



Gosnells
PRIMARY SCHOOL



Behaviour Management Plan

2018

Our Journey, Our Future



Dear Parents and Caregivers,

In order for any community to work together well, we need to know both our rights and responsibilities. We need to know what will happen when we follow the rules and at the same time, we also need to know what will happen if we choose to not to.

The same applies to our school.

The staff at Gosnells Primary has worked together to streamline our Whole School Behaviour Management Plan in 2018. This booklet outlines our whole school expectations, the rewards that lie ahead for those who choose to abide by our expectations, and the suite consequences that may be considered for those who do not.

Our classroom and playground behaviour management framework is underpinned by the expectation that all staff and students 'be safe', 'be responsible', 'be respectful' and 'be better' each and every day.

As a school, we employ a positive behaviour focus that educates all children as well as acknowledges and rewards those children who do the right thing. The many rewards and positive incentives available to children at Gosnells Primary School are outlined later in this booklet, as are the School Wide Consequences applied when individual or groups of children are having problems meeting the minimum standards of behaviour expected of them.

As with any "whole school" scheme, your support is vital. You can help your child by:

- 1) Reading this booklet together with your child.
- 2) Supporting our plans; and
- 3) Following this communication process if you have a concern:
 - Make an appointment to see the Class Teacher
 - Discuss issue with Class Teacher at appointed time
 - If issue remains unresolved make appointment to see member of Administrative staff
 - Discuss issue with member of Administrative Staff at appointed time

[See Flow Chart, "Chain of Communication re Classroom Issues"]

I look forward to working together with you in ensuring that every child has both the right, and takes the responsibility to learn and play in a safe and inclusive environment.

Yours sincerely,

Mr Craig Anderson
PRINCIPAL

2 February 2018





Whole School Expectations

- BE RESPECTFUL
- BE RESPONSIBLE
- BE SAFE
- BE BETTER

Behaviour Matrix (THE GOSNELLS WAY)

The Behaviour Matrix (The Gosnells Way) outlines what each expectation looks like in the contexts of Classroom, Outside, On-line and Community. (See appendix)

School Wide Positive Incentives

- Individual Pride Points.
- Bronze, silver, gold, platinum awards & Pride Medallions for Pride Points.
- Top 100 Reward each term.
- Pride Point Raffle – Twice a Term
- Class incentive plan.
- Behaviour specific praise.
- Non-verbal praise.
- Communication to parents.
- Visit to office.
- Super Star Awards – Named in Newsletter
- Honour Certificates at assembly.
- Name and photograph in newsletter.
- End of Year Awards.
- Graduation Awards.





School Wide Negative Consequences

CLASSROOM (MAY VARY ACCORDING TO AGE GROUP)

- 1st Consequence – Warning/Name Recorded
- 2nd Consequence – In Class Time Out
- 3rd Consequence – Partner Room Referral
- 4th Consequence – Admin Referral *
- In- school suspension *
- Suspension * (Parent and Student Interview upon re-admission).
- Exclusion *

Detention or suspension can also be fast tracked if necessary.

SPECIALIST CLASSROOMS

- 1st Consequence – Warning/Name Recorded
- 2nd Consequence – In Class Time Out
- 3rd Consequence – Admin Referral *

Detention or suspension can also be fast tracked if necessary.

PLAYGROUND

- Warning
 - Discussion:
 - What did you do?
 - Why did you do that?
 - List four things you could have done instead.
 - What will you do next time?
 - 5 – 10 minutes thinking time.
- Admin Referral (Pink Slip) *
- Parent interview as required
- In-school suspension *
- Suspension * (Parent and Student Interview upon re-admission).
- Exclusion *

Detention or suspension can also be fast tracked if necessary.

* Parent notified.

Behaviour Panel

Any child who receives multiple behaviour referrals may be referred to the Behaviour Panel. The Behaviour Panel will consist of an admin representative and a minimum of two staff members. The Behaviour Panel will discuss the incidences with the child during a lunch time session. The Behaviour Panel will determine if any further educative action needs to be taken. E.g. play area restrictions.





