

PARABURDOO PRIMARY SCHOOL
BEHAVIOUR SUPPORT 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 and with referral to the following Department of Education documents:

- *Student Behaviour in Public Schools Policy v3.0* (July 2023)
- *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

Review date of this policy is **June 2026**

SCHOOL RULES

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

- 1) **Follow reasonable directions from staff members**
- 2) **Be courteous, considerate and respectful in behaviour and speech**
- 3) **Do not interfere with others' property or personal space**
- 4) **Use school resources in a respectful and correct manner**
- 5) **Stay in allocated areas**
- 6) **Follow the PPS Student Dress Code**
- 7) **No hat, no play**
- 8) **Walk on footpaths and in classrooms**
- 9) **Personal mobile electronic devices are left at home or checked into the office**

Teachers may wish to work with students to establish additional classroom rules; however, any negotiated classroom rules must adhere to the nine 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/CARERS

<p>Students have the right to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> • 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.
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<p>Staff have the right to:</p> <ul style="list-style-type: none"> • 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 	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> • 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.
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<p>Parents/Carers have the right to:</p> <ul style="list-style-type: none"> • Be treated with respect, courtesy and honesty. • Be informed and consulted in decisions affecting their child's welfare. • Be heard in an appropriate forum on matters related to the rights and needs of their child. 	<p>Parents/Carers have the responsibility to:</p> <ul style="list-style-type: none"> • Ensure that their child attends school. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment. • Support the school in providing education for their child. • Act upon any reports of bullying by communicating with the school.
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STAFF ROLES & RESPONSIBILITIES

Principal & Deputy Principal (School Leadership Team) will:

- Support staff in behaviour support processes.
- Support communication between teachers and parents/carers.
- 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 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;
- Establish and teach routines and expectations for their classroom reflecting the expectations and standards set across the whole school
- Implement and review Tier 2 and 3 documented support plans as needed.

Allied Professionals 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 the application of 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 as appropriate about issues that may impact on a student's behaviour.

Allied professionals, including education assistants, must not communicate with parents/caregivers about a student's 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 support procedures.

RESPONSE TO INTERVENTION (RTI) – BEHAVIOUR SUPPORT

This policy details behaviour support based on the response to intervention (RTI), defining Tier 1, 2 and 3 supports. Students may require on-going Tier 2 or 3 support/intervention, or may respond well to intervention and move to a lower tier of support.

Tier 1: Whole school, universally beneficial practices for all children.

Tier 2: Supports/interventions for identified groups of students with similar characteristics/behaviour needs.

Tier 3: Individual supports/interventions for students with complex needs.

QUALITY TEACHING PRACTICE – TIER 1

The best supports for positive student behaviour are strong relationships, consistent expectations, 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 teach whole school and classroom expectations and rules.
- Set consistent and achievable standards.
- Use *5 Keys to Success* language daily.
- Promote a safe, positive and organised learning environment. Consider student seating, grouping and classroom arrangements and resources.
- Prepare for each lesson professionally:
 - Plan engaging lessons.
 - Be punctual and prepared with all necessary resources.
 - Build strong content knowledge.
- During each lesson:
 - Give clear instructions.
 - Communicate clear learning aims and expectations.
 - Use explicit teaching methods including participation tactics and the gradual release of responsibility model.
 - Teach in response to students' needs, abilities, and – where appropriate - interests.
 - Provide immediate feedback and guidance for improvement.
 - Acknowledge positive behaviour and give praise frequently.
- Maintain high expectations for student behaviour outside of the classrooms, even when not the designated duty teacher.
- Maintain open communication with colleagues, parents/caregivers and any other involved stakeholders to support positive student behaviour.

Staff should refer to the Quality Teaching Strategy – Teaching for Impact for further guidance.

SOCIAL/EMOTIONAL LEARNING – TIER 1

The Friendly Schools program is taught regularly in all classrooms. This program is taught by the classroom teacher who has establish strong relationships with their students under their immediate care. Additionally, the Protective Behaviours curriculum is taught by classroom teachers to equip children with skills and knowledge that promote personal and social safety, resilience and wellbeing.

