



ALKIMOS PRIMARY SCHOOL

Student Behaviour Policy

2022

Updated and Revised January 2022

RATIONALE

Alkimos PS aims to provide a positive environment in which every student is respected and their right to learn is encouraged and protected. The beliefs and procedures described in this policy provides consistent, logical, clear rules and consequences, made familiar to all involved. The support of students, staff, families and our community is crucial to ensure the development of self-disciplined students, and orderly and safe learning settings.

OUR SCHOOL VISION

Alkimos PS is committed to creating a vibrant and safe learning environment that supports our students, staff and community.

OUR SCHOOL BELIEFS

- High expectations about student achievement and behaviour, and about the performance of our school.
- Effective teaching and learning is inclusive, is student centred, individualised, fun, engaging and is founded upon excellent relationships with students.
- A whole-school approach to support the well-being of students, staff and our community, is fundamental to our success.
- Education is about the whole child.
- Strong, supportive and collaborative relationships and partnerships prevail. There is 'Strength in Unity' in our school.

OUR SCHOOL VALUES

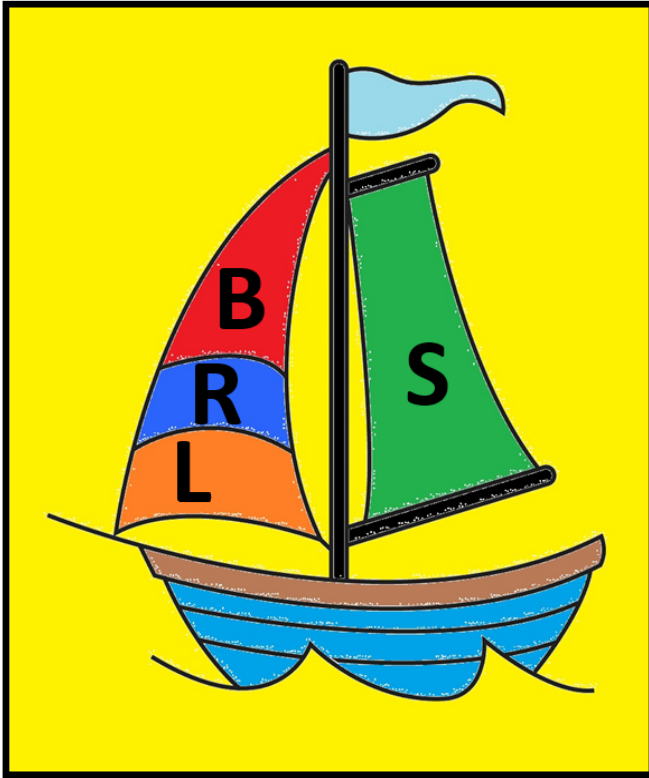
Respect Resilience Cooperation Honesty Kindness

FURTHER BELIEFS AND ATTITUDES ABOUT STUDENT BEHAVIOUR AND OUR APPROACHES @ ALKIMOS PS

Our approaches to maintaining and supporting positive student behaviour is underpinned by other beliefs and attitudes:

- It is expected that students will demonstrate positive behaviour at school. This is their 'job', just we expect that each student will, for example, wear their school uniform. While this is the case, Alkimos PS will use extrinsic rewards and motivation to reinforce and reward the positive behaviours we seek to see.
- That the principles of WA Behaviour Support (CMS) and Positive Behaviour for Learning will form the premise of our classroom and playground management.
- All staff- all students relationships (that is, the behaviour and well-being of all students is everyone's concern; it is not limited to the classroom teacher).
- That each day and session is a 'fresh start'
- An understanding that individual approaches to supporting students may be required to be developed. Students may require Individual Behaviour Management Plans, or other invention and understanding that will assist students. This is particularly the case with our students enrolled in the SLP-ASD.

SCHOOL RULES



At ALKIMOS we.....

Be safe

Look out for ourselves and each other and listen for our inner voice.

Respect others

Be polite, helpful and cooperative with all members of the school community.

Listen and Learn

Be ready and prepared to do your best work in all lessons.

Show care

Take care of personal and school property and the environment.

EXPECTED STUDENT BEHAVIOURS

Later in this policy, it is noted that the development of classroom agreements and rewards/consequences is to take place, that take into consideration school values and school rules. The agreements should also reflect these expected behaviours of Alkimos PS students:

- Treat others with respect and courtesy
- We keep our hands and feet to ourselves
- We show whole-body listening
- Always follow a staff member's instructions
- Play friendly, cooperative games and consider the safety of others
- Respect other people's belongings, school property and the environment
- Use appropriate language
- Display the school values in everything we do
- Strive for your personal best



At Alkimos PS, it is expected that you will explicitly teach what these expected behaviours look, sound and feel like.