BULLYING PREVENTION POLICY

1. RATIONALE

At Gosnells Primary School we have a vision statement which challenges us to establish and maintain a creative and innovative learning community based on DoE Core Values of Learning, Equity, Excellence and Care. Each person is recognised as a unique individual bringing special qualities and gifts to share and so we all have a right to be respected and a responsibility to respect each other

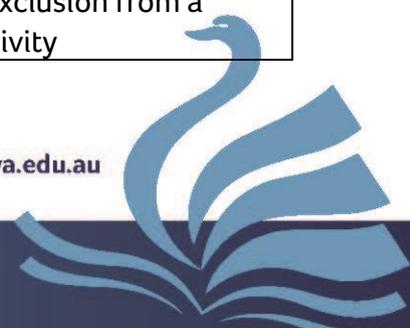
Therefore, we do not accept bullying or harassment in any form. All members of our school community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted both in the school environment and in cyber – space.

2. DEFINITIONS

Bullying is a form of abuse, it is *repetitive*, often hidden and involves a misuse of power against an individual or group. Bullying can be direct and observable or indirect and difficult to identify. Any student can engage in bullying or be bullied, as the reasons vary for each situation.

Types of Bullying include:

	DIRECT	INDIRECT
PHYSICAL	<ul style="list-style-type: none">• Hitting, Slapping, Punching• Kicking• Pushing, Strangling• Spitting, Biting• Pinching, Scratching• Throwing things eg: Stones	<ul style="list-style-type: none">• Getting another person to harm someone
NON-PHYSICAL	<ul style="list-style-type: none">• Mean & Hurtful Name Calling• Hurtful Teasing• Demanding Money, Food or Possessions• Forcing another to do homework or commit offences such as stealing	<ul style="list-style-type: none">• Spreading nasty rumours• Trying to get other students to not like someone• Bystanding – Watching and doing nothing
NON-VERBAL	<ul style="list-style-type: none">• Threatening and/or obscene gestures	<ul style="list-style-type: none">• Deliberate exclusion from a group or activity• Removing, hiding and/or damaging others' belongings
CYBER (Through SMS, Social Networking)	<ul style="list-style-type: none">• Mean & Hurtful Name Calling• Demanding Money, Possessions or Favour• Threatening and/or obscene gestures	<ul style="list-style-type: none">• Spreading nasty rumours• Trying to get other students to not like someone• Deliberate exclusion from a group or activity





Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying.

Discrimination can occur in ways that are either direct or indirect:

- Direct discrimination means treating a person, relative or an associate of the person less favourably than another, because he or she is of a different race (includes descent, colour, ethnic or national origin or nationality), religion or has a disability.
- Indirect discrimination can also occur when a rule or practice exists that appears neutral but in fact has a detrimental effect on persons of a particular race, religion or has a disability.

Teasing or fighting between peers and other forms of conflict or violence are not necessarily bullying. It is important young people, as much as possible, learn to solve friendship ups and downs between each other and have the skills to do so.

Violence is never acceptable and Gosnells Primary School has clear consequences in place for violence.

3. OBJECTIVES

The objectives of our whole school countering bullying policy are;

- ✓ To raise awareness among staff, students and parents about bullying;
- ✓ To actively counter bullying at the school;
- ✓ To provide strategies to resolve conflict and respect differences;
- ✓ To educate all students as to the power of the bystanders in countering bullying.
- ✓ To create a school environment where all students, staff and parents feel safe and welcome;
- ✓ To create a climate where it is okay to talk about bullying and ask for help;
- ✓ To promote positive mental health

4. RIGHTS & RESPONSIBILITIES

Rights

- ✓ Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.
- ✓ Every person has the right to be treated with respect and fairness. This means we show respect to other people, their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- ✓ Every person has the right to learn. This means we do not adversely affect the learning of another student.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.