WHOLE SCHOOL ROUTINES AND EXPECTATIONS – TIER 1

Established whole school routines are regularly shared, taught and reinforced. Examples of routines include moving around the school, arriving at school, using manners, and using the bathroom appropriately. Routines are shared visually, verbally and through practise. Routine posters are saved on the shared drive and updated in response to student needs.

STUDENT INCENTIVES & POSITIVE ACKNOWLEDGEMENTS – TIER 1

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 master copy 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, raffle tickets and incentives linked to knowledge units. Teachers should use their class incentive system in addition

to/combined with faction tokens.

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, and endeavour. Any staff or community members may nominate with the leadership team selecting a recipient. The student will receive a certificate and pin.

Celebration Days: Organised by class or phase of learning teams in response to positive effort; examples include water fun days, movie screenings, teddy bears' picnic, discos, and games.

Class parties: Teachers may hold end-of-year class parties if they wish as an acknowledgement of a year well done. Parties are not permitted during the rest of the year.

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. Parents are advised via text message. Any child who has received a demerit point during the term is ineligible to attend in that term.

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.

Attendance Award: Awarded based on the class with the highest attendance percentage each week.

Science Award: Selected by the Science specialist for the class demonstrating the best effort in Science each week.

Library Award: Selected by the Library Officer for the class best demonstrating organisation.

BEHAVIOUR SUPPORT TECHNIQUES – TIER 1, 2 & 3

Behaviour support techniques are drawn from the Therapeutic Crisis Intervention in Schools (TCIS) method for supporting children through challenges and equipping them with skills to cope.

1) Educator self-awareness: Before responding to a student's challenging behaviour, take a moment to reflect using the following four questions:

- *What am I feeling right now?*
- *What does the student want/need/feel/expect?*
- *How is the environment effecting the situation?*
- *How do I best respond?*

2) Behaviour Support Techniques

When encountering challenging behaviour, educators can support students and prevent further escalation through use of the following techniques:

Behaviour Support Technique	Explanation	Examples of practice
Managing the environment	Modifying the physical learning environment.	Changing seating plan; reducing noise; changing lighting; removing distracting resources; providing supportive resources.

Proximity	Moving closer to a student to provide a calm presence and additional support and supervision.	Sitting with a student; moving around between groups of students.
Prompting	Verbal, visual or gestural reminder to the student to continue with an activity.	First and then visual support; a gesture to remind students to remain seated or quiet; reminding students of the next step in a task.
Caring Gesture	Showing care for the student as a person.	Using praise or comforting words; helping students with something other than a learning activity
Hurdle Help	Providing additional help to start or continue a task.	Helping a student with first question on a worksheet; providing additional modelling or information.
Redirection & Distraction	Providing a short-term alternative activity to remove the student from a situation or divert their attention.	Sending student out of the class to complete a task; asking student to help out with a job;
Directive Statement	Assertively stating an expectation. This can trigger an escalation, so use with caution and only when the risk of not intervening is outweighed by the risk of triggering an escalation.	"Move away from the playground." "Put down the stick."
Time Away	Removing the child from a situation so they have an opportunity to co- or self-regulate. Young children and those who don't have capacity to self-regulate require adult support during time away.	Sending student out of the class for a quick break; asking an education assistant to take a student for a walk to support the student's regulation.

CRISIS COMMUNICATION & ACTIVE LISTENING – TIER 1, 2 & 3

When speaking with students during or about challenging behaviour, use the three pillars of effective crisis communication:

<p>Non-verbal</p> <ul style="list-style-type: none"> - Silence - Facial expression - Eye contact - Body position 	<p>Encouraging and Eliciting Responses</p> <ul style="list-style-type: none"> - Tone of voice - Door openers 'What's up?' 'Tell me more' 'What happened?' 'I'd like to hear more' - Minimal encouragements 'Uh-huh' 'I see' 'Go on' - Closed questions - Open-questions 'How...?' 'What...?' - 'Why' questions – use with caution... 	<p>Understanding Responses</p> <ul style="list-style-type: none"> - Reflective/validating responses 'You're really sad about missing out' 'You're angry with me' 'I'd feel upset too if that happened to me' - Summarisation 'Let me check if I understand. You were playing chasey and you feel Hannah tagged you too hard. This made you angry, so you hit her.'
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LIFE SPACE INTERVIEW (LSI) & POST-INCIDENT RESPONSE – TIER 3