WHOLE SCHOOL PROGRAMS AND STRATEGIES

Alkimos PS use these programs and strategies to develop and support positive student behaviour:

- WA Positive Behaviour Support (CMS)
- Zones of Regulation
- In Real Life
- Champion Life
- Wellness and Engagement Census
- Brain breaks/Mindfulness/Calm Down or Chill Out opportunities
- Values Program and Ray of Sunshine
- Faction Tokens- classroom and playground
- Whole-school, consistent language
- Developing charters where necessary; for example, Loose Parts Club
- Merit Certificates- assemblies and classroom
- Buddy Class ('Positive' and 'Time Out')
- Visits to Buddy Class and office to show great work or to celebrate other successes, such as achieving IBMP goals.
- Five-card system; Red/Yellow/Green/Pink/Teal:

Card Colour Meanings

Red	Leadership Team to assist immediately
Yellow	Leadership Team to support/take class while teacher deals with a problem
Green	Leadership Team to visit classroom for a celebration!
Pink	Leadership Team required for urgent medical assistance
Teal	Leadership Team required for urgent student mental health support

FAMILY AND SCHOOL COMMUNICATION

It is crucial that strong communication takes place between families and staff members regarding the behaviour and conduct of students. At all times this should be proactive, meaning that concerns and queries should be communicated as early as possible, to avoid 'surprises' for families.

Effective and on-going communication between staff members is also crucial.

In relation to the SLP-ASD students, a daily feedback form is used to provide information when students are moving between their mainstream classroom and homeroom.

Equally important is following through on recording behaviour incidents and relevant information on SIS. Similarly, changes and reviews to Individual Behaviour Management Plans, including documenting and communicating amendments, must be made known to all.

Lastly, the most important communication is to our students. Expectations must be explicit, as are the reasons why consequences are imposed.

Alkimos PS- In the Classroom

Alkimos PS uses the principles of Positive Behaviour for Learning, that complements the beliefs in the WA Positive Behaviour Support approaches (formerly CMS).

STAGES


(Stage 1) Positive Classroom Environment

- The essential foundation of positive student behaviour is establishing and maintaining a classroom environment in which the children and teacher feel safe and work to learn and succeed.
- Class agreements and consequences are established, understood by the class and take into consideration school values and school rules. Class agreements should be displayed.
- At Alkimos PS, positive behaviour incentives and strategies such as Star of the Day/ Week, Marbles in a Jar, Good News Slips and Golden Time are actively encouraged and supported.
- Positive feedback to children when they are displaying appropriate behaviour is vital.
- Please enter merit certificates, values awards, positive notes home in SIS.

(Stage 2)

- Minor breaches of discipline and cases of unexpected behaviour remain the responsibility of the individual teacher, including specialist staff. Issues that arise away from the mainstream class are not to be left to the usual classroom teacher to resolve but should be dealt with by the teacher involved in the issue.
- The application of class agreements and consequences is to be maintained in a consistent, systematic manner. Disruption recorded by placing student name on board and agreements broken briefly explained. Minimum interruption to teaching and learning program.

(Stage 3) Time Out within the classroom

- Each teacher is to establish a Time Out Area within the classroom, and *establish another classroom that will be used for Time Out (Stage 4). This should not be the same classroom/teacher that is used for positive Buddy Class; this one is arranged for you.*
- A student who persistently causes disruption to the usual learning programme of other students and interferes with the right of the teacher to teach, is removed from that learning activity and placed in a designated Time Out area.
- Student takes no further part in the lesson (usually until the next recess period). Minimal communication.
-  At the next recess period (or as soon as possible thereafter) the teacher counsels the child on his/her unacceptable behaviour.
- Record on SIS Behaviour.

(Stage 4) Time Out in Buddy Classroom

- The student who persistently repeats unacceptable behaviour or causes any disruption whatsoever in the class Time Out area is removed to that classroom's nominated Time Out Classroom until at least the next period (a minimum of 20 minutes).
- Student neatly completes a Reflection Sheet, circling Buddy Classroom at the top of the form.
- At the following recess (or time designated by teacher) the student is counselled by their class teacher. The student may, at the teacher's discretion, resume normal classroom activities.
- Record details on SIS Behaviour.
- If a third Time Out in another class is necessary during one term, the teacher arranges an interview between the student and the Principal. Any further Time Outs require parent/teacher/Principal interview.
- Reflection sheets signed, dated and sent to line manager each Friday. Reflection sheets returned to class teacher who then files the sheets.

(Stage 5) Time Out- Office

- A child refuses to go when sent to *Time Out in Buddy Class* or who continues to display inappropriate behaviour in that shall be taken by the School Leaders to the office.
- The incident will be recorded SIS Behaviour by School Leaders.
- Parent interview with the class teacher and Principal arranged if necessary.
- A student placed in Time Out in the office forfeits the rights to normal classroom activities and any contact with other students.
- The child may take a selection of books or private study activities or work will be provided by a member of School Leadership Team.
- The child will be expected to fill out a Reflection sheet.
- The child is counselled by School Leaders
- School Leaders and the class teacher will decide on the duration of Time Out in the office.
- A Restorative Justice approach type conversation needs to be had, before the student is permitted to re-join the classroom.

