PARABURDOO PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

CONTENTS **PAGE**

POLICY AIMS	**5**
POLICY CONTEXT	**5**
SCHOOL RULES	**5**
STUDENT CODE OF CONDUCT & 5-Keys to Success	**6**
RIGHTS & RESPONSIBILITIES: STUDENTS, STAFF & PARENTS/CAREGIVERS	**6**
BEST PRACTICE FOR SUPPORTING POSITIVE BEHAVIOUR	**7**
STAFF ROLES IN SUPPORTING POSITIVE BEHAVIOUR	**7-8**
STUDENT INCENTIVES & REWARDS	**8**
GOOD STANDING	**9 - 10**
BEHAVIOUR MANAGEMENT PROCESSES: Playground Duty Behaviour Management	**11**
BEHAVIOUR MANAGEMENT PROCESSES: Off-site Behaviour Management	**11**
CONSEQUENCES	**11**
BULLYING	**12**
AGGRESSIVE, VIOLENT & DANGEROUS BEHAVIOUR	**14**
WEAPONS IN SCHOOLS	**14**
PHYSICAL RESTRAINT/GUIDE OF A STUDENT	**14**
INAPPROPRIATE USE OF INFORMATION COMMUNICATION TECHNOLOGY	**14**
INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)	**15**
Documented Plan	**16**
APPENDIX A: Faction Tokens Master Copy	**18**
APPENDIX B: Breach of School Rules Letter to Parents/Caregivers	**19**
APPENDIX C: Year 2-6 Behaviour Understanding	**2**
APPENDIX D: Offence vs Demerit Points Chart and Good Standing Opportunities	**21-23**
APPENDIX F: Reflection Sheet	**24**

PARABURDOO PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

POLICY AIMS

The management of student behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals. Our aims are to:

- Create a positive environment within our school and classrooms so that teachers, student and parents can work together to achieve the best outcomes for students.
- Create a caring school environment where the rights of each individual are respected and balanced with the responsibilities of each individual.
- Establish clear rules for student behaviour and consequences for breaches of school rules.
- Establish procedures for supporting positive behaviour and for resolving issues that may arise.

POLICY CONTEXT

This policy is developed within the context of the following Department of Education documents and directives:

- *Student Behaviour in Public Schools Policy v2.2* (Oct 2018)
- *Student Behaviour in Public Schools Procedures v2.5* (Oct 2018)
- *Let's Take A Stand Together* (2019)
- *School Education Act (1999)*
- *School Education Regulations* (2000)
- *Physical Contact with Students Guidelines*

This policy supersedes *Paraburdoo Primary School Behaviour Management & Student Wellbeing Policy 2016* and all previous versions.

REVIEW

The Policy will be reviewed regularly by school staff and the school Board.

Review date of this policy shall be ***June 2023***

SCHOOL RULES

Paraburdoo Primary School has eight rules to guide student behaviour in all school activities and events:

1) **Follow directions from staff members**
2) **Be courteous, considerate and respectful in behaviour and speech**
3) **Do not interfere with others' property**
4) **Use school equipment and property in a respectful and correct manner**
5) **Stay in allocated areas**
6) **Follow the PPS Student Dress Code**
7) **No hat, no sun**
8) **Walk on footpaths and when in classrooms**

Teachers may wish to work with students to establish additional classroom rules; however, any negotiated classroom rules must uphold the eight school rules.

STUDENT CODE OF CONDUCT

The values in the Student Code of Conduct are drawn from the *You Can Do It* program, '**5 Keys to Success'.**

GETTING ALONG: We will be considerate and caring towards others and towards our environment. We will be honest and accept responsibility for our behaviour. We will allow others to enjoy school and learn. We will show respect to all members of our school community.

ORGANISATION: We will be organised for learning and complete work on time. We will listen carefully and do our best to follow instructions.

PERSISTENCE: We will always try our best, even when a task is challenging.

CONFIDENCE: We will aim to look and sound confident in all we do, and we will not be afraid of making mistakes or trying something new.

RESILIENCE: We will understand that it is normal to experience challenges, and we will always do our best to try to overcome and learn from them in a positive way.