Responsibility

- ✓ Leadership Team will:
 - Support, promote, enact, maintain and review the Countering Bullying Policy and Procedures
 - Record identified bullying incident on SIS
- ✓ All Staff will:
 - Be familiar with the school's Countering Bullying Policy and Procedures
- ✓ Teachers will:
 - Model caring and tolerant behaviour
 - Listen to reports of bullying
 - Act upon these
 - Inform the Principal
 - Protect the person being bullied from further harm
 - Act to stop the behaviour recurring
- ✓ Students who are bullied need to:
 - Communicate about it with a teacher, a staff member, or student of trust; or
 - Write details about the event and place it in a class meeting box
- ✓ Student witnesses to bullying should:
 - Seek teacher assistance; and
 - Document the incident if requested
- ✓ Parents should:
 - Listen sympathetically to reports of bullying
 - Speak to relevant school staff (Not alleged student/s concerned)
 - Work with the school in seeking a permanent solution
- ✓ Parent witnesses should:
 - Seek teacher assistance
 - Document the incident if requested by school staff

5. MANAGEMENT OF BULLYING INCIDENTS

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

Teacher Responsibilities

- ✓ Familiarize themselves with the school's Countering Bullying Policy
- ✓ In the first week of each school term, the non-acceptance of bullying is to be discussed in class
- ✓ Teachers to make students aware of their responsibilities as outlined in this policy
- ✓ Implement lessons to develop resilience to bullying.
- ✓ Teach relevant strategies
- ✓ Attend to reported instances of bullying behaviour
- ✓ Treat information regarding bullying confidentially





Action

1. Protect the bullied child from further harm
2. Write down name/s of the bullied child, who reported the incident and the bystanders
3. Interview the bullied child to find out what happened
4. Suggest strategies that the bullied student might use to avoid being bullied in the future
5. Individually interview bystanders using the Shared Concern Approach. Discuss strategies these students might use to avoid bullying in the future
6. Record what happened on the bullying incident form
7. Send a copy of the form to Admin to record on SIS
8. Monitor the situation over the following few days
9. Where necessary, speak to class without using names, circle time, small group meetings, class meeting box
10. Where appropriate and using discretion, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken
11. If necessary, where appropriate and using discretion, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification.

Responses to Bullying Incidents

The Pikas Method of Shared Concern

1. Assure the student bullied that the incident will be dealt with
2. When the time becomes available teachers or administrators talk individually to bullying students first (7 Minutes Max)
3. Students who are bullied are talked to last (7 Minutes Max)
4. *"Okay, I'll see you next week to find out how you are getting on"*
5. Follow up meeting with students who have been bullying
6. Student who was bullied receives support and there may be a follow up with assertiveness training

Challenging Incidents – Physical Violence or Intimidation

- ✓ Immediate notification of assistance from an administrator or colleague (Red Card)
- ✓ Move student onlookers away
- ✓ Separate students with minimal physical contact
- ✓ Apply Individual Behaviour Plan guidelines
- ✓ Apply Shared Concern – Students involved in the incident are interviewed separately
- ✓ Report of Incident to be written up

Challenging Students

- ✓ Collaborative case management of students with persistent aggression or continued victimisation. Develop a collaborative action plan with specified outcomes (School Psychologist, Case Manager & Teacher)
- ✓ Problem Solving strategies for dealing with disclosures
- ✓ Use of sanctions outlined in BMIS policy for violent incidents





6. SCHOOL STRATEGIES TO REDUCE & PREVENT BULLYING

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient. The management strategy we apply is the Student Support and a “Shared Concern” approach. Although this approach is not based on sanctions or punishments, the school has a range of such measures available, up to and including suspension or exclusions which are in accord with our Behaviour Management Plan, and which may be used in response to bullying.

Prevention Programs

- ✓ The Countering Bullying Policy is clearly articulated to staff, students and parents, with all staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the Policy
- ✓ Professional Learning made available to all staff, particularly related to Cyber Bullying
- ✓ All staff to provide careful supervision in class, moving around the school and in the playground
- ✓ The issue of bullying is discussed regularly at staff meetings and training is provided to all staff
- ✓ Class meetings to discuss problem solving measures. Focus on behaviour changes not punishment. Preventative Social Skills Training – Playing games well, giving and receiving compliments, taking risks and joining in, co-operating and respecting other people’s decisions (Friendly Kids, Friendly Classrooms)
- ✓ Self-Protective behaviours – Ignoring verbal put-downs, enlisting adult or peer support, learn assertive responses, saying “no” and walking away, helping others being bullied. Change the “don’t do” culture. Model and teach students to value and respect others
- ✓ Preventative Support Systems – Peer Support (School Councillors, Faction Captains, Prefects) to assist in making the school safer by reporting incidents and assisting students who may be the target of bullying.
- ✓ Teach bystanders to challenge bullying.
- ✓ Processes are in place to ensure tracking of student activity on the school’s computer equipment and network. Proxy Settings and Firewalls are maintained to eliminate outside activity into the school’s network.
- ✓ The use of mobile phones by students will be limited, with consequences to be implemented for any students using phones inappropriately.
- ✓ Provide safe places, mentors and group problem solving opportunities.
- ✓ Whole Class/Parent Workshops/Group Workshops for ongoing problems
- ✓ Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours)
- ✓ Teachers to be assisted in difficult cases by administration and school psychologist
- ✓ Rewarding positive action and appropriate behaviour through initiatives outlined in BM operational plan





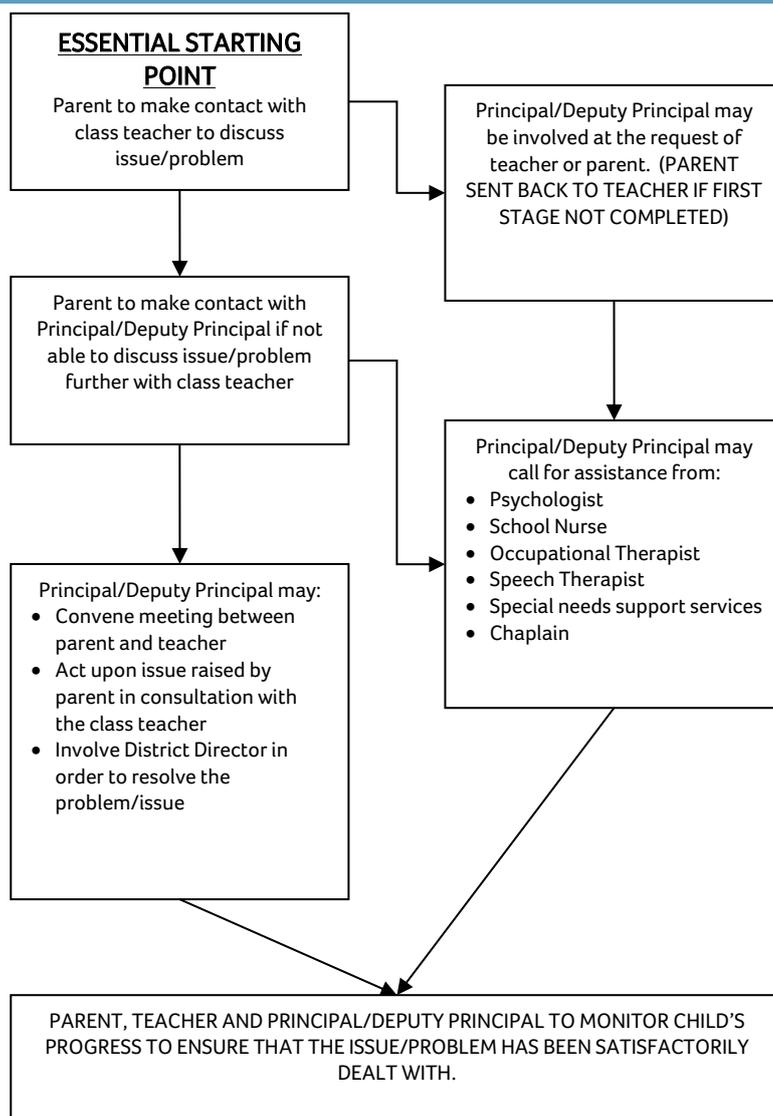
- ✓ Inform the students about opportunities for incidents to be reported confidentially in a verbal or written form to staff, the principal, parents and student leaders
- ✓ Playground strategies to include;
 - Teachers reinforce positives using faction tokens and listen to grievances, taking appropriate action
 - Play equipment made available to all students
 - Teachers to return to class **immediately** when the siren goes to counter bullying in lines

7. ONGOING MONITORING AND REVIEW PROCESS

Induction of New Students and Staff

- ✓ Class teachers to introduce new students to the desired outcomes and the prevention programs
- ✓ Line Managers to discuss program with new staff