(Stage 6) Suspension

- The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period.
- This may be an external or in-school suspension, depending on the circumstances of the incident and the family situation.
- Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:
 - for the student, other students and staff to calm and recover;
 - for all to reflect on and learn from the incident, including participating in restorative processes;
 - for the school to evaluate existing behaviour support plans, meet with any 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

- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Suspension Categories

Category 1: Physical aggression toward staff

Category 2: Abuse, threats, harassment or intimidation of staff

Category 3: Physical aggression toward students

Category 4: Abuse, threats, harassment or intimidation of students

Category 5: Damage to or theft of property

Category 6: Violation of Code of Conduct or school/classroom rules

Category 7: Possession, use or supply of substances with restricted sale

Category 8: Possession, use or supply of illegal substance(s) or objects

Category 9: Other

Category 0: E-breaches

(Stage 7) Exclusion

- The principal may recommend to the Director General that a student be excluded from attending the school as part of a school's behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent.

CLASSROOM RESPONSE FOR MANAGING INAPPROPRIATE STUDENT BEHAVIOUR



- Positive, inclusive classroom established.
- Rules, rewards and consequences are clearly explained to students.
- Lots of positive reinforcement!

CMS - low key strategies in place - including “take - up” time

Bump 1 No cross Verbal warning. Reiteration of expectations

CMS - low key strategies

Bump 2 No cross Warning. Student’s name is written on the board

CMS - low key strategies

Bump 3 X First cross next to name. Further reminder of expectations and rules.

Bump 4 XX In-class isolation. The student is to reflect on the behaviour and fill in a Reflection Sheet that is sent home to parents for signing before being returned to school. This should be no longer than 10 minutes. An interview with the parent/carer will be arranged if necessary. Teacher may choose to send a SIS Behaviour Incident Notification letter home.

Bump 5 XXX Time Out Buddy class. The child goes to a pre-arranged class until the start of the next period (or at least 20 minutes). A parent interview will be arranged after three Buddy Time-Out Class visits are recorded.

Bump 6 Sent to a member of School Leadership Team for the rest of the period/until next break time (Minimum of 30 minutes). Recorded in the SIS Behaviour Management Module. Parents/Carer will be informed by School Leadership Team that the student is at this level of the Behaviour Plan by either phone call or SIS Behaviour Notification letter. Student to sit at isolation desk and complete work independently* (to be set by the classroom teacher if possible)



- A serious breach may require a bump to be bypassed.
- Please use the Five Card System if required.
- Remember to document everything.

Referral to School Leadership Team — Behaviour



Student: _____ Room: _____ Date: _____ Time: _____

- Bump 1— Verbal Warning Bump 2— Warning, name on board Bump 3— one cross next to name
- Bump 4— in class time out Bump 5— Buddy class time out

Bump 6—Referral to office

- Negative behaviour—other
- Physical assault or intimidation of other students
- Physical assault or intimidation of staff
- Verbal abuse or harassment of other students
- Verbal abuse or harassment of staff
- Violation of school code of conduct, behaviour management plan, classroom or school rules
- Action required:
- Student to be given a reprimand
- Student to stay in the office while they complete a reflection sheet
- Student to stay in the office for the remainder of the session

Referring Class teacher: _____



School Leadership Action

Student: _____ Room: _____ Date: _____ Time: _____

- Action taken:
- Student given a reprimand
- Student to stay in the office while they complete a reflection sheet
- Student to stay in the office for the remainder of the session
- Student to stay in the office for the remainder of the day
- School leaders to inform parents via phone call
- School leaders to request parent meeting
- Student to receive in school suspension
- Student to receive out of school suspension

School Leader member: _____



Class teacher notification

_____ has been referred to School Leadership Team during the lesson.

Referring teacher: _____ Date: _____

SCHOOL LEADERSHIP RESPONSE FOR MANAGING INAPPROPRIATE STUDENT CLASSROOM BEHAVIOUR

Students who are referred to School Leadership will be dealt with according to the circumstances of the incident, and any other factors that are to be considered (for example, the student's current situation, SLP-ASD, or if an IBMP is in place).

Short Term

Students will be expected to bring the activity that was being done.

In-School Suspension

Classroom teachers are asked to set work for the student – if possible.

Lunch and recess will be set at different times to the rest of the students.

School Leaders to inform class teacher of the outcome of their intervention, and the consequences applied. School leadership will record this on SIS.

LOW KEY SKILLS- WA POSITIVE BEHAVIOUR SUPPORT (FORMERLY CMS)

Low key skills are the things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs.

They are used to quickly and efficiently control or diffuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

They involve 'non' or 'minimal verbal' responses. They do not stop the flow of the lesson – they are quick/quiet. They do not invite escalation – low emotional content.

Types of low key skills include:

- ***Non-Verbal*** – The skill of using body language to communicate that a behaviour is unproductive. They require that the student can see the teacher. Examples include finger motions, a shake of the head.
- ***Minimal verbal*** – The skill of using as few words as possible to communicate that a behaviour is unproductive. Be aware of the power of intonation and syllable emphasis. Be aware of body language.
- ***Modelling Appropriate Behaviour*** – The public praising of a specific appropriate behaviour so a student to influence the behaviours of others. Use a friendly and encouraging tone. Overt use of voice so that other students hear it.
- ***Responding to appropriate behaviour*** – The public praising of a specific appropriate behaviour of a student to reinforce that behaviour for the student. Use a friendly and encouraging tone. Can be delivered as a private dialogue.
- ***The Pause*** – To deliberately stop speaking to communicate that a specific behaviour is unproductive.