RIGHTS & RESPONSIBILITIES: STUDENTS, STAFF & PARENTS/CAREGIVERS

Students have the right to:	**Students have the responsibility to:**
• Be treated with respect, courtesy and honesty. • Learn and play in a safe, clean, supportive and positive environment. • Be treated with dignity if subject to consequences for breaching school rules.	• Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the school environment is kept clean and tidy. • Ensure that they are punctual, respectful and prepared for learning. • Behave in a way that protects the safety and well-being of others. • Report bullying and breaches of school rules – being a spectator condones bullying and inappropriate behaviour.

Staff have the right to:	**Staff have the responsibility to:**
• Be treated with respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents and other staff	• Model respectful, courteous and honest behaviour. • Ensure that the school environment is kept neat, tidy and secure. • Establish positive relationships with students and parents/ caregivers. • Consistently implement school policy. • Act on any reports of bullying.

Parents have the right to:	**Parents have the responsibility to:**
• Be treated with respect, courtesy and honesty. • Be informed and consulted in decisions affecting their child's welfare.	• Ensure that their child attends school. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment.

• Be heard in an appropriate forum on matters related to the rights and needs of their child.	• Support the school in providing education for their child. • Act upon any reports of bullying by communicating with the school.

BEST PRACTICE FOR SUPPORTING POSTIVE BEHAVIOUR

The best supports for positive student behaviour are strong relationships, consistent rules, constant monitoring of behaviour, thorough follow-up on behavioural issues and incidents, and well-prepared and engaging lessons. As such, teachers are expected to:

- Display and discusses whole school and classroom expectations and rules with consequences clearly stated.
- Set consistent and achievable standards.
- Use *5 Keys to Success* language daily.
- Promote a positive learning environment. Give consideration to student seating, grouping and classroom arrangements and resources.
- Prepare for each lesson professionally:
    - Be punctual and prepared with all necessary resources;
    - Have strong content knowledge.
- During each lesson:
    - Give clear instructions;
    - Communicate clear learning aims and expectations;
    - Use explicit teaching methods and follow the gradual release of responsibility model;
    - Teach in response to students' needs, abilities and interests;
    - Closely monitor students' behaviour;
    - Give encouragement and use incentives where applicable;
    - Use low key responses for minor behaviour issues as appropriate;
    - Follow behaviour management processes as appropriate;
    - Provide immediate feedback and guidance for improvement;
    - Acknowledge positive behaviour and give praise using a virtue.
- Maintain high expectations for student behaviour outside of the classrooms, even when not the designated duty teacher.
- Maintain strong communication with school leaders, parents/caregivers and any other involved stakeholders to support positive student behaviour.

The **Friendly Schools** Program is taught regularly and incidentally in all classrooms. This program is taught by the classroom teacher who has established intimate and strong relationships with their students under their immediate care.

STAFF ROLES IN SUPPORTING POSITIVE BEHAVIOUR

We are a 'low key response' school, where adults respond to student behaviour in a calm manner, and in adherence to the Behaviour Management processes as set down in this document. We are a 'Walk and Talk' school i.e. adults who wish to address a student (s) will walk to that student and talk with them (no yelling); raised voices should only be used to gain attention where a threat to safety may be imminent. Students must see adults modelling respectful, calm behaviours, where emotional responses are inappropriate.

To gain students' attention during moments of noise or disruption, teachers will employ an attention grabbing device/strategy such as a small bell or clicker, or utilise a key phrase, gesture or action which students are familiar with.

Principal & Deputy Principal (School Leadership Team) will:

- Support teachers in behaviour management processes.
- Support communication between teachers and parents/caregivers;
- Manage incidents of student behaviour that are referred to the school leadership team in accordance with the behaviour management process.
- Provide staff, including new and relief staff, with information about behaviour management policy and processes.
- Continually review behaviour management policy and procedures in accordance with school, community and DoE needs.

Teachers will:

- Consistently follow the school's behaviour management policy and processes;
- Communicate with parents/caregivers and other staff about students' behaviour;
- Document incidents of student behaviour in SIS and/or elsewhere as required;
- Implement and review Individual Behaviour Management Plans as needed.
- Establish clear routines and expectations for their classroom whilst also reflecting the expectations and standards set across the whole school

Non-teaching staff will:

- Promptly notify teachers or administration staff about student behaviour issues or incident;
- Document incidents behaviour issues or incidents if required;
- Support teachers and administration staff in application of behaviour management policy and procedures.

