



**Henley
Brook**
PRIMARY SCHOOL

Student Engagement & Behaviour Policy

• *Updated 22nd November 2023*

Connect • Belong • Thrive •

Ethos

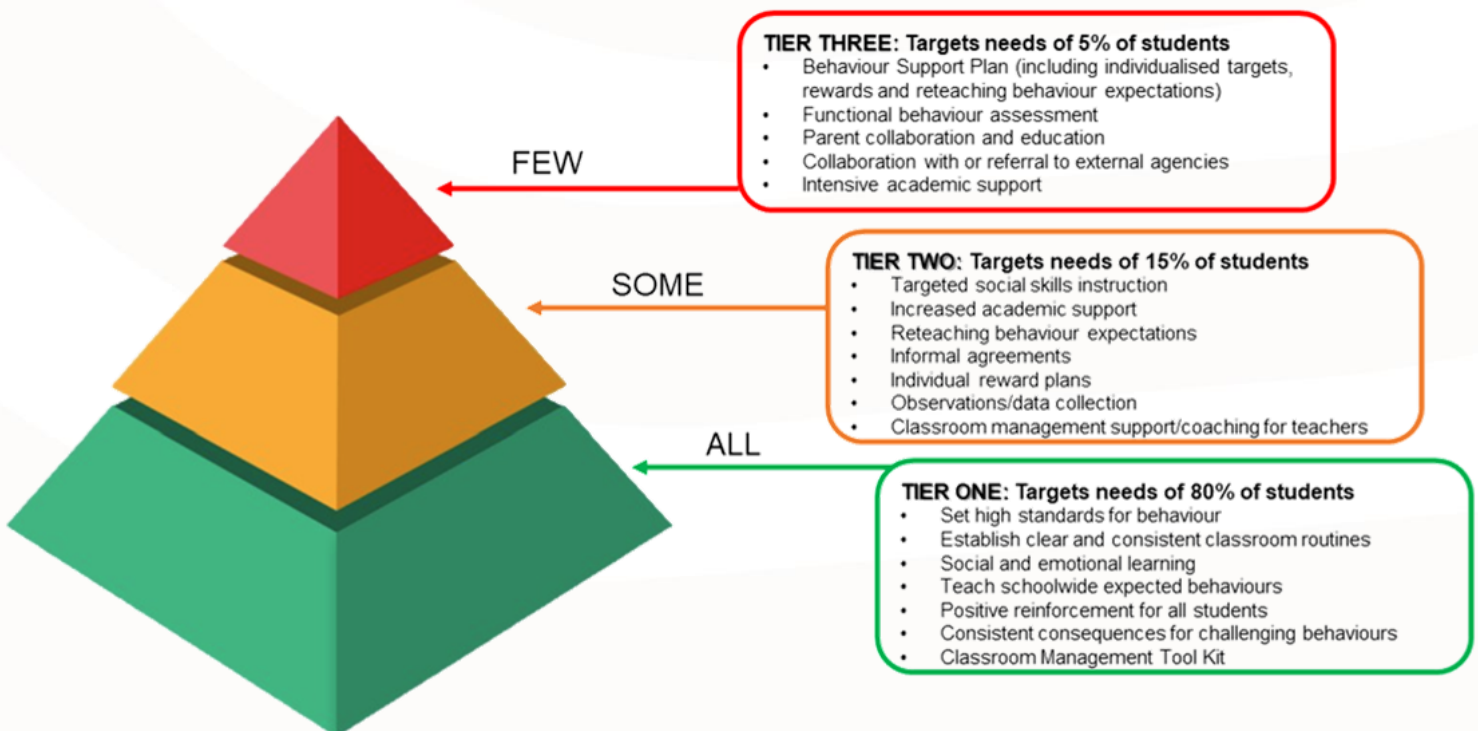
Henley Brook Primary School (HBPS) is committed to building and maintaining a connected community where everyone feels they belong. Authentic and meaningful relationships are at the heart of everything we do, and our staff prioritise the development of a safe, supportive and inclusive learning environment where all students can engage positively in learning. We understand that there are direct links between student behaviour and their engagement with teaching and learning and proactively implement a range of targeted and individual strategies in order to meet the diverse needs of all learners.

