



Gosnells
PRIMARY SCHOOL



Behaviour Management Plan

2023

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 behaviour expectations and at the same time, we also need to know what will happen if we choose not to. The same applies to our school.

This booklet outlines our whole school expectations, the rewards that lie ahead for those who choose to abide by our expectations, and the suite of consequences that may be considered for those who do not.

Our classroom and playground behaviour management framework is underpinned by the expectation that all students and staff '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" approach, 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 the issue remains unresolved, make an appointment to see a member of Administrative staff.

[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



Scott Tapper
PRINCIPAL





Whole School Expectations

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

Behaviour Matrix

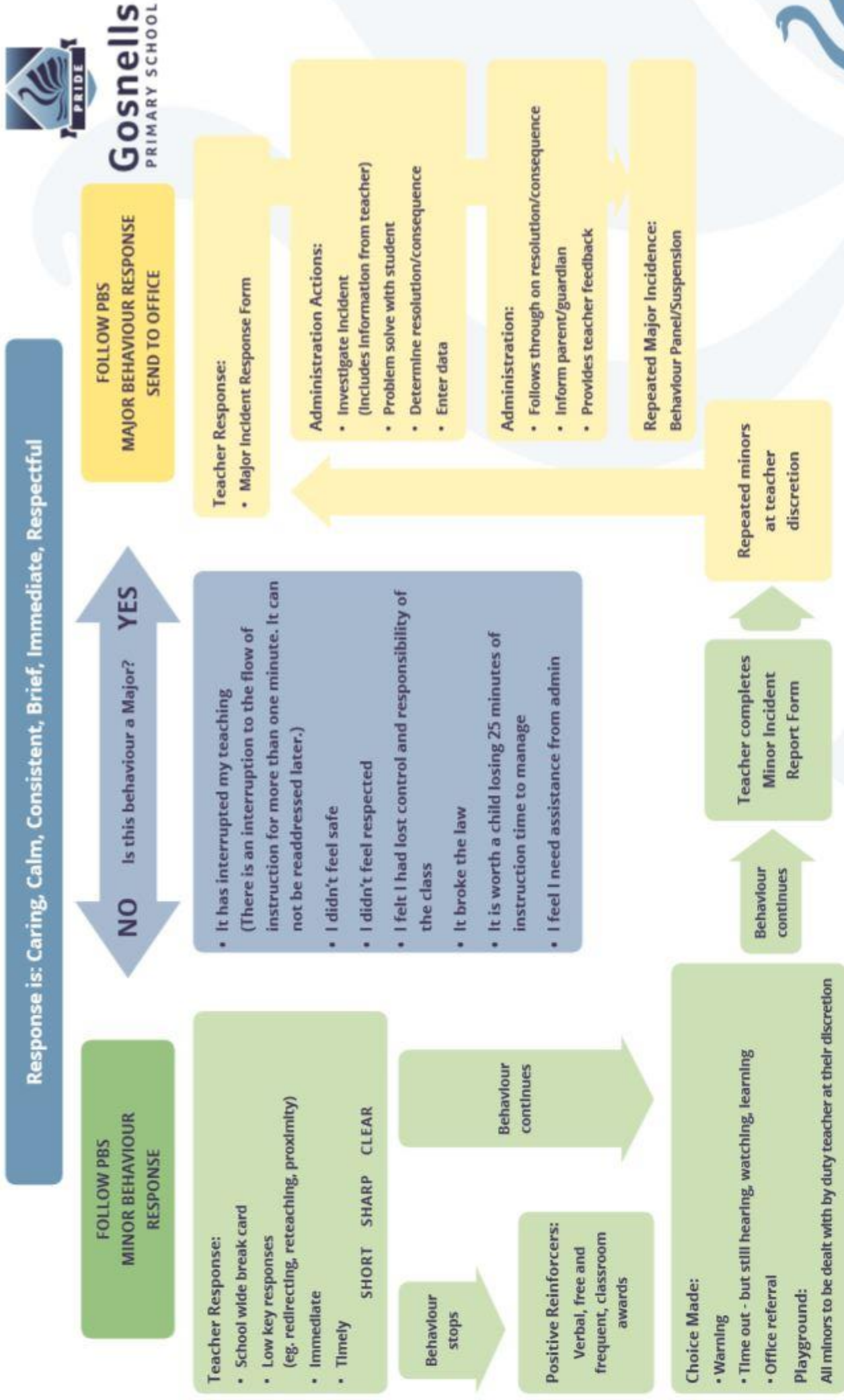
The Behaviour Matrix outlines what each expectation looks like in the contexts of Classroom, Outside, On-line and Community (see appendix). Do not hesitate, if you need help or are unsure, to discuss any situation with someone from Administration.