While all staff are responsible for supporting positive behaviour, classroom teachers have a significant role in the pastoral care of individual students and, wherever possible, should be consulted in processes concerning a student's behaviour. Likewise, classroom teachers should be proactive in communicating with other staff about issues that may impact on a student's behaviour in the playground or in specialist subjects.

Non-teaching staff, including education assistants, must not communicate with parents/caregivers about a students' behaviour without explicit directions to do so from a teacher or school leader.

All staff must conduct themselves with respect for the confidentiality and dignity of students, parents/caregivers and other staff while following behaviour management procedures.

STUDENT INCENTIVES, Acknowledgements and Celebrations

Faction Tokens: Given out for effort, achievement and positive behaviour. The total number of faction tokens is tallied each fortnight; the faction with the most points at the end of each term will celebrate with an activity (e.g., BBQ lunch, free dress, icy poles). A token from each Faction is drawn in a raffle at each assembly with individual students earning a prize. Faction point totals are publicly displayed. Duty teachers should carry faction tokens to give to students during break times. Faction tokens are available from the Staffroom and a BLM is attached as Appendix A of this document.

Classroom Incentives: Teachers may implement an incentive system in their classroom; ideally, this

system should allow students to earn both individual and collective (group and/or whole class) incentives. Examples of successful systems include; marble jars, tick or sticker charts, 'money' systems (play coins and notes), and class raffle tickets. Teachers should use their class incentive system in addition to faction tokens and in line with the whole school 6 tier approach.

Merit Awards: Presented at assemblies for effort, achievement and positive behaviour in line with the 5 Keys to Success. Short citation, including the 5 Keys language.

Aussie of the Month award: Presented at assemblies to a student who has consistently demonstrated positive behaviour, with an emphasis on selflessness, courtesy, community mindedness, friendship, endeavour; selected by the HPE teacher in consultation with staff and students. Students receive a certificate and a pin.

Celebration Days: Organised by phase of learning teams at the end of each term; examples of these Days include water fun days, movie screenings, teddy bears' picnic, games and activities rotations, and discos.

Class parties: Teachers may hold end-of-year class parties if they wish as an acknowledgement of a year well done.

5-Keys Luncheon: All teachers select two students who have demonstrated positive behaviour (in relation to the 5-Keys to Success) throughout the term to attend a celebratory lunch. A letter is sent home to advise parents of their child's outstanding behaviour. Any child who has earnt a demerit at any stage throughout the term, will be ineligible. No student will any more than one invite per year.

Golden Broom Award: Selected by school leaders, in consultation with Cleaners and awarded at each Monday - Welcome assembly to the class with the tidiest classroom, internally and externally.

Golden Sneaker Award: Selected by the Physical Education teacher and awarded at Monday - Welcome Assembly to the class with the best collective effort and/or organisation during Physical Education lessons.

GOOD STANDING (YEARS 2 - 6)

Good Standing is a process that supports students to maintain an expected level of behaviour throughout the school year during school activities. It is a Department of Education requirement that all schools have a Good Standing policy.

All students from Years 2-6 begin each Term with Good Standing; it does not apply to younger students as it is not considered appropriate for their developmental needs.

Students who have Good Standing are invited to attend extra-curricular activities throughout the year. Even if they lose their Good Standing, students cannot be excluded from learning/curricular events and activities (see Withdrawal from Activities & Events, pp. 8-9 of this document).

Maintaining Good Standing

To maintain Good Standing, students must adhere to school rules and expectations stated in the Behaviour Management Policy at all times while at school and during off-site school activities, such as camps and excursions.

Loss of Good Standing

Good standing is withdrawn by the Principal or Deputy Principal based upon a demerit points system. Every child from Years 2 – 6 will commence each Term with 20 merit points.

Good Standing demerits for each incident are in place for a period of two weeks; i.e. 10 attended school days. However a level of discretion is with the school leadership team and will take into account the student's previous behaviour record, personal circumstances, and the nature and severity of behavioural incident/s that resulted in loss of Good Standing (see demerit point chart as Appendix C).

The school leadership team will notify the student, parents/caregivers and teachers of a student's loss of points and the level of loss of Good Standing, and will maintain records detailing a student's loss of Good Standing.

Re-instatement of Good Standing

Good Standing relates to the amount of merit points a student has and the number of points required to be able to participate in each prescribed activity. The parents of Students who have lost Merit points will be informed via a standardised letter outlining the reason for loss of points, period before these points are reinstated, and the type of activity which they are excluded from. Further breaches of school rules and expectations will compound demerit points and extend the period of ineligibility to participate in prescribed activities.