- **Proximity** – When a teacher moves around the room during a task. Involves calm and neutral body language. It is often combined with scanning and private dialogue. Be aware of personal space.
- **The Look** – The deliberate use of extended eye contact towards a specific student. Eye contact with the student that conveys your awareness of their behaviour and a message to stop.
- **Winning Over**- The skills employed to encourage students to bond positively with the teacher. Be sincere. Can be academic, social or personal.
- **Signal to begin** – A routine sequence of teacher behaviours that results in whole class attention on the teacher eg; cue, active pause and room scan, low key response for non-compliant students, reinforce appropriate student behaviour e.g. thank you.
- **Transition**- - A sequence of teacher instructions that create orderly movement of students and/or equipment. This sequence includes a signal to begin, a statement when the students will move, a statement of what actions are expected of them, a statement of who will move, check for understanding, a statement to move, monitoring and using proximity, provide specific and positive feedback.
- **Planned Ignore** – The intentional ignoring of a low-level unproductive behaviour. Involves withholding visual and verbal cues of attention towards the student's behaviour. Only to be used for low level behaviours or if the behaviour is not interfering with the learning of others.
- **Private Dialogue** – A conversation between a teacher and a particular student that is conducted so the audience is reduced to a minimal level. The teacher positions themselves to be physically close to the student/s and drops their voice to an intimate level.
- **Come on Back** – What the teacher says or does to bring the student back into the lesson in a positive way, as soon as possible after an intervention responding to an unproductive behaviour. Deliberate acknowledgement of the efforts of the student, or provision of an opportunity for them to re-engage.
- **Type of response** – To explicitly indicate to the students how they should respond during class interactions e.g. hands up, no hands, I'll choose, tell your partner, think to yourself, write it down etc. This helps to prevent uncontrolled interactions and manage escalation. Reduces opportunities for attention seeking students.
- **Deal with the Problem and not the student** – Where the teacher focuses on the student behaviour rather than on the student intentions or student personality traits. By dealing with the student, we are not being judgemental on a personal level, and this not inviting a power struggle. It is usually an action or minimal verbal request responding to a physical because eg; 'ruler please'
- **Deal with Allies First** – During an intervention with a student, to first neutralise the involvement of other students who seek to prolong or escalate the initial disruption. This reduces the chance that the situation will escalate by spreading and helps maintain positive cohesion. Use low key skills to shut down the interference before continuing to manage the original student.

GOOD STANDING

The APS Good Standing Policy provides an approach that assists in ensuring that all students (K-6) maintain satisfactory standards of behaviour throughout the year. It also aims to help Alkimos Primary's senior students prepare for the transition from primary to secondary school where students are expected to continue to develop more responsibility and self-control.

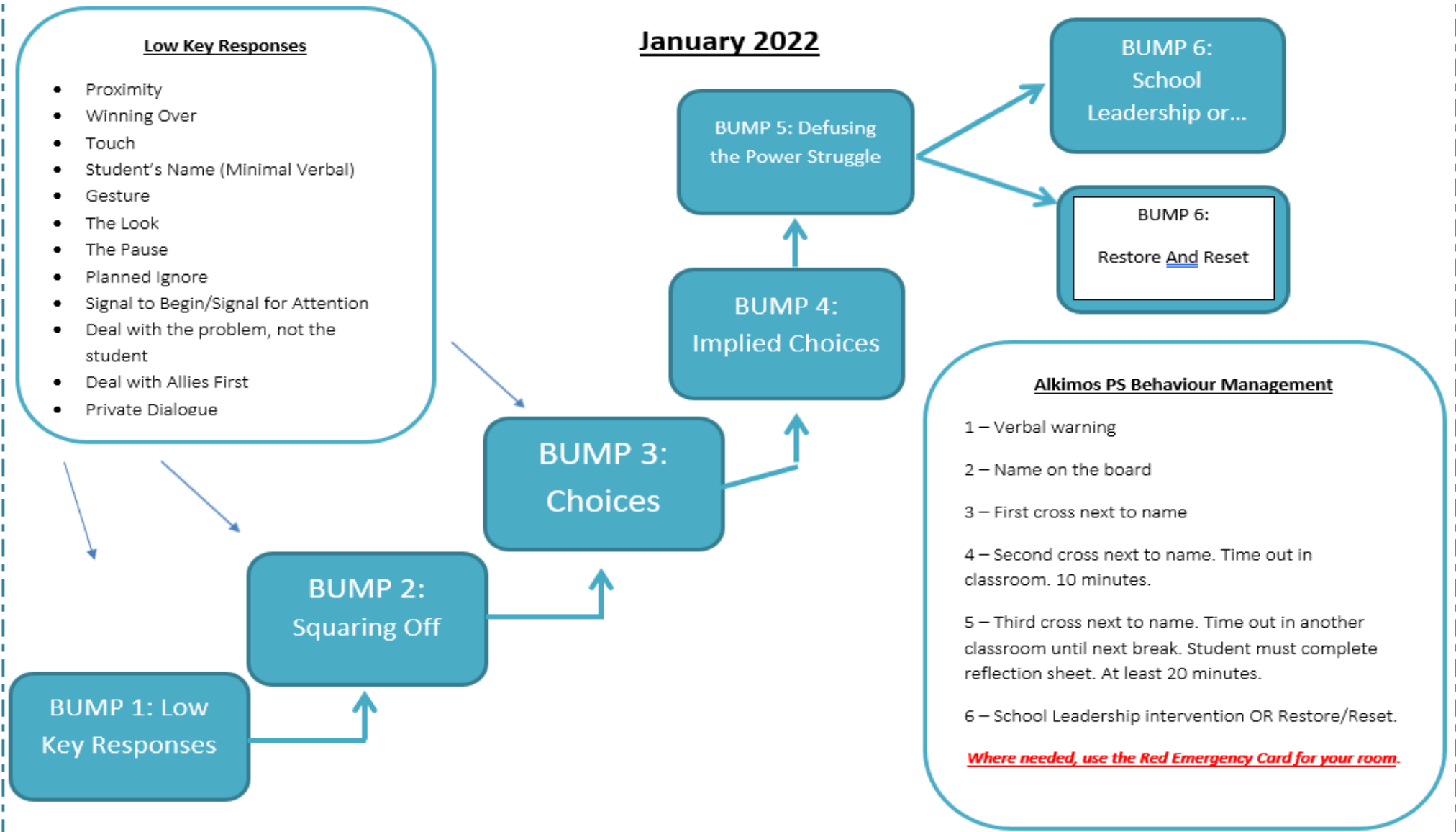
The Good Standing Policy does not replace the Behaviour Management Policy, but provides a specific standard of behaviour expected in order for students to maintain their Good Standing status.

All parents/guardians are expected to support the Good Standing Policy and respect the school in implementing and enforcing the policy. Communication will be made with parents and support will be put in place to assist students who lose their Good Standing. All students and parents are made fully aware of the policy at the commencement of each year and is always available through the newsletter.

Individual classrooms may adopt ways of tracking good standing for students throughout the year. Where this is implemented, classroom teachers will notify families as to how this may look.

For further information, please see the Good Standing Policy, and the documents- Good Standing Licence and Communication Slip.

WA Positive Behaviour Support (CMS) Bumps – Quick Reference:



Alkimos PS- In the Playground

- (Level 1) Positive Environment:** Positive playground environment promoted using Faction tokens, or any other reward. Faction tokens are in the duty teacher files and should be used liberally to reinforce positive behaviour.
- (Level 2) Minor Transgression:** Examples include running on verandah, littering, one-off name calling, boisterous behaviour, wrong play area etc. This may be dealt with in a number of ways; for example, sit for five minutes/walk with teacher for a few minutes. Teacher resolves the conflict through discussion or separating children.
- (Level 3) Major Transgression:** Examples including bullying, fighting, swearing, danger, orchestrated teasing are considered major transgressions.

Student/s to be directed to the office or a School Leadership team member in the playground, with a white slip if required.

In order to work out what has happened, who was involved and the extent of this, students will complete an Incident Report.

Students responsible for the transgression will complete a Reflection Sheet, that will be sent home for the family to see, sign, and return to school.



School Leadership is responsible for communicating with families, and recording incident details recorded on SIS, and further any further action if required (for example, OINS).

ROLE OF SCHOOL LEADERSHIP

- Inform families.
- Follow-up with classroom teacher and other staff if required.
- Debrief about the incident if required.
- Maintain Duty Bags and Duty Rosters, including Red and Pink Slips.

ROLE OF DUTY TEACHER

- Arrive promptly to duty areas
- Maintain active presence (move around area continuously and interact with students- NQS)
- Wear yellow vest, hat and have whistle
- Deal with behaviour incidents as they happen
- Uphold rules / maintain high expectations (for example, walking / eating, 'it', rough play, hats) – lead by example
- THE STANDARD YOU WALK PAST IS THE STANDARD YOU ACCEPT
- Reward positive behaviours (faction tokens)
- If students sent to the office feeling unwell, students must be sent with pink slip.
- Complete white slip for behaviour issues that require follow-up.
- 5-minute warning - three short blasts on the whistle.
- Communicate issues with relevant staff.



Playground Duty is an important responsibility at Alkimos PS.

ROLE OF THE CLASS TEACHER

- Follow-up with student/s and families if required.

EMERGENCY AND CRITICAL INCIDENT GUIDELINES AND POLICY

This makes provision for action to be taken should a critical incident or emergency arise during recess or lunch times:

- Siren will sound to indicate end of playtime. Duty staff blow 3 whistles.
- Students and teachers to meet at classroom/line up location. If students are already on the oval, the Duty Teacher will direct them to **stay, and stay with them**. A colleague will bring the Duty Teacher's class to the oval.
- If evacuation is required, proceed to the oval via the safest route. Follow evacuation procedures.
- If lockdown is required, enter classroom or closest building. Follow lockdown procedures.

Please refer to the Emergency and Critical Incident Guidelines and Policy for further information.

PLAYGROUND SLIPS

Please see the next page.