School Wide Positive Incentives

- Individual Pride Points.
- Bronze, Silver, Gold, Platinum Awards & Pride Medallions for Pride Points.
- Top 100 and Maali Good Standing Reward each term.
- Pride Point Raffle - name and photograph in newsletter.
- Class incentive plan.
- Behaviour specific praise.
- Non-verbal praise.
- Communication to parents.
- Visit to office.
- Honour Certificates at Assembly - name and photograph in newsletter.
- End of Year Awards.
- Graduation Awards.
- Classroom Maali Awards.



Student Behaviour Referral Process





Gosnell's
PRIMARY SCHOOL

**BE RESPECTFUL
BE RESPONSIBLE
BE SAFE
BE BETTER**

Good Standing Policy

At Gosnell's Primary School, the Good Standing Policy supports our values of Be Respectful, Be Responsible, Be Safe and Be Better, by acknowledging and rewarding exemplary school behaviour. GPS believes that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. The Good Standing Policy is a part of and works in conjunction with, the GPS Behaviour Management Plan and the Department of Education's Let's Take A Stand Together strategy.

Good Standing is issued at GPS

- As a student enters our school and at the commencement of each school year.

Maintaining Good Standing

- Students must follow the GPS Behaviour Management Policy and not be involved in any major breaches.

Losing Good Standing

Students will lose good standing if they receive:

- 6 or more Minor (green) forms within a five week period OR
 - 2 Major (yellow) forms within a five week period OR
 - a Suspension within a five week period
- (Year 6 students will follow the Passage to Graduation Policy for Semester 2)

Regaining Good Standing

Students can regain their Good Standing through:

- Administration discretion, in conjunction with the classroom teacher
- Demonstrating up to 5 consecutive days of good behaviour (when breach occurs through receiving Minor or Major forms)
- Demonstrating up to 10 consecutive days of good behaviour (when breach occurs through receiving a Suspension)

Students must have Good standing to attend the following:

- Lunch Clubs
- Interschool Sports
- Maali's Good Standing events (Top 100 will occur in Week 5 of every term and the Maali Good Standing event will be held in Week 10 of every term)

Status: In Good Standing

Students are able to participate in school and interschool privileges, responsibilities and activities which are in addition to the regular learning program.

Status: Danger Zone

Students are at risk of not being able to participate in school and interschool privileges, responsibilities and activities which are in addition to the regular learning program.

3 or more Minor (green) forms
OR 1 Major (yellow) form

Status: No Good Standing

Students will not be permitted to participate in school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.

6 Minor (green) forms OR 2 Major (yellow) forms
OR a Suspension within a five week period

Where the safety and reputation of the school's students and staff is put into question, further discretion may be applied through a conference between the student, the teacher and administration.



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 (e.g. 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; and
- ✓ 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

- ✓ Familiarise 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 dob” culture. Model and teach students to value and respect others.





- ✓ Preventative Support Systems – Peer Support (School Councillors, Faction Captains) 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.