Good Standing is re-instated when merit points are recovered. There is no facility to 'earn back' merit points.

Withdrawal from School Events & Activities

The following table details events and activities from which students can and cannot be excluded with loss of Good Standing. For any events arising outside of those listed below, the school leadership team will assess whether they can be made available to students with loss of Good Standing.

Extra-curricular Activities (can exclude)	Learning/Curricular Activities (cannot exclude)
• Rewards Days • Deputy Luncheon • Interschool sports & swimming events • School camps • Year 6 pool day/reward excursions • P&C discos • ASA student leadership incursions & excursions • Optiminds • Incursions & excursions without a curriculum focus, e.g., Circus Challenge, Rad Rock • End-of-term/year class parties • Student leadership roles • After School Learning Club (PFF)	• Classroom and specialist program lessons • Educational incursions & excursions, e.g. Scitech, Constable Care, St John Ambulance, off-site lessons, etc. • Faction athletics, cross-country & swimming carnivals • Year 5 & 6 TPSHS transition days • Year 6 graduation ceremony • School photos • Open Night • Presentation Night

BEHAVIOUR MANAGEMENT PROCESSES

All classes will employ the 6 tiered 'peg' system. This chart will be highly visible and utilised in all classrooms, including all indoor specialist classes.

Superstar
Doing OK
Ready to Learn
Not Quite On Track
Take Time to Think
Reflection Class

1. All children commence each session or Specialist class on 'Ready to Learn'. Individualised pegs with each child's name shall be used.
2. Children will be moved upwards as they demonstrate strong learning behaviours and/or the 5 Keys to Success (students can move their own pegs under the direction of the teacher). Movement of pegs is done with the knowledge of the students in a low key manner.
3. Children who achieve 'Superstar' within the session may receive an acknowledgement relating to the agreed system within each class (or the intrinsic satisfaction of reaching Superstar status may be ample).
4. Children who contravene school expectations and/or the 5 Keys to Success will be move down the chart.
5. A student who is on 'Take Time to Think', may have a 2 minute reflection within the class
6. A student who moves to the Reflection Class section will be required to move to their allocated Reflection class, where they will be seated for 5 minutes at a purposely set place/area which will have a timer, reflection sheet and writing implement. They will complete a reflection sheet, and at the end of the time, return to their classroom, and restart on 'Ready to Learn'. At the most opportune time they will enact the reparation act as they have decided upon on their Reflection sheet (Appendix F).

Any student who is referred to a 'Reflection Class' for a second time in a session will move directly to the Office to meet with the Deputy or Principal who will determine the length of reflection period or they may remain in the office to complete work tasks for the remainder of the session.

In this system no one can jump directly to either 'Superstar' or 'Reflection Class'.

Parents will be informed by the classroom or Specialist teacher of any child who has been referred to Reflection Class or the Office.

Each child will take their peg (or spare) to each indoor specialist class.

Where this system is detrimental to classroom management with any student, an individual behaviour plan should be constructed, informed and utilised.

Extreme behaviours will be referred directly to the Deputy or Principal

A session equals the period between school bells, or an individual specialist lesson.

Kindergarten and Pre-primary teachers may adapt the classroom behaviour management process to allow for students' developmental needs, e.g., including more opportunities for students to correct their behaviour before referral to administration, 'Reflection Class' may be a Withdrawal within the classroom.

Reflection classes (2021)

Room 1 – Room 3

Room 2 – Room 4

Room 3 – Room 5

Room 4 – Room 6

Room 5 – Room 8

Room 6 – Room 1

Room 8 – Room 2

Teachers should be mindful of classes where siblings of their students are, and may select an alternative Reflection Class for particular individuals. To support behaviour management processes in both classrooms and specialist subjects, the class behaviour management chart should be utilised for each separate lesson in conjunction with that teacher's Classroom Management system.

Immediate Referral Process

Some breaches of school expectations warrant a student's immediate referral to administration. Examples of behaviour include but are not limited to acts or threats of physical aggression, damage to property, stealing, obscene language, wilful disobedience and insolence to an adult.

For an immediate referral, teachers can call for support (phone, walky-talky, runner with a red card) or if appropriate, send the student to the office with a note explaining the need for an immediate referral. If sending a student to the office, teachers must consider duty of care and whether it is appropriate for the student/s to move through the school unsupervised at that time.