CHAIN OF COMMUNICATION FOR CLASSROOM ISSUES



Positive Behaviour Support Framework 2018



Gosnells
PRIMARY SCHOOL

	CLASSROOM	OUTSIDE	ONLINE	COMMUNITY
BE RESPECTFUL	<ul style="list-style-type: none"> Let everyone share their ideas Use manners Waiting your turn/allowing others a turn Quiet/listen to announcements Wear correct school uniform Quietly transition between areas Visitors wait at the door to be acknowledged Interact respectfully with adults Look after equipment 	<ul style="list-style-type: none"> Show sportsmanship Be quiet at muster Include others in games and conversations Enter and exit classrooms in an orderly fashion Interact respectfully with adults Wear correct school uniform Look after all equipment 	<ul style="list-style-type: none"> Keep it appropriate Follow teacher instructions regarding browsing Use only for positive and educative purposes Look after ICT equipment and treat with care Ask for permission before recording and taking photos 	<ul style="list-style-type: none"> Wait patiently in lines Thank adults and helpers Use correct bus etiquette Wear correct school uniform Interact respectfully with adults
BE RESPONSIBLE	<ul style="list-style-type: none"> Bring all equipment Look after all equipment Accept consequences of behaviour Clean up your workspace Be honest 	<ul style="list-style-type: none"> Return to muster promptly on first bell (drink, toilet, muster) Only eat in the muster area and place all rubbish in bins Be honest Look after all equipment 	<ul style="list-style-type: none"> Keep it appropriate Follow phone contract rules Hand phones in to office/teacher Tell a teacher if an unsanctioned site is accidentally accessed Tell if a peer is misusing online equipment Always use two hands when carrying equipment Pack away properly after use Leave settings as you find them 	<ul style="list-style-type: none"> Follow all directions and rules Stay with the group at all times Watch out for peers Keep hands and feet to self Take responsibility of your belongings We wear our school uniform with pride
BE SAFE	<ul style="list-style-type: none"> Use equipment properly Stay with your class Keep hands, feet and inappropriate thoughts to yourself Walking on hard surfaces Four on the floor – sit on your chair properly Push in chairs Walk inside Only eat your own food 	<ul style="list-style-type: none"> K/PP play areas: Pre-Primary Oval and Junior Oval 1-6 play areas: All areas unless otherwise directed Share equipment and spaces Walk on hard surfaces Keep hands, feet and inappropriate thoughts to yourself Agree on and follow game rules Move quickly off play areas at the end of breaks Wear a school hat when necessary Respect other's personal space No students at school before 8:00am, between 8:00am and 8:15am all students to wait in muster area Only eat your own food Walk bicycles and scooters on school grounds Keep out of carpark unless under teacher supervision Students not collected by 2:50pm must be collected from the office – gates to be locked at 2:50pm by duty teacher 	<ul style="list-style-type: none"> Only use app/program as instructed Follow online GPS code of conduct Keep passwords private Log on and off Keep your personal information or location private No photo permissions means no photo or video Use appropriate volume or headphones Only talk to people you know online 	<ul style="list-style-type: none"> Work cooperatively Stay together Follow instructions Be aware of your surroundings Make responsible choices Follow the site rules Follow the road rules Wait calmly for the bus Stay within boundaries Keep hands, feet and inappropriate thoughts to yourself Only eat your own food
BE BETTER	<ul style="list-style-type: none"> Set goals Take pride in everything you do Always aim to improve academically, socially and behaviourally Be flexible in changing situations 	<ul style="list-style-type: none"> See a danger, report the danger Care for each other Help others Be flexible in changing situations 	<ul style="list-style-type: none"> Report any unsafe or unsettling content to an adult Take care of equipment Only make positive comments 	<ul style="list-style-type: none"> Remember you are representing the school Show school pride Use your manners Leave a good impression Wait patiently Be friendly and inclusive of your peers Be flexible in changing situations



Our Journey, Our Future

Working together, caring for others, developing positive
community involvement, taking pride in our achievements
and maximising the educational opportunities
for all children.



Gosnells
PRIMARY SCHOOL

173 Hicks Street Gosnells WA 6110

Telephone: 9398 2250

Fax: 9490 3702

www.gosnellsp.s.wa.edu.au