Aims

The HBPS Student Engagement and Behaviour Policy aims to promote high expectations and accountability for learning and behaviour. It also reflects our school-wide commitment to restorative practices and providing learning conditions where each student is positioned to thrive socially, emotionally and academically. We are proactive when managing student behaviour and have a clear understanding of behaviour management processes and procedures.

Positive Behaviour Approach

We implement a positive approach to behaviour support. Our approach is based on a three-tiered model of prevention and intervention. Emphasis is placed on setting high expectations for student behaviour, explicitly teaching expected behaviours and utilising our Classroom Management Tool Kit to establish clear and consistent school wide practices.







Zones of Regulation

In addition to our positive approach to behaviour, HBPS also utilises **Zones of Regulation** to support students to make positive choices. Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Zones of Regulation teaches children how to:

- Identify their feelings.
- Be aware of what zone they are in
- Start to use tools to be in the appropriate zone for the moment.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

HBPS Values

A hero can be defined as someone who is admired for their courage, outstanding achievements, or noble qualities. At HBPS, we encourage all of our students to be a 'Henely Brook Hero'.

Our 4 core values for positive behaviour at HBPS are:

HHEART: Heart means we are mindful of how our words and actions impact others. We treat others with compassion, kindness, empathy, and respect.

EXCELLENCE: Excellence means we have high expectations and strive to be the best we can be.

RESILLIENCE: Resilience means we bounce back and keep going, even when we are facing challenges.

OPTIMISIM: Optimism means we approach all tasks, experiences, and opportunities with a positive, can-do attitude.

Rights and Responsibilities

At HBPS we have clear rights and responsibilities for all members of our school community.

1. Everyone has the right to teach and learn without interruption.
2. Everyone has the right to feel welcome and secure in our school.
3. Everyone has the right to be treated with courtesy and respect.
4. Everyone has a responsibility to care for themselves, others, equipment and our school.

Classroom Management & Behaviour Procedures

Positive Learning Environment

At HBPS we are committed to establishing positive learning environments where all students feel safe, secure, and supported to take risks and accept challenges.

Classrooms at HBPS will be:

- Warm, welcoming and have a positive tone.
- Clean, tidy and organised
- Carefully arranged and designed to ensure all students can see the front of the room.
- Created with purpose and intent.

Classroom Management Tool Kit

At HBPS, all staff utilise our Classroom Management Tool Kit to proactively establish an environment where all students can engage positively in learning. Through our use of Pre-emptive Strategies, Instructional Strategies and Low-Key Responses, we build positive relationships, set clear expectations, and develop consistent classroom routines.

Pre-emptive Strategies:	Instructional Strategies:	Low-Key Responses:
<ul style="list-style-type: none">• Know your students.• Win students over-relationships are key!• Greet at the door with a positive welcome.• Show interest.• Be polite.• Be alert.• Set high expectations• Explicitly teach expected behaviours	<ul style="list-style-type: none">• HBPS Instructional Framework• TAPPLE• Engagement Norms• Differentiation• Be prepared & organised!• Establish clear and consistent routines.	<ul style="list-style-type: none">• The Pause• The Look• Squaring Off• Gesture• Vary Position• Private Dialogue• Proximity• Allies First• Model Appropriate Behaviour• Planned Ignore