Playground Duty Behaviour Management

For minor behaviour incidents during recess and lunch breaks, teachers should use low key responses to allow students opportunity to correct their behaviour. If the behaviour is repeated, this may be followed by a warning, and if the student still persists in the behaviour, the teacher may direct the student to have a short time out of up to five minutes (sitting out of play, in the shade).

For serious breaches of school rules during play breaks, duty teachers should use the Immediate Referral Process.

If a duty teacher encounters a student who persistently breaches school rules during play breaks, the duty teacher should communicate this to the student's classroom teacher and/or the school leadership team in a timely manner to allow for effective follow-up; even communicating small incidents may be helpful in identifying patterns of bullying or on-going inappropriate behaviour.

Duty teachers must be aware of students with IBMPs and respond accordingly.

Off-site Behaviour Management Process

For activities off the school site (e.g., excursions, sporting activities in community venues), teachers should use low key response strategies, and the same language as outlined on the peg chart. For immediate referral and for the general safety of all students and staff, teachers conducting activities off site should carry a walky-talky (if in range), or a mobile phone and contact the school leadership team for support if required.

In the Pilbara, conducting activities and events off-site can mean travelling through or to areas where there is no mobile phone reception/data signal. If significant behavioural issues occur during this time, teachers should prioritise the safety of students and make contact with the school leadership team as soon as reasonably possible for support. Strategies for managing and communicating student behaviour off-site should be included in excursion planning and management documents.

CONSEQUENCES

While Paraburdoo Primary School aims to create a learning environment in which positive behaviour is incentivised and frequently acknowledged, there are also clearly defined consequences for breaches of school expectations.

Detention

Students may be placed on detention during recess and lunch breaks by a member of the school leadership team for breaching school rules. During detention, students will be under the supervision of teachers or the school leadership team. Students are permitted to eat, drink and use the toilet during detentions. Students may be asked to complete a task during detention, e.g. a letter of reflection or apology. Academic/classwork should not be used as a punishment. Parents/caregivers will be contacted if their child receives detention/s.

Teachers may keep students in classrooms during breaks for short periods of time to discuss behaviour or other pastoral care matters, or to finish classwork that should have been completed during class time. When a student is missing a significant amount of their play breaks for these reasons, this should be communicated to the school leadership team and the student's parents/caregivers.

Withdrawal

Students may be withdrawn from classes to complete work in the office under supervision. Withdrawal of students serves to:

- provide students exhibiting disruptive behaviour with the opportunity to de-escalate and reflect on their behaviour;
- ensure duty of care provisions for other students and staff;

- allow the teacher and other students the opportunity to teach and learn without interference; and
- provide an opportunity to negotiate and plan behaviour management strategies.

Students may be withdrawn from specific subjects, or for partial or full days. The Principal or Deputy Principal will determine the length and nature of a student's withdrawal with consideration of the student's behaviour record, the nature and severity of the breach of school rules, and the student's personal circumstances. Parents/caregivers will be contacted if their child is withdrawn from class.

Suspension (Internal)

For considerable breaches of school rules, the Principal (or nominated delegate) may choose to suspend a student's attendance from classroom activities, in accordance with this policy's guidelines, however retain the student onsite for a period between 0.5 to 2 days. During an internal suspension period, a student is not permitted to participate in school activities both on or off the school site, and will undertake separate recess and lunchtimes.

Suspension (External)

For a severe breach of school rules, the Principal (or nominated delegate) may suspend a student for 0.5 – 10 days from school attendance in accordance with this policy's guidelines. During an external suspension a student is not permitted to attend any school activities on or offsite.

Suspension is used when a student's behaviour causes significant disruption to the student, other students, staff or school business and is used to provide an opportunity for:

- the student and staff to calm and recover; and/or
- all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- the school to evaluate existing behaviour support plans, meet with an internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- the parents/caregivers are to meet with the school to discuss how to improve coordination between school and home to help support the student behave appropriately at school.

Parents/caregivers will be contacted and informed in writing of the decision to suspend their child. Upon returning to school after a suspension, students are asked to meet with the school leadership team and/or teacher/s to discuss expectations for their behaviour.

Paraburdoo Primary School follows the directives from the Education Minister's Statement on School Violence: *Let's Take a Stand Together* (2019), in relation to suspension of students:

Action 1: Principals to suspend students who attack other students or start fights.
Action 2: Principals to automatically move to exclude any student who physically attacks school staff.

BULLYING

Paraburdoo Primary School aims to provide a safe learning environment in which all students are free from bullying. We recognise that bullying behaviour is unacceptable and it is necessary to take action to prevent and respond to bullying. We recognise that children who exhibit bullying behaviours require support to replace bullying behaviours with positive social behaviours.

Definition of Bullying[1]

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Schools take an educative approach to managing and preventing bullying. The school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Incidents that do not constitute bullying[1]

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. **However, these conflicts still need to be addressed and resolved.**

Examples of behaviour that are often mistaken for bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Types of Bullying[1]

Verbal Bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

Emotional/Psychological Bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

[1]*Information copied from WA Government's Bullying No Way website: http://bullyingnoway.gov.au*

Relational Bullying: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

Physical Bullying: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', and unwanted physical or sexual touching and damage to personal property.

Cyber Bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Bystanders: Bystanders are those who are aware of, or witnesses to bullying, but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Preventing Bullying

Staff should be proactive in preventing bullying by supporting positive social interactions between students wherever possible and building relationships with students and parents so they can get know their students and identify if they may be experiencing or exhibiting bullying behaviours.

Where a bullying dynamic has been identified, work will be undertaken with all students involved to improve the situation; this may include consequences for students in accordance with the Paraburdoo Primary School Behaviour Management Policy and restorative practices.

Staff members are to report all bullying issues or suspected bullying incident to the administration for follow-up.

AGGRESSIVE, VIOLENT & DANGEROUS BEHAVIOUR

Students who display aggressive, violent or dangerous behaviour (either repeatedly or a single act of extreme violence) may be placed on to a Risk Management Plan and/or Individual Behaviour Management Plan. This plan will be devised and monitored by the school leadership team and other relevant stakeholders, including external support agencies, school psychologist, parents/caregivers and teaching staff.

WEAPONS IN SCHOOLS

Prohibited weapons are items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives and switch blades. Controlled weapons include those used in the practice of martial arts, sport, act or similar discipline such as swords, machetes and spear guns.

Where the weapon is deemed to be prohibited or controlled the Principal must contact the police immediately. The incident must also be entered onto the Department's online incident reporting system.

Any student found to have a weapon at school will be suspended immediately under School Education Regulation 2000 43 (1(b).

[1]*Information copied from WA Government's Bullying No Way website: http://bullyingnoway.gov.au*

PHYSICAL RESTRAINT/GUIDE OF A STUDENT

The Principal will ensure the physical restraint or guide of a student is only used:

- In circumstances where the student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- Where the emotional or behavioural state of the student poses imminent risk of harm to self or others;
- For the minimum amount of time needed to reduce the risk of harm to the student or others; and
- The method of restraint is to be the minimum required to reduce the risk to both staff and students.

The parents/caregivers of a student who is restrained or is the subject of a physical guide will be informed. For students where it is anticipated a physical restraint or guide may be used, this should be documented in the student's IBMP.

INAPPROPRIATE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT)

The Paraburdoo Primary School Behaviour Management will be implemented if any student chooses to break any of the rules outlined in the Appropriate Use of ICT Agreement. Inappropriate use of ICT can include:

cyber-bullying, entering inappropriate/banned websites, inappropriate language used in communications with others, etc.

Additionally, students may be denied access to ICT resources for a specified period of time. Where this impacts on the student's access to the curriculum, alternative resources or activities will be used to support the student's learning.

YEAR 6 BEHAVIOUR

As the senior students within the school, Year 6 students are natural role-models for younger students. Additionally, Year 6 students are given leadership and extra-curricular opportunities through which they are visible representatives of Paraburdoo Primary School. As such, there is a higher expectation for the behaviour of Year 6 students.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)

Students with significant on-going behavioural concerns should be monitored with an IBMP. IBMPs are valuable communication and accountability tools between the school, parents/caregivers and any other involved stakeholders. IBMPs are developed by the classroom teacher in consultation with parents/caregivers, the school leadership team, school psychologist, external support agencies (if required) and if appropriate, the student.

IBMPs document the specific behaviour objectives, support strategies, incentives, and consequences for unacceptable behaviour.

For students demonstrating extreme behavioural challenges, support from the School of Special Needs: Behaviour and Engagement may be appropriate.

IBMP Process

1) Student is identified as having significant on-going behavioural issues.