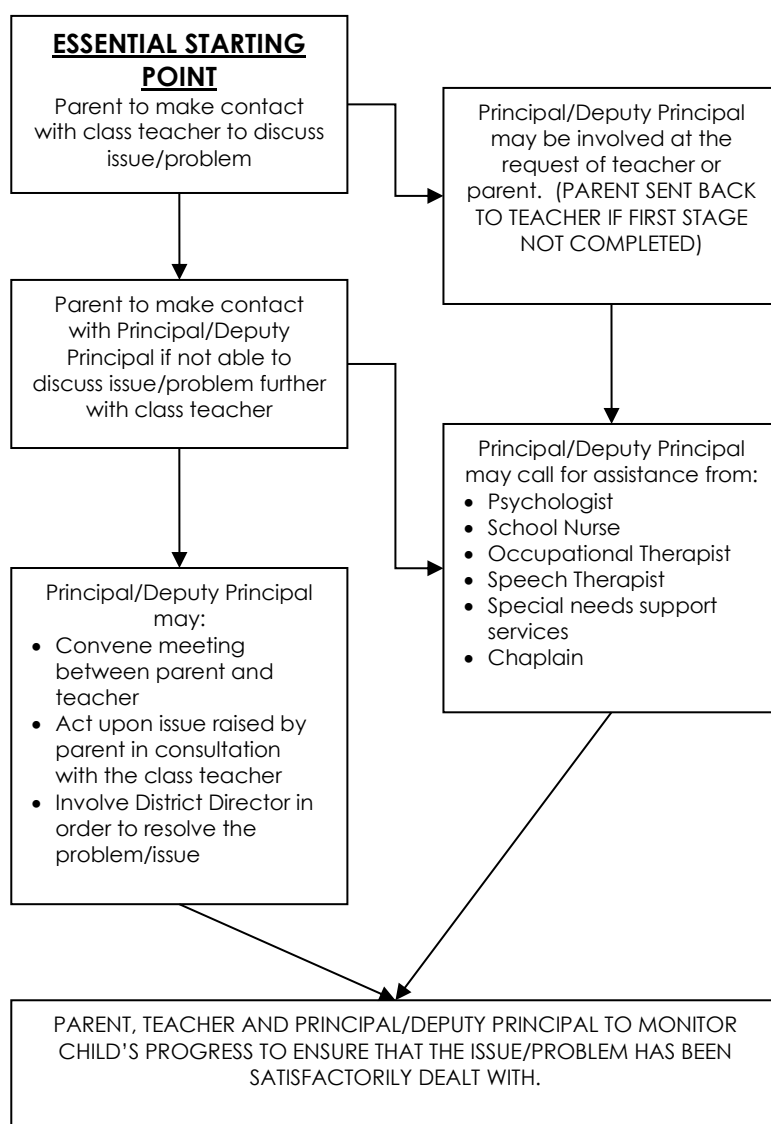


7. ONGOING MONITORING AND REVIEW PROCESS

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



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	CLASSROOM	OUTSIDE	ONLINE	COMMUNITY
BE RESPECTFUL	<ul style="list-style-type: none"> Use manners - Let everyone share their ideas, wait your turn, allow others a turn, listen to announcements, interact respectfully with adults and visitors, wait at the door to be acknowledged Wear your school uniform with pride Quietly transition between areas Care for all equipment 	<ul style="list-style-type: none"> Show sportsmanship Enter the muster area quietly to await further instructions When an adult is speaking at muster, we actively listen Enter and exit classrooms in an orderly fashion Wear your school uniform with pride Care for all equipment 	<ul style="list-style-type: none"> Keep it appropriate Follow teacher instructions regarding browsing Care for ICT equipment Ask for permission before recording and taking photos 	<ul style="list-style-type: none"> Wait patiently in lines Use correct bus etiquette Wear your school uniform with pride Interact respectfully with adults Use manners
BE RESPONSIBLE	<ul style="list-style-type: none"> Follow instructions, directions and expectations Accept consequences of behaviour Stay with your class Be honest Care for all equipment 	<ul style="list-style-type: none"> Accept consequences of behaviour Return to muster promptly on first bell (drink, toilet, muster) Only eat in the muster area and place all rubbish in bins Be honest Care for all equipment Use toilets for their intended purpose Share equipment and spaces 	<ul style="list-style-type: none"> Accept consequences of behaviour Keep it appropriate Follow phone contract rules, hand phones in to office/teacher Report if an unsanctioned site is accessed Always use two hands, pack away properly and leave settings as you find them 	<ul style="list-style-type: none"> Accept consequences of behaviour Follow instructions, directions and expectations Watch out for peers Keep hands, feet and inappropriate thoughts to yourself Take responsibility for your belongings Wear your school uniform with pride
BE SAFE	<ul style="list-style-type: none"> Keep hands, feet and inappropriate thoughts to yourself Walk on hard surfaces Manage your chair appropriately - four on the floor, pushed under desk when not in use Only eat your own food Use equipment properly Avoid spreading germs through use of positive hygiene habits 	<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 Walk on hard surfaces Keep hands, feet and inappropriate thoughts to yourself Wear a school hat when necessary Respect others' personal space No students should arrive at school before 8:15am, gates are open until 8.35am each morning Only eat your own food Walk bicycles and scooters on school grounds Keep out of carpark unless under teacher supervision Students not collected by 3:00pm must be collected from the office 	<ul style="list-style-type: none"> Follow online GPS code of conduct Log on and off Keep your passwords, personal information or location private No photo permissions means no photo or video Use appropriate volume or headphones 	<ul style="list-style-type: none"> Work cooperatively Stay with your class Be aware of your surroundings Make responsible choices Follow instructions, directions and expectations Keep hands, feet and inappropriate thoughts to yourself Only eat your own food
BE BETTER	<ul style="list-style-type: none"> Set goals - Always aim to improve academically, socially and behaviourally Take pride in everything you do Be flexible in changing situations 	<ul style="list-style-type: none"> See a danger, report the danger Care for each other Be flexible in changing situations Include others in games and conversations 	<ul style="list-style-type: none"> Only make positive comments 	<ul style="list-style-type: none"> Remember you are representing the school, always show school pride Use manners Leave a good impression 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
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