ALKIMOS PRIMARY SCHOOL

PLAYGROUND BEHAVIOUR RECORD SHEET

(To be given to the student)

Name: _____ Year: _____ Date: _____
CR: _____

Level 1: VERBAL WARNING or MINOR CONSEQUENCE*

- A) Playing in the wrong area.
- B) No hat.
- C) Eating in the wrong area.
- D) Not sitting to eat.
- E) Leaving lunch area early.
- F) Play fighting – first time
- G) Playing in the toilets.
- H) Playing in the garden.
- I) In buildings without permission.
- J) Running on the path.
- K) Using inappropriate language.
- L) Being cheeky/answering back.
- M) Out of bounds.
- N) Other _____

*At teacher discretion, a verbal warning or minor consequence can be given eg: sit out for 5 mins or walk with you on duty. If behaviour continues, then escalate to Level 2 if necessary.

Level 2: MAJOR TRANSGRESSION**

- A) Fighting – physical or verbal
- B) Stealing.
- C) Abusive language.
- D) Refusal to follow the teacher's instructions.
- E) Violent behaviour.
- F) Vandalising school property.
- G) Unsafe touching.

**Send student to the office with the completed behaviour sheet.

Add further information on the back if required.

Duty Area (circle) **1 2 3 4 5**

Reported by Teacher: _____

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Add further information on the back if required.

Duty Area (circle) **1 2 3 4 5**

Reported by Teacher: _____

PREVENTING AND MANAGING BULLYING

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.

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.¹

Confirming if the behaviours were intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual immaterial of the determination of intent.

Bullying is a conscious, repeated, hostile, aggressive behaviour of an individual or a group abusing their position against a targeted individual or group with the intention to harm others involving an imbalance of power.

Bullying involves:

- **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', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- **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

¹ *Behaviour Management in Schools* policy, Department of Education

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.

General group behaviour and the roles individuals take within that group are crucial to the continuation of bullying:

- The **“Ringleader”**: drives the actions of bullying; they may not actually carry out the bullying themselves, but ‘reward’ with attention and group inclusion those that do.
- The **“Assistant/s”**: are usually the ringleader’s best friend/s and they back-up the ringleader’s actions and words, and/or carry out much of the incitement to bully on behalf of the ringleader.
- The **“Reinforcer/s”**: are group members who carry out the bullying, back-up the actions of the ringleader and the assistant/s, by adding to the background of taunting and the ‘crowd’ or ‘mob’ surrounding the target student/s.
- The **“Defender/s”**: are individuals or groups that either step in to prevent bullying or who step in afterwards to support the target student/s, and/or who report the situation to those who can help.
- The **“Outsider/s” or bystanders**: The most effective way to reduce bullying is to reduce the power the group, as a minority, can hold over others, which are the majority – outsiders or bystanders. Everyone plays a part in bystander behaviours - students, teachers, School Leaders/sistrators, community members and parents.
- **The “Target”**: the student/s being bullied.

Rights and Responsibilities of School Community Members

Members of the school community have the right to expect that schools are safe and supportive learning environments. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying.

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> • is supported in developing the school's plan to prevent and effectively manage bullying • is supported in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • provides leadership in resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed of the school's plan on bullying • are provided with supports to stop bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> • are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying

Bullying incidents often happen in a short space of time and are difficult to detect. Adult supervision is not always possible. If all people in the school – staff, students and others – develop positive, effective bystander behaviour the whole school culture about bullying can be changed. The table below outlines what IS and is NOT Bullying?

What IS Bullying?	What is NOT Bullying?
<p>Any of the following aggressive behaviours are bullying if the actions are repeated and done with the intention of gaining power.</p>	<p>Any of the following aggressive behaviours are not bullying if the actions occur once (i.e., no pattern) or done with no intention of gaining power.</p>
<p>Physical Attack such as:</p> <ul style="list-style-type: none"> • Bumping into someone • Pushing, Shoving, Tripping • Hitting (directly or with something else) • Punching, Kicking • Fighting 	<p>Physical behaviours such as:</p> <ul style="list-style-type: none"> • accidentally bumping into someone • Making others play things a certain way (natural behaviour—everyone likes things done their way) • Any of the behaviours listed to the left (pushing, shoving, tripping, hitting, etc.) which occurs ONCE (i.e., is not a repeated or pattern of behaviour)
<p>Verbal Attack—for any kind of difference, such as:</p> <ul style="list-style-type: none"> • Racial • Gender • Sexual Orientation • Physical (height, weight, glasses, etc.) • Skills Ability/Disability (too smart, stupid, etc.) • Physical Appearances (clothes, jewellery, hair) • Economic Status • Marital Status • Religion • Association with a Group • Threats and Intimidation • Taking Possessions or Stealing (e.g. hat, money, etc.) • Exclusion from groups/activity 	<p>Verbal behaviours such as:</p> <ul style="list-style-type: none"> • A statement of dislike toward or about someone • A single act of telling a joke about someone • Arguments or heated disagreements between two or more people/groups (the pattern of which is not repeated to gain power) • Expressions of unpleasant thoughts or feelings regarding others
<p>Non-Verbal Attack such as:</p> <ul style="list-style-type: none"> • Staring or glaring • ‘Pretending to whisper’ while looking at someone • Shunning 	<p>Non-verbal behaviours such as:</p> <ul style="list-style-type: none"> • Being excluded • Not playing with someone • Choosing different people or groups to play with

Whole-School Strategies

The preventive whole-school structures and strategies that Alkimos PS will implement include the following:

- promote a whole-school student support approach with shared leadership,
- promote collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students,
- develop a positive whole-school *Managing Student Behaviour* plan based on the teaching and recognition of respectful and pro-social behaviour,
- develop active, trusting relationships within the whole school community,
- implement strategies such as Zones of Regulation. Staff may access additional resources from *Be You and Friendly Schools Plus*,
- promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict, and
- promote positive staff role modelling.