2) The classroom teacher meets with parent/caregivers and administration staff to discuss the issues and possible strategies to improve behaviour.

3) Where needed, support from the school psychologist or an external agency may be sought.

4) The classroom teacher creates the IBMP on SEN Planning, populating custom objectives and strategies in the student planning tab. A copy may be stored locally on the shared drive, and should be shared with parents, all staff who work with the student, and if appropriate, external support agencies. See following example of SEN Planning Behaviour Plan.

5) The IBMP is regularly reviewed and updated in response to the student's needs and in consultation with all stakeholders.

Common strategies for IBMPs

The following are strategies that have been used in the school in response to individual student needs. This is not an exhaustive list and other types of behavioural interventions may be explored:

- Frequent home-school communication, e.g. communication book, emails
- Individual incentive chart for positive behaviour, including for use during play breaks

- Zones of regulation language and resources
- Brain and body breaks
- Use of de-escalation space, e.g., ‘chill out corner’ in class with mindfulness resources student can use if upset
- Negotiated special rewards e.g., a special task, ICT time, construction projects
- Social stories to guide students through school routines or challenging social situations
- Visual prompts and aids

PARABURDOO PRIMARY SCHOOL

Documented Plan
Semester 1 2021

Student:	**D.O.B:**	**Gender:**
Teacher(s):	**Year Group:** Pre-primary	**Start Date**

Profile/Background
Include details such as: - Medical history and diagnosis (if any) - Behaviour triggers - Students’ likes, dislikes, motivating incentives - Additional services involved/referred to - Parents’ preferred communication method

Behaviour	
Strategies	
	Objective: Write a positively-framed objective, e.g. *Put hand up to speak in class* rather than *stop calling out* Strategies: List the supports, incentives, possible consequences, and people who will assist with the strategies.
Review/Comment	

NAME	
REVIEW	
Review Date:	
Notes:	

S

SIGNATORIES		
Parent/Caregiver		Date:
Teacher		Date:

Student BEHAVIOUR Understanding When students enrol, this policy is provided to parents, and expectations outlined to students as part of their school induction. On a yearly basis parents will be provided with a direction to this policy, and students will be explicitly guided through the key aspects of the policy by class teachers.

APPENDIX A: Faction Token Master Copy

FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____
FACTION TOKEN NAME: _____ CLASS: _____	**FACTION TOKEN** NAME: _____ CLASS: _____

APPENDIX B:

Breach of School Rules – Demerit Points

(Date)

Dear Parents/Caregivers

Xxxx has earned xx demerit points as a result of the following behaviour:

- Xxx

These demerit points will be cleared following 10 attended school days (date). Xxxx's total merit points currently sit at xx which does not allow them to participate in the following activities:

-

I ask that you discuss this behaviour and the school's expectations with Xxxx, and if you wish to discuss this or any concern with a member of the school administration team, please do not hesitate to contact the school for an appointment.

Please respond to this email as an acknowledgement that you have received this communication and discussed this matter.

Thank you for your continued support.

B.A. Fraser

Bruce Fraser

Principal

Paraburdoo Primary School | Independent Public School

Degrey Road, Paraburdoo WA 6754

T: 08 5125 4000 Mob. 0435 929 617

APPENDIX C: BEHAVIOUR Understanding (to be provided to all enrolling students)

SCHOOL RULES

- Follow directions from staff members
- Be courteous, considerate and respectful in behaviour and speech
- Do not interfere with others' property
- Use school equipment and property in a respectful and correct manner
- Stay in allocated areas
- Follow the PPS Student Dress Code
- No hat, no sun
- Walk on footpaths and when in classrooms

STUDENT RIGHTS & RESPONSIBILITIES

Students have the right to:	**Students have the responsibility to:**
• Be treated with respect, courtesy and honesty. • Learn and play in a safe, clean, supportive and positive environment. • Be treated with dignity if subject to consequences for breaching school rules.	• Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the school environment is kept clean and tidy. • Ensure that they are punctual, respectful and prepared for learning. • Behave in a way that protects the safety and well-being of others. • Report bullying and breaches of school rules – being a spectator condones bullying and inappropriate behaviour.

STUDENT CODE OF CONDUCT: *5 Keys to Success*

GETTING ALONG: We will be considerate and caring towards others and towards our environment. We will be honest and accept responsibility for our behaviour. We will allow others to enjoy school and learn. We will show respect to all members of our school community.