Positive Behaviour Reinforcement

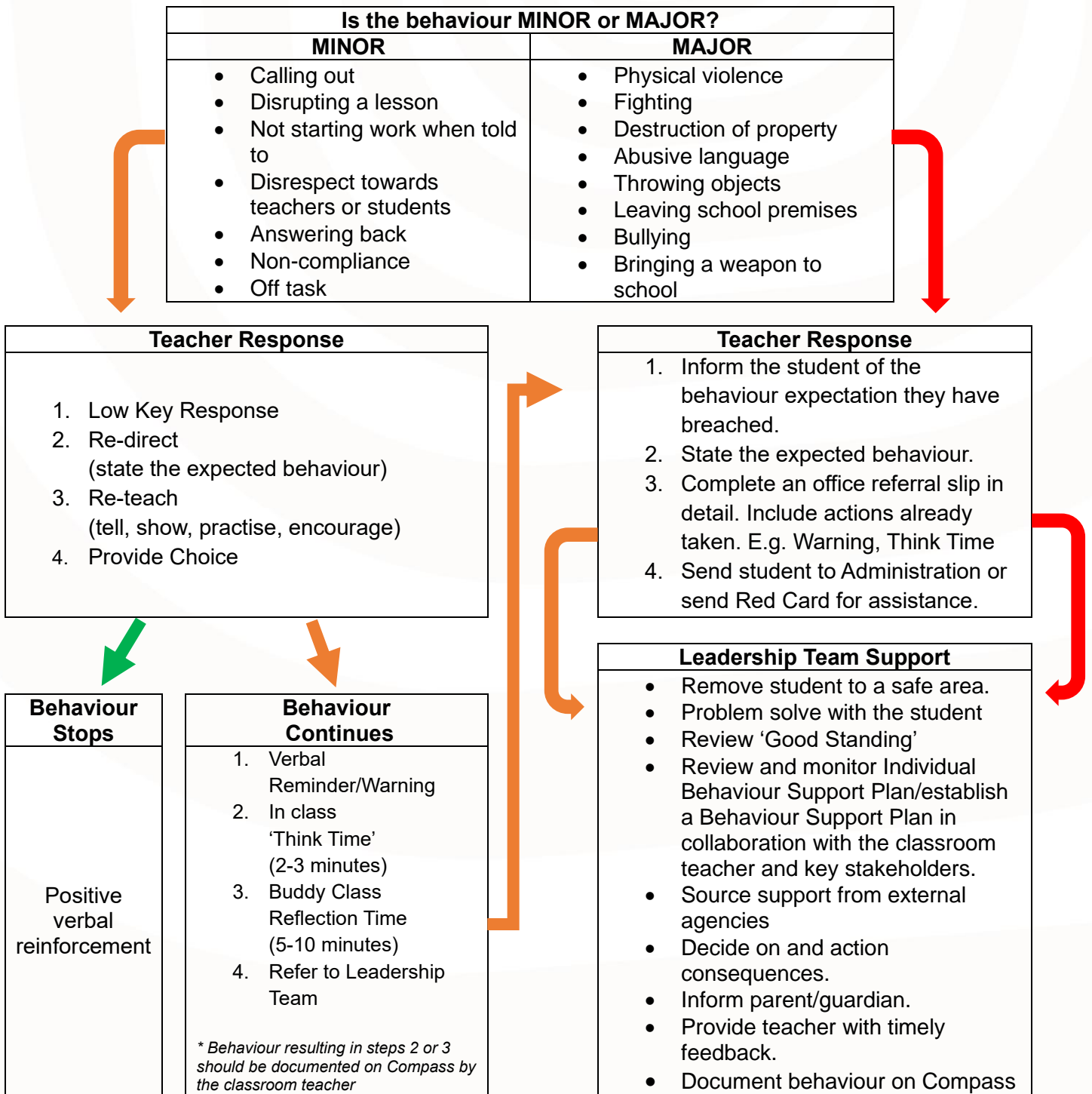
At HBPS we encourage, reinforce and reward positive behaviour through individual, class and whole school initiatives. Positive behaviour reinforcement methods and processes used across the school are outlined below.