Following a significant behaviour incident, a nominated staff member will engage the student in a Life Space Interview (LSI) to help the student identify their emotions and their behaviour during the incident, and to support/coach the student to identify coping strategies should they be faced with a similar challenge in the future. The LSI is a structured conversation with a staff member who can be a source of strength and support for the student, following the IESCAPE steps:

I – Identify a place and time to talk

E – Explore the student's point of view (clarify the reason for intervention)

- S – Summarise feelings and content
- C – Connect trigger to feelings to behaviour
- A – Alternative responses to feelings discussed
- P – Plan developed & practice with caution
- E – Enter the student back into the routine with support

The LSI should occur when all participants are calm enough to engage fully. Where a student has been suspended, this may take place during the student's post-suspension re-entry; if parents or untrained adults are present, they should be informed of the importance of the student providing their own responses. Where a student has been withdrawn, this may occur during the withdrawal period.

Post-incident response is led by the Principal or nominated delegate and includes debrief opportunities for staff members with an appropriate support, documentation of the incident in applicable reporting systems, and review and adjustment of plans as required.

DOCUMENTED PLANS – TIER 2/3

Documented plans are developed for students with significant and/or recurrent behavioural concerns to record the interventions/strategies to support improved behaviour. Teachers are responsible for developing plans with support from school leaders, other school staff, parents/carers, and – where applicable – external support agencies. Documented plans should be regularly reviewed and shared with all key stakeholders.

REFERRAL FOR ADDITIONAL SUPPORT

Behaviours that threaten the safety of the student or others, and behaviours that significantly disrupt the learning environment require immediate referral for additional support. Referral may also be necessary where a student's disruptive or inappropriate behaviour persists despite attempts to support their participation through behaviour support techniques (or individual strategies per documented plan).

Referral for additional support is used to return order to the learning environment and to provide individual support to a student beyond that which is reasonable for a teacher to provide at that time.

For a referral, staff can call for support or, if appropriate, send the student directly to the office. When sending a student to the office, staff must consider duty of care and whether it is appropriate for the student/s to move through the school unsupervised at that time. Staff must provide a reason for referring a student – this can be written, via phone call or in person. When referring, staff should avoid discussing the behaviour in front of the student to avoid re-escalation.

Where a student is regularly subject to additional support referral, teachers will develop an individual documented plan with strategies aimed to reduce the regularity of referral.

PLAYGROUND DUTY BEHAVIOUR MANAGEMENT

For minor behaviour incidents during recess and lunch breaks, teachers should use behaviour support strategies to give students opportunity to correct their behaviour. If the student persists with the behaviour, the teacher can direct the student to have a short time out of up to five minutes (sitting out of play, in the shade, access to food/drink/toilet if required).

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

For minor behaviour incidents reported by students or observed in the playground, duty teachers should fill out a behaviour support referral. These are collated by the Deputy Principal and used to identify concerning patterns, including repeated inappropriate behaviours and patterns of bullying.

All staff on duty carry behaviour support referral slips (see appendix of this policy). These are used to note minor incidents or concerns raised by students and are compiled by the leadership team to assist with identifying concerning patterns of behaviour that may otherwise be missed given duty staff rotate regularly and may not have a strong knowledge of individual students if they don't work with them regularly.

Duty teachers must be aware of students with individual behaviour support plans 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 behaviour support techniques. For immediate referral and for the general safety of all students and staff, teachers conducting activities off site should carry 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 contact 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 plans, risk management plans, and/or individual documented plans.

DISCIPLINARY SANCTIONS

While Paraburdoo Primary School aims to create a learning environment in which positive behaviour is taught, incentivised and frequently acknowledged, there are also clearly defined sanctions for breaches of school rules. The Principal or nominated delegate will exercise discretion in the application of disciplinary sanctions which includes consideration of each student's previous behaviour record, personal circumstances, and the nature and severity of behavioural incident/s. The school will maintain SIS records (and other reporting systems as required) of incidents resulting in disciplinary sanctions.