ORGANISATION: We will be organised for learning and complete work on time. We will listen carefully and do our best to follow instructions.

PERSISTENCE: We will always try our best, even when the task is challenging.

CONFIDENCE: We will aim to look and sound confident in all we do, and we will not be afraid of making mistakes or trying something new.

RESILIENCE: We will understand that it is normal to experience challenges, and we will always do our best to try to overcome and learn from them in a positive way.

Appendix D - Demerit Points Chart

Behaviour	Response	Demerits
Abuse, threats, harassment, intimidation of staff		
Verbal abuse of a staff member or visitor	0.5 withdrawal	Low 3 Moderate 6 High 10
Rude gesture • Towards a staff member or visitor	Detention 0.5 withdrawal	Low 2 Moderate 4 High 8
Swearing at a teacher	Suspension (internal 1 – 2 days), External 1 day.	8
Inappropriate comments (including sexual or threatening) directed at staff	Low – 1 day suspension Moderate – 2 -3 day suspension High – 3 – 5 day suspension	4 12 20
Racial comment towards a staff member or visitor	1 day suspension	12
Abuse, threats, harassment, intimidation of student		
Verbal Abuse of another student	Detention 0.5 Withdrawal	Low 2 Moderate 4 High 6
Rude gesture • Towards a student	Detention 0.5 Withdrawal	Low 2 Moderate 4 High 8
Swearing at another student	Withdrawal 0.5 day	3
Racial comment towards a student	0.5 Withdrawal – 1 day suspension	8
Demeaning comment towards a student (put down)	Detention 0.5 Withdrawal	Low 1 Moderate 3 High 5
Inappropriate comments (including sexual) in the presence of others	Low - detention Moderate – 0.5 Withdrawal High – 1 – 2 day suspension	1 3 6
Inappropriate comments (including sexual or threatening) directed at a student(s)	Low – 0.5 withdrawal Moderate – 1 day suspension High – 2 – 3 day suspension	2 6 12
Damage to or theft of property		
Vandalising – minor,	Reparation	2
Vandalising - significant	Suspension (internal) Reparation and Community Service	4
Graffiti - minor	Reparation	2
Graffiti - significant	Suspension (internal) Reparation and Community Service	3
Stealing	Suspension (internal 1 – 2 days)	6
E-Breaches		
Inappropriate use of technology (moderate)	Warning	2

Inappropriate use of technology (severe) directed at harming others	Suspension (internal 1 – 2 days) External 1 day	8
Negative Behaviour - other		
Swearing (audible)	Detention	1
Physical aggression towards staff		
Physical violence towards a teacher	Suspension (external) 5 days. Second offense move toward exclusion – elevated to Regional Office	20
Physical aggression towards student		
Fight between 2 Students (Severe)	Suspension (Internal 1 day for first offence) or external 2 Days	12
Physical violence towards another student	Suspension external 1 - 5 days. Second offense move toward exclusion – elevated to Regional Office	Moderate 8 High 16
Violation of Code of Conduct/School Rules		
Littering	Community Service	1
Cheating (in a game or test)	Detention	2
Continual failure to follow an instruction	Withdrawal 0.5 day, elevated if repeated	3
Failure to comply with school uniform (following counselling and first warning)	Reminder letter home	1 each incident
No hat for curricula activities	Wear School supplied hat	1 each occasion
Out of area	Detention	1
Leave school grounds without permission	Detention	4
Constant disruption of class (following class intervention)	Withdrawal 0.5 day, elevated if repeated	3
Inappropriate use of school equipment (moderate)	Detention	1
Inappropriate use of school equipment (severe)	Withdrawal 0.5 day, elevated if repeated. If violent then refer to appropriate statement on violence	3
Possession, use or supply of illegal substances or objects		
Possession of illegal substances or weapons	Suspension (external 2 days minimum)	18

Opportunity Chart – Points required to participate in the following activities.

Visitor to class or school	12
Incursion	14
Excursion (local = walking distance)	14
Excursion (non-local)	16
After School Learning Club (PFF)	16
Lunchtime Clubs	16
Camp	18
Reward Day	16
Leadership roles/activities	18
Interschool Sport	18

P&C Disco	16
5-Keys Luncheon (only nominated if no demerit points for the year)	20

APPENDIX E: Reflection Sheet

(To be developed)