _____ When? _____ ☐
Class teacher informed
How? _____ When? _____ ☐
Parents/carers of offender informed
How? _____ When? _____ ☐
Parents/carers of other student (s) informed
How? _____ When? _____ ☐

Plan for Improvement

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The Essential Agreement

RESPECT, RESILIENCE AND RESPONSIBILITY

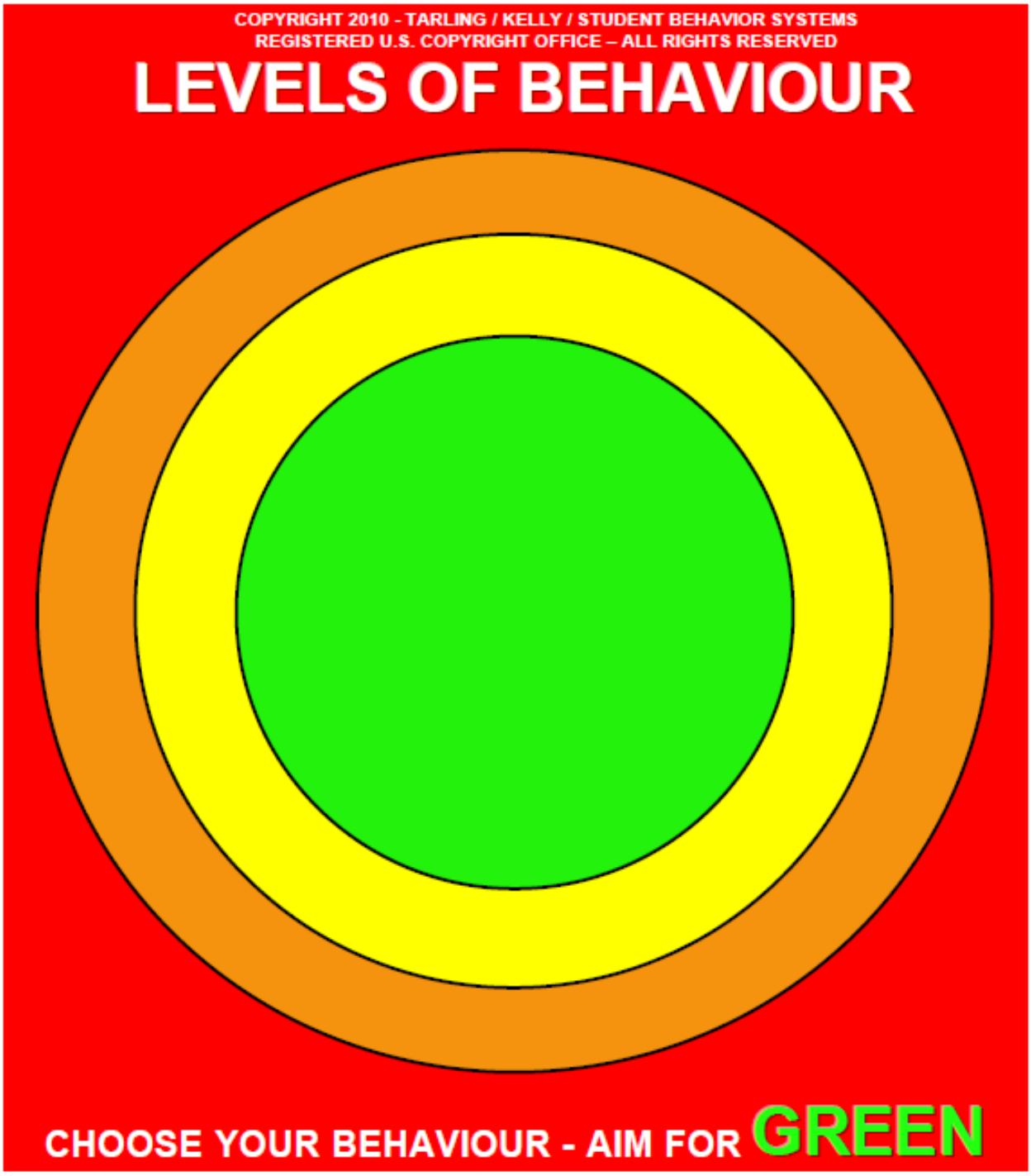
This expected behaviour matrix forms the basis of the Hollywood Primary School Student Engagement process.

	Respect	Responsibility	Resilience
Our School Community	• Wear your school uniform with pride • Walk quietly on paths and verandahs • Move with your class • Use quiet voices in working areas • Speak positively • Accept others differences	• Be prepared and punctual • Bring and return required equipment • Pack resources away neatly • Remain seated on the verandah before 8:30am • Treat school equipment with care • Support others	• Be positive • Come ready to learn • Be brave and bounce back • Encourage and include others
Our Learning Areas	• Listen to and follow all instructions • Work cooperatively with others • Take turns when talking	• Follow the Digital Citizenship agreement • Stay on task • Use equipment properly • Wait for teacher presence before entering classrooms • Take care of your belongings	• Persevere with all tasks • Ask for help • Seek solutions • Set, work toward and reflect on goals
Our School Grounds	• Share the play space and equipment • Use a friendly tone of voice • Wait to be dismissed by the Duty Teacher or Student Leader at lunchtimes	• Play inside school boundaries • Ask permission before retrieving out-of-bounds equipment • Be sun smart – wear your hat • Line up quickly and quietly • Report unsafe behaviour • Use the toilet during break times • Play safely • Use the recycling and litter bins	• Seek help if you have a problem • Agree to and follow the Essential Agreements • Be a problem solver • Join in and have fun • Make safe choices

Restorative Script

When things go wrong	When someone has been hurt
• What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right?	• What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

TARGETING LEVELS OF BEHAVIOUR



ACCEPTABLE (YES) BEHAVIOURS | UNACCEPTABLE (NO) BEHAVIOURS

Hollywood Primary School
Student Transition Process

Students

Entry to HPS

- Enrolment checklist completed by front office
- Front office to pass on all reports from previous school, external agencies and student logins
- Teacher to organise parent/carer introduction meeting
- Case manager appointed if student requires IEP/BMP/GEP

Kindy – Pre primary

- Teacher to complete digital student transition file, with all required assessment completed
- Teacher to organise formal meeting with SAER case manager and next year level teacher in regards to all students on IEP/GEP/BMPs
- Student transition time scheduled into teaching and learning programs

Pre-primary to Year 1

- Teacher to complete digital student transition file, with all required assessment completed
- Teacher to organise formal meeting with SAER case manager and next year level teacher in regards to all students on IEP/GEP/BMPs
- Student transition time scheduled into teaching and learning programs
- Orientation session delivered by appropriate class teachers and administration to outline Year 1 processes to families

Year 1 – Year 6

- Teacher to complete digital student transition file, with all required assessment completed
- Teacher to organise formal meeting with SAER case manager and next year level teacher in regards to all students on IEP/GEP/BMPs

Exit from HPS

- Student documentation transferred to new school by front office
- If required a transition report is to be completed by the class teacher to forward to the new school
- For students with special needs, teacher and case manager to liaise with family and contact future school at family's request