Classroom	<ul style="list-style-type: none">• Behaviour Specific Praise: Frequently reinforce positive behaviour choices with positive praise that acknowledges the positive behaviour. For example, “I love the way you waited patiently for your turn to speak”.• Free and Frequent: Classroom teachers have autonomy to determine individual and whole class positive behaviour reinforcement processes at a classroom level, using free and frequent rewards. For example, stamps to earn free time. These processes should not encourage unhealthy competition amongst class members.• Merit Awards (Pre-primary – Year 6): At HBPS, we believe all children can achieve success and recognise that success may look different for each student. As such, all students from Pre-primary to Year 6 will receive a merit award throughout the school year in recognition of their achievements.
Playground & Specialist Classes	<ul style="list-style-type: none">• Faction Tokens (Years 1-6): Students demonstrating positive behaviours in the playground or in specialist classes can be awarded with a behaviour token. Students are to place these tokens in the tubes outside the library. Students will collectively work toward an end of term reward for their faction. These points will also be counted and go toward each faction’s overall score at our annual athletics carnival.
Leadership Team	<ul style="list-style-type: none">• Henley Brook Hero Award: The Leadership Team highly encourage teachers to send students to the office to show us excellent work, for displaying fabulous behaviour or showing sensational citizenship. Students will be rewarded with a special ‘You’re a Henley Brook Hero!’ certificate.
End of Year	<ul style="list-style-type: none">• Book Awards (Pre-primary to Year 6): At the end of the school year, each teacher will present 3 book awards to their class. These awards will be named Academic Excellence Award, Community and Citizenship Award and the Endeavour Award.• Book Awards (Kindergarten): At the end of the school year, all Kindergarten students will receive a book to commemorate their growth during their first year of school.

Challenging Behaviour Flow Chart

Adult responses to behaviour should be calm, consistent, timely, respectful & private when suitable. In addition, challenging behaviour is tracked privately by the teacher. It is not visually represented in the classroom on a chart or tracking sheet.

Please Note: Specialist teachers are responsible for managing the behaviour of students during their lessons.



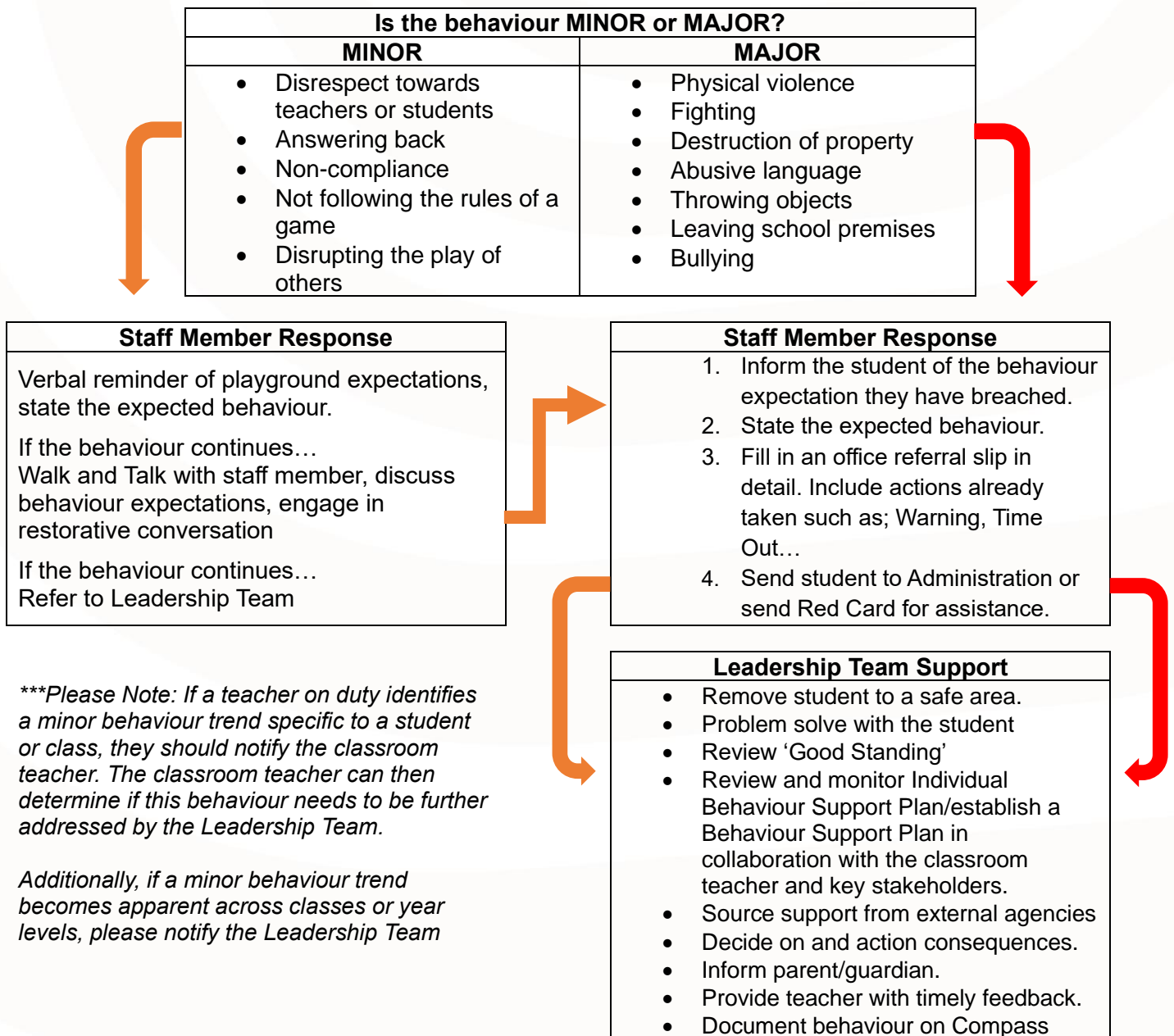
Once a student has received a consequence, a reflective conversation about the student's behaviour should occur.