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. Students who lose good standing cannot be excluded from learning/curricular events and activities (see Loss of Good Standing Exclusion from Activities & Events).

Maintaining Good Standing

To maintain Good Standing, students must always adhere to school rules and expectations while at school and during off-site school activities, such as camps and excursions.

Loss of Good Standing

Loss of good standing for each applicable incident remains in place for a subsequent period of two weeks of school attendance, i.e., 10 attended school days, except where that period includes a term holiday as good standing is reinstated automatically at the start of each term. In withdrawing a student's good standing, the Principal or delegate will exercise discretion which includes consideration of each student's previous behaviour record, personal circumstances, and the nature and severity of behavioural incident/s (see demerit point chart as Appendix C). Any incident resulting in a student's withdrawal or suspension will automatically result to their loss of good standing.

Good standing can only be withdrawn by the Principal or nominated delegate, e.g., Deputy Principal. The school leadership team will notify the student, parents/caregivers and teachers of a student's loss of good standing, the expected timeframe for reinstatement, and any applicable exclusions. The school will maintain records detailing a student's loss of good standing.

Re-instatement of Good Standing

Good standing is only reinstated upon completion of two weeks of school attendance (absences not included) or the commencement of a new term. There is no opportunity to 'earn back' good standing in a quicker time period.

Further incidents within the loss of good standing period may extend a student's loss of good standing from the date of the latest incident.

Loss of Good Standing Exclusion 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 Principal or delegate will assess whether they can be made available to students with loss of good standing based.

Extra-curricular Activities (can exclude)	Learning/Curricular Activities (cannot exclude)
<ul style="list-style-type: none"> • Celebration days/activities • 5 Keys to Success Lunch • Interschool sports & swimming events • School camps • Year 6 pool day/reward excursions/school-organised parties • P&C discos/events • ASA student leadership incursions & excursions • Creative Edge Challenge • Incursions & excursions, including CoRE • Class parties • Student leadership roles • Before/after school clubs, except Polly Farmer Learning Club 	<ul style="list-style-type: none"> • Classroom and specialist program lessons • Educational incursions & excursions related to curriculum content • Faction athletics, cross-country & swimming carnivals • Transition activities • Year 6 graduation ceremony • School photos • Open Night • Presentation Night • Polly Farmer Learning Club

DETENTION

Students may be placed on detention during recess and lunch breaks by the Principal or Deputy Principal for breaching school rules. During detention, students will be under the supervision of school staff. Students are permitted to eat, drink and use the toilet during detention. Parents/caregivers will be contacted if their child receives detention.

Teachers may keep students in classrooms during breaks or at the end of the school day for short periods of time (up to 10 minutes) to discuss behaviour or other pastoral care matters, or to finish classwork that should have been completed during class time. When this is happening regularly for a student, the teacher must inform school leadership team and the student's parents/caregivers.

WITHDRAWAL

For considerable breaches of school rules, the Principal (or nominated delegate) may withdraw a student from their regular classroom activities in accordance with DOE policy. During a withdrawal period, a student is not permitted to join peers for lunch or recess. Students are allowed to drink, eat and access the bathroom. Students will be provided with learning activities during withdrawal periods. Withdrawal of students serves to:

- Provide the student with an opportunity to calm, if they child has not been able to regulate their behaviour in class
- Allow the student to reflect on and learn from the incident, including engaging in restorative processes (including LSI)
- Allow staff to evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- Continue a learning activity in a less stimulating environment.

SUSPENSION

For a severe breach of school rules, the Principal (or nominated delegate only if the Principal is unavailable – typically a Deputy Principal) may suspend a student from school attendance in accordance with DOE policy. 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 risk, harm and/or 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
- all to reflect on and learn from the incident, including where appropriate participating in restorative processes
- 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 (and parents, if appropriate) are required to participate in a post-suspension re-entry meeting. As part of the restorative process, the student will be invited to take part in an LSI to reflect on their actions and develop coping strategies for the future (if this did not occur prior to suspension).