Classroom Strategies

- develop supportive and inclusive classroom environments,
- implement effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours effectively,
- recognise and reinforce positive communication, empathy, tolerance and social problem solving,
- promote the use of cooperative learning strategies,
- implement evidence-based programs such as *Be You and Friendly Schools Plus*

- encourage and support help-seeking and effective bystander behaviour,
- utilise social problem-solving approaches to resolve peer-based conflicts,
- implement developmental social/emotional learning curriculum which starts from the early years onwards and includes:
 - understanding what behaviours constitute bullying,
 - understanding the impact of bullying,
 - the development of effective bystander behaviour,
 - the development of positive social problem-solving skills; and
 - understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

Playground Strategies

- coordinate a highly visible and active approach to playground supervision,
- implement identification of and supervision adjustments to high-risk situations and settings,
- offer a range of organised activities during break times that encourage positive peer relations and networks,
- provide developmentally appropriate unstructured playground activities and equipment for all students,
- recognise and reinforce positive playground and pro-social behaviour; and
- develop and communicate whole-school processes for responding to playground problem behaviours.

Targeted Early Intervention Strategies

Effective schools identify and respond to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

Targeted early intervention strategies include:

- raise awareness and plan around specific forms of bullying, such as cyber-bullying and racism,
- identify and target early signs of problematic peer relationship issues within the school community,
- identify individuals and groups at risk that require targeted programs,
- teach effective bystander behaviour to targeted groups or for specific situations,
- teach pro-social behaviour to identified students and groups,
- provide high supervision areas for students with higher support needs,
- provide effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines),
- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Intervention for Bullying Incidents

Schools provide clearly articulated procedures for responding to incidents of bullying:

- staff are provided with the support and training to confidently manage bullying situations as they occur,
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying,
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents,
- there are processes for recording and monitoring bullying incidents and interventions,
- bullied students are provided with supports to promote recovery and resilience; and
- case management of students involved in persistent bullying is implemented.

Intervention Approaches Include

- the *Method of Shared Concern*,
- social problem-solving approaches,
- community conferences, and
- small group and individual conferences.

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem. The use of sanctions as the first strategy may result in retaliation against those who reported or the bullied student.

Alkimos PS Positive School Policy will be reviewed regularly by staff and School Board.





Resources

The following websites represent examples of some of the online resources available that may inform schools in planning whole-school prevention and management approaches. Many have links to other valuable resources.

- www.acara.edu.au – *The Australian Curriculum*; Australian Curriculum, Assessment and Reporting Authority (2011)
- www.agca.com.au – Australian Guidance and Counselling Association
- www.bullyingnoway.com.au - *Safe and Supportive School Communities (SSSC) Project*; Queensland Department of Education, Training and Employment on behalf of the Australian Education Authorities (2013)
- www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/ - *Managing Student Safety Online*; Department of Education (2013)
- www.friendlyschools.com.au – *Friendly Schools Plus (2012)*; Child Health Promotion Research Centre, Edith Cowen University
- www.mceecdya.edu.au – for the *Melbourne Declaration on Educational Goals for Young Australians (2008)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs
- www.mindmatters.edu.au - *Mind Matters Plus*; Australian Government Department of Health and Aging; Commonwealth of Australia
- www.safeschools.deewr.gov.au – *National Safe Schools Framework (2011)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs. Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2012)
- www.safeschoolshub.edu.au – Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2013)
- www.thinkuknow.org.au – *ThinkUKnow Internet Safety Program*; UK Child Exploitation and Online Protection (CEOP) Centre. ThinkUKnow Australia developed by the Australian Federal Police (AFP) and Microsoft Australia

The following charts will be displayed in each classroom and learning area throughout the school

The **ZONES** of Regulation®

			
<p>WOOYAN ZONE</p> <p><u>Bidibaba</u> <u>Winyarn</u> <u>Menditj</u></p>	<p>NODJAM ZONE</p> <p><u>Kwob</u> <u>Djoorabiny</u> <u>Moorditj</u> <u>Kaadadjiny</u></p>	<p>YOONT ZONE</p> <p><u>Kart wara</u> <u>Birki-Birki</u></p>	<p>MIRDA ZONE</p> <p><u>Karang</u> <u>Baaminy</u></p>

COURTESY

CONSIDERATION

COOPERATION

COMMON SENSE

Rule 1

Rule 2

Rule 3

Rule 4

Be Safe



Respect Others



Listen and Learn



Show Care



Yes

Yes

Yes

Yes

Walk
Run only on grass
Be aware of other people
Work and play safely in your own area
Eat in your year level areas
Sit down to eat
Stay in the school grounds
Use equipment properly
Cooperate with others
Take turns and share

Always be polite and respectful
Use a pleasant tone of voice
Respect others right to learn
Respect the teachers right to teach
Keep your hands, feet and objects to yourself
Do as you are asked
Use a pleasant tone of voice
Be on time to classes