Challenging Playground Behaviour Flow Chart

Our aim is to develop a playground environment where all students feel comfortable playing games they choose and confident to pursue their own interests. Staff on duty provide students with strategies and support them in dealing with conflicts 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.

At HBPS, staff on duty actively supervise outdoor play. This means they are continually moving, communicating with students, and watching over their whole duty area. Duty staff should be clearly identifiable by wearing a green HBPS vest. Staff should also carry a duty bag and their mobile phone for emergencies.

It is expected that staff on duty will respond to and process challenging behaviour incidents that occur in the playground. Adult responses to behaviour should be calm, consistent, timely, respectful & private when suitable.



Once a student has received a consequence, a reflective conversation about the student's behaviour should occur.

Restorative Practices

Restorative practice questions provide a framework for those most affected to resolve their problem and build/restore relationships. When deemed appropriate, all involved parties should be taken through these questions.

When things go wrong...	When someone has been hurt...
<ul style="list-style-type: none">• What happened?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realised what had happened?• What impact has this incident had on you and others?• What has been the hardest part for you?• What do you think needs to happen to make things right?

Suspensions

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

When it is established through an investigation into an incident that a student started a fight, made physical contact with the intention to harm another student or recorded (e.g. videoed) a fight in the grounds of the school or off-site where there is a reasonable connection between the incident and the school, then a suspension for a period of time consistent with Regulation 43 of the School Education Regulations 2000 may be considered for the student.

Where the Principal of the school, or their delegate, determines the incident to be a breach of the Student Engagement and Behaviour Policy, the maximum period of suspension is five days. Where the Principal, or their delegate, determines the incident to be a serious breach of the Student Engagement and Behaviour Policy, the maximum period of suspension is 10 days.

The Principal or Deputy will undertake a re-entry meeting with the student and parents prior to the end of the suspension period. 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.

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

Exclusion

Under section 92 of the *School Education Act 1999*, Principals are empowered to form an opinion as to whether or not a student should be excluded. The grounds for exclusion are outlined in section 91 of the School Education Act 1999 and includes instances where a student makes intentional or reckless physical contact with a member of school staff.

Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time.

The 3 main features of bullying are:

- A misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- Mutual conflict, which involves a disagreement but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single episode acts of nastiness or physical aggression, or aggression directed towards many different people.
- Social rejection or dislike, unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Mobile Phones and Social Media

It is department policy that students switch their mobile phones off before entering school grounds. Please see the HBPS Mobile Phone Policy for further information regarding day to do procedures.

Social media can be a source of bullying outside of school. If the repercussions of social media use begin to impact students whilst at school, we will notify any parents and guardians of student involved. We encourage students to unfriend or block people who make them feel uncomfortable or threatened. We also suggest students remove themselves from conversations of groups where bullying behaviours are occurring. Students on social media are encouraged to notify a trusted adult when they see or hear something that threatens or distresses them.

It is important to note that the following Social Media Apps have an age restriction of 13+ and are not recommended for primary school age students:

- Facebook
- Instagram
- Tik Tok
- Snapchat

Attendance

It is a legal requirement in Australia for all children to have access to schooling. If a child is enrolled in school, they **MUST** attend. As a WA Government school, HBPS must monitor and manage student attendance in order to maximise the opportunities for all students to learn (*DoE Student Attendance Policy*). A student who falls below 80% attendance will be placed on a formal Attendance Plan. This plan will be developed in consultation with parents/guardians, external agencies and students (where relevant). The purpose of this plan is to outline interventions to support the student to increase attendance.

Attendance is a critical element of student success. Students who attend school regularly not only have a better chance of reaching their full academic potential, but they also have a better sense of belonging. Regular student absences add up and impact student learning in the short and long term.

If a child misses...	That equals...	Which is equivalent to...	From Kindy to Year 12, that adds up to...	Which is the equivalent of attending until...	Attendance Rate...
1 day per fortnight	20 days per year	1 month per year	Nearly 1 ½ years	Part-way through Year 11	90%
1 day per week	40 days per year	2 months per year	Over 2 ½ years	Part-way through Year 10	80%
2 days per week	80 days per year	4 months per year	Over 5 years	The end of Year 7	60%
3 days per week	120 days per year	6 months per year	Nearly 8 years	The end of Year 4	40%

At HBPS, teachers will manage student attendance in accordance with the *Student Attendance in Public Schools Procedures*. This includes:

- Maintaining accurate attendance records
- Recording whether a student's absence was authorised or unauthorised
- Requesting a reason for a student's absence
- Notifying Line Manager of concerns regarding student attendance

At HBPS we are both sympathetic to, and very understanding of legitimate illness among our students. We highly encourage parents/guardians to keep their child/ren at home if they are unwell.

It is a legal requirement that a parent/guardian notify the school when a child is absent and provide a reason for the absence. The school must be notified within three days from the start of the absence from school. Information on how to notify the school of a student absence and the reason for the absence can be found in the HBPS Parent Handbook.

Good Standing

Each school year, all students commence with and retain Good Standing while exhibiting behaviours that align with HBPS's Student Engagement and Behaviour Policy.

Good Standing is maintained when:

A student's attendance is above 80% for the term.
(Or above the level detailed in their documented Attendance Plan)

AND/OR

A student has consistently demonstrated satisfactory behaviour.

Loss of Good Standing will occur when:

A student's attendance is below 80% for the term.
(Or below the level detailed in their documented Attendance Plan)

AND/OR

A student has been suspended or they have had a series of behaviour breaches (3 or more) resulting in referral to the Leadership Team.

A student without Good Standing will:

- Not be allowed to represent the school at any interschool sporting event.
- Lose privileges and therefore will not be permitted to participate in extra-curricular activities such as; school camp, school disco's, excursions and graduation celebrations.
- Other activities as determined at the time of the loss of good standing.

****Please Note: When Good Standing has been lost, the student and their parents/guardians will be notified in writing. The Loss of Good Standing Notification will include reasons for this decision and the date Good Standing will be reinstated provided the conditions of reinstation have been met.*

Reinstation of Good Standing will occur when:

A student's attendance is maintained at 80% or above for 15 consecutive school days.
(Or above the level detailed in their documented Attendance Plan)

AND/OR

A student has demonstrated satisfactory behaviour for 15 consecutive school days.