EXCLUSION

School exclusion is a significant sanction typically reserved for very severe incidents or patterns of incidents. Refer to DOE policy and resources for further guidance.

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 Bullying¹

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 bullying¹

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

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.

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.

VIOLENT 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.

Students who display violent behaviour (either repeatedly or a single act of extreme violence) require individual documented planning. Plans will be created, monitored and reviewed by teachers, school leadership team and other appropriate stakeholders, including external support agencies, school psychologist, and parents/caregivers.

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)).

PHYSICAL RESTRAINT OF A STUDENT

The Principal will ensure the physical restraint 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.

Incidents of physical restraint must be documented in applicable reporting systems. Parents/carers must be advised of incidents, and physical restraint must be included in documented plans. Refer to DOE policy and guidance documents for further information.

PERSONAL MOBILE ELECTRONIC DEVICES

Students are not permitted to have personal mobile electronic devices at school, this includes but is not limited to mobile phones, laptops, tablets, smartwatches, and other devices with features such as internet connectivity, messaging systems and cameras.

Students who bring devices to school are required to check them into the front office before the start of the school day. PMEDs will be stored in a secure location and labelled with the student's name. Checked in devices will be returned to students at the end of the school day. Students who bring a device and fail to check it in will be given the option to do so. Parents/carers will be contacted if a student refuses to check in a device. Repeated failure to check in a device may result in disciplinary action.

Students are provided with school-owned devices to complete learning activities, and parents needing to contact their child during the school day can do so by contacting the school office.

APPENDIX A: Faction Token Master Copy

 <p>FACTION TOKEN</p> NAME: _____ CLASS: _____	 <p>FACTION TOKEN</p> NAME: _____ CLASS: _____
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APPENDIX B: SCHOOL EXPECTATIONS PROVIDED TO STUDENTS & PARENTS/CARERS ON ENROLMENT

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
- Personal mobile electronic devices left at home or checked into the office.

RIGHTS & RESPONSIBILITIES – STUDENTS & PARENTS/CARERS

<p>Students have the right to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> • 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.
<p>Parents/Carers have the right to:</p> <ul style="list-style-type: none"> • Be treated with respect, courtesy and honesty. • Be informed and consulted in decisions affecting their child's welfare. • Be heard in an appropriate forum on matters related to the rights and needs of their child. 	<p>Parents/Carers have the responsibility to:</p> <ul style="list-style-type: none"> • Ensure that their child attends school. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment. • Support the school in providing education for their child. • Act upon any reports of bullying by communicating with the school.

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. **Examples of Behaviours & Disciplinary Sanctions**
The Principal or nominated delegate will use this to guide decisions on applying disciplinary sanctions; however, consideration of a student's personal circumstances,

Behaviour	Possible Disciplinary Sanctions & Responses
Abuse, threats, harassment, intimidation of staff	
<p>Verbal abuse of a staff member or visitor, including obscene language, racist and/or sexist comments.</p> <p><i>In applying this sanction, consideration of the intent of the language should be considered. For example, some students use obscene language in a non-threatening way as part of their social vernacular. Where obscene language is not directed at another person, a reminder to use school-appropriate language may be a more appropriate response.</i></p>	<p>First instance: 0.5 day withdrawal Loss of good standing</p> <p>Further instances within the same term: 1.0 day suspension Loss of good standing</p>
Threat of violence towards a staff member or visitor	<p>First instance 1.0 day withdrawal Loss of good standing</p> <p>Further instances within the same term: 1.0 day suspension Loss of good standing</p>
Obscene gesture towards staff member or visitor	<p>First instance: Detention</p> <p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p>
Abuse, threats, harassment, intimidation of student	
<p>Verbal abuse of another student, including obscene language, racist and/or sexist comments.</p> <p>This may include the deliberate sharing of inappropriate/harmful information or language with other students.</p>	<p>First instance: Detention</p> <p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p>
Threat of violence towards another student	<p>First instance 1.0 day withdrawal Loss of good standing</p> <p>Further instances within the same term: 1.0 day withdrawal Loss of good standing</p>
Obscene gesture towards another student	<p>First instance: Detention</p> <p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p>
Damage to or theft of property	
Vandalism including graffiti and other deliberate damage to property	Where possible, the student should be given the opportunity to remove/repair damage as part of the restorative process.