Always listen to adult instructions
Engage in Whole Body Listening
(Give me 5)
Be organised and responsible with your equipment
Be on time to class
Be aware of WALT and WILF
Reflect on your learning each day
Respect the rights of others to learn

Care for yours, others and the school's property and buildings
Put your rubbish in the bin
Keep our school clean
Keeping each other safe during play times

No

No

No

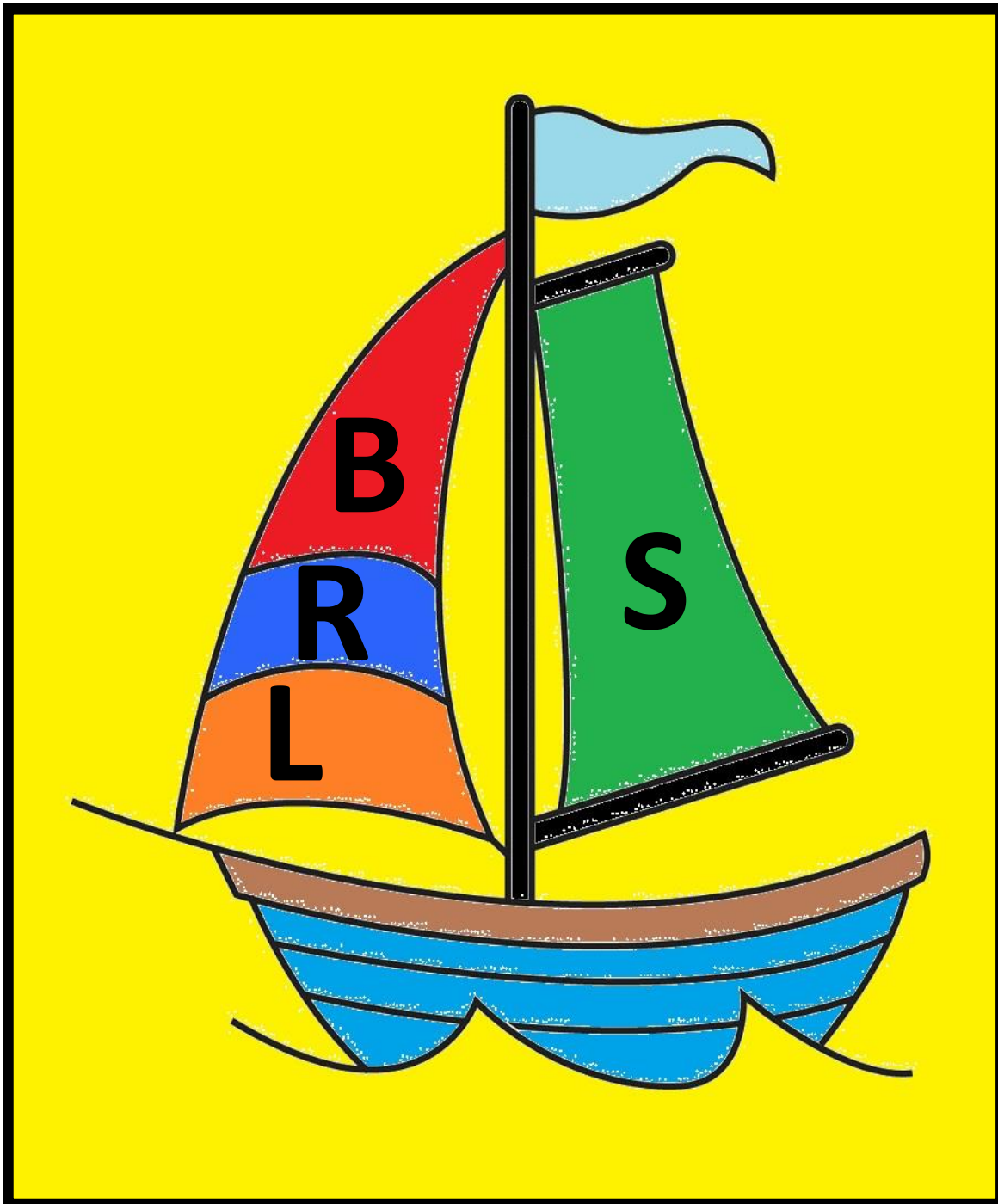
No

Sitting on rails and walls
Running on pathways
Riding through the school
Playing in the toilets
Entering wet areas during playtimes
Play fighting
Climbing trees and fences
Rough play

Touching others
Bullying
Name calling
Threatening people
Swearing, spitting or biting
Arguing
Answering back
Leaving the classroom without permission

Talking whilst others are speaking
Fidgeting with equipment
Shouting inside
Not having equipment ready
Talking whilst the teacher is giving instructions

Stealing
Damaging school property or buildings
Damaging others belongings
Littering
Graffiti
Hurting each other



At ALKIMOS we.....

Be safe

Look out for ourselves and each other and listen for our inner voice.

Respect others

Be polite, helpful and cooperative with all members of the school community.

Listen and Learn

Be ready and prepared to do your best work in all lessons.

Show care

Take care of personal and school property and the environment.