	<p>First instance: Detention</p> <p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p>
Theft	<p>Where possible, students should be given the opportunity to return stolen items as part of the restorative process.</p> <p>First instance: Detention</p> <p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p>
E-Breaches	
Inappropriate use of technology	Dependent on behaviour, e.g., for use of technology to make threats to another student., see <i>Abuse, threats, harassment, intimidation of student</i>
Filming and distributing footage of a fight	Suspension 1-1.0 days Loss of good standing
Physical aggression towards staff	
Physical aggression towards a staff member	Suspension 1.0-10 days for each incident. Loss of good standing Consider move to exclude for repeated incidents.
Physical aggression towards student	
Fight between students	Suspension 1.0-10 days (withdrawal may be considered) Loss of good standing
Physically attacking another student	Suspension 1.0-10 days (withdrawal may be considered) Loss of good standing
Violation of Code of Conduct/School Rules	
Littering	Reprimand and tidying own litter. For repeated/deliberate instances: Detention
Continual refusal to follow reasonable instructions causing disruption to the learning environment/routines	First instance: Detention Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing For severe disruption to the learning environment or risk of harm to self or others, suspension may be considered.
Failure to comply with school uniform	Parent contact via text message Parent meeting
No hat for outdoor activities	Borrow school hat (curriculum activities only) Sit on the veranda outside classes/library (recess and lunch) Text message to parents
Repeatedly out of area without permission/refusal to return to class	First instance: Detention Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing
Leave school grounds without permission	First instance: Detention

	<p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p>
Inappropriate use of school equipment/property	<p>First instance: Detention</p> <p>Further instances within the same term: 0.5-1.0 day withdrawal Loss of good standing</p> <p>For severe disruption to the learning environment or risk of harm to self or others, suspension may be considered.</p>
Bringing a personal mobile electronic device to school and failing/refusing to check it into the office.	<p>All instances, opportunity to check in at office.</p> <p>Contact with parent/carer.</p> <p>Detention from second instance or for first instance of refusal to check in device.</p>
<i>Possession, use or supply of illegal substances or objects</i>	
Possession of illegal substances or weapons	<p>1.0-10 day suspension Loss of good standing Referral to police</p>

Behaviour Support Referral

Referring teacher: _____

Date: ____/____/2023

Circle: RECESS LUNCH

Students involved	Class

Nature of incident

Physical aggression (immediate referral)

Verbal threats, abuse or harassment (immediate referral)

Violation of school rules

Damage to property

Other:

Behaviour Support Referral

Referring teacher: _____

Date: ____/____/2023

Circle: RECESS LUNCH

Students involved	Class

Nature of incident

Physical aggression (immediate referral)

Verbal threats, abuse or harassment (immediate referral)

Violation of school rules

Damage to property

Other:

Behaviour Support Referral

Referring teacher: _____

Date: ____/____/2023

Circle: RECESS LUNCH

Students involved	Class

Nature of incident

Physical aggression (immediate referral)

Verbal threats, abuse or harassment (immediate referral)

Violation of school rules

Damage to property

Other:

Behaviour Support Referral

Referring teacher: _____

Date: ____/____/2023

Time: RECESS LUNCH

Students involved	Class

Nature of incident

Physical aggression (immediate referral)

Verbal threats, abuse or harassment (immediate referral)

Violation of school rules

Damage to property

Other:

Behaviour Support Referral

Referring teacher: _____

Date: ____/____/2023

Circle: RECESS LUNCH

Students involved	Class

Nature of incident

Physical aggression (immediate referral)

Verbal threats, abuse or harassment (immediate referral)

Violation of school rules

Damage to property

Other:

Behaviour Support Referral

Referring teacher: _____

Date: ____/____/2023

Circle: RECESS LUNCH

Students involved	Class

Nature of incident

Physical aggression (immediate referral)

Verbal threats, abuse or harassment (immediate referral)

Violation of school rules

Damage to property

Other: