Responsible Behaviour Support Plan

for Atwell Students

PURPOSE

At Atwell Primary School we will provide a safe and caring school environment where students are taught to become respectful and independent learners. Students will learn to self-regulate their behaviour and appreciate the educational benefits for all of striving for their personal best and allowing others to do the same.

'Building well rounded citizens with a passion for lifelong learning.'

School Ethos and Values Statement

Twenty-first century Atwell students identify that as Australians we are members of a global community, connected to the whole world by ties of culture, economics and politics, enhanced communication and travel and a shared environment.

Enabling young people to participate in shaping a better shared future for the world is at the heart of education at our school.

We believe in emphasising a unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, and building peace and actions for a sustainable future in different times and places.

We promote an environment where students learn to take responsibility for their actions, respect and value diversity, and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

Our learning program has;
- an approach which takes into account the whole of human society and the environments in which people live
- an emphasis on the future, the dynamic nature of human society, and each person's capacity to choose and shape preferred futures
- an opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice
- a focus on cooperative learning and action, and shared responsibility
- an emphasis on critical thinking and communication
- an opportunity to develop positive and responsible values and attitudes, important skills and an orientation to active participation.

ATWELL
PRIMARY SCHOOL

Together we aspire, Together we achieve

👁 Our Atwell Vision

'Building well rounded citizens
with a passion for lifelong learning.'

✔ Our Atwell Values

Respect and Understanding
Treat ourselves, others
and our environment
with care

Personal Excellence
Try your best
to achieve your goals

Freedom
Respect the rules
and rights of others

Inclusion and Fair Go
Treat others the way
you want to be treated

Resilience
Learn from your
mistakes

Sustainability
Respect nature for
all generations

Our Atwell Ethos

We promote an environment where students learn to take responsibility
for their actions, respect and value diversity, and see themselves as global
citizens who can contribute to a more peaceful, just and sustainable world.

Purpose

At Atwell Primary School we will provide a safe and caring school environment where students are taught to become respectful and independent learners. Students will learn to self-regulate their behaviour and appreciate the educational benefits for all of striving for their personal best and allowing others to do the same.

To achieve our purpose, we:

- create a safe and happy learning environment
- foster respect for individual differences
- are reflective of, and responsible for our own behaviour
- recognise the rights and responsibilities of all members of the school community
- co-operate with one another
- care for one another.

Positive Classroom Management and Expectations

Classroom management strategies at Atwell Primary School reflect the engagement of students in our learning programmes. Classroom Behaviour management is proactive and designed to *prevent* the occurrence (or recurrence) of unproductive behaviours. Appropriate behaviours are actively taught and reinforced in the following ways by all staff:

- Explicitly teaching, examining and discussing the expectations outlined in the School's Responsible Behaviour Support Plan
- Building rapport with *each student* and relationships based on mutual respect
- Using Low Key Responses and Strategies to encourage and reinforce appropriate behaviour
- Resolving conflict by using Restorative Justice practices
- Whole school reinforcement strategies include:
    - Faction Points
    - Honour certificates
    - Office display
    - "Green card" for achieving behavioural milestones and progress
    - Class awards and Specialist Awards

- Classroom positive reinforcement strategies include:
    - Encouragement and praise for achievements
    - Recognition for effort
    - Stickers/stamps
    - Group/individual points
    - Whole class rewards (e.g. game, class auction etc.)

Positive Learning Environment

Atwell Primary School believes a positive school environment is integral to building and maintaining appropriate and productive behaviour standards. It is achieved through various initiatives including:

- No Put-down Zone – encouraging positive relationships between staff, students and parents
- School ethos and values statement
- Health and Well-being Programs – focus on building Personal and Social Capabilities and Ethical Behaviour
- Student Leadership roles – Student Councillors, Faction Captains, Art, Music, LOTE, Library, Technology, Environmental
- School Assemblies
- ASEP
- Faction and interschool sporting events
- Whole school events, such as a fun run
- Music events and school choir
- Art exhibitions and displays
- ACZE
- Targeted behaviour and self-esteem initiatives (e.g. robotics program)
- Learning Journey celebrating student learning and achievements
- Annual special events – NAIDOC Week, Healthy Breakfast, Colour Run etc

Responsible Behaviour: Good Standing

At Atwell Primary school '*Good Standing'* supports our values of Respect and Understanding, Personal Excellence, Freedom, Inclusion and Fair Go, Resilience and Sustainability

'*Good Standing'* is a part of and works in conjunction with the whole school Responsible Behaviour Plan and the PBS whole school approach and aims to provide regular acknowledgement/recognition to the vast majority of students who consistently behave and act according to our values. The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impact academically and socially on themselves and others.

Good Standing is a status all Atwell Primary School are granted at the start of the year. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing will have the opportunity and privilege to participate in various events/activities throughout the year.

'*Good Standing'* students;

- Comply with our Responsible Behaviour Support Plan, classroom policy and procedures.
- Demonstrate the school values
- Follow classroom behaviour agreements and procedures
- Follow the Attendance Policy
- Follow the Dress Policy
- Follow the ICT acceptably usage agreement

Loss of Good Standing

All students are expected to behave according to the standards identified in the school behaviour, attendance, dress and ICT usage plans. '*Good Standing'* status will be withdrawn, following consultation with the administration and the classroom teacher, should it be determined they have not met the standards. Loss of privilege resulting from a loss of Good Standing may include sporting carnivals and competitions, camp, excursions, dinner dance or others as determined.

A student's Good Standing status will be withdrawn following consultation with the Admin Team and the classroom teacher for the following reasons:

- In school or out of school suspension
- Bullying (including in-school cyber bullying)
- Inappropriate use of Technology
- Being referred to the office for poor classroom behaviour more than 3 times in a 10 day period
- More than 3 time-outs for poor behaviour in the playground in a 10 day period
- Any other severe breach of the school values

Loss Good Standing Procedures

1. Classroom teachers will have a conversation with the parents/guardians of students 'at risk' of losing their Good Standing due to frequent negative behaviour incidents. On occasion a student's Good Standing may be withdrawn immediately without prior parent consultation if incident is severe. Parent will be contacted and informed of consequence.
2. Classroom teacher and member of Admin will determine if a child loses Good Standing.
3. The classroom teacher and Admin will discuss with the child why they have lost Good Standing and what behaviours are required to regain Good Standing.
4. Parents are informed that the student has lost their Good Standing status for a period of time determined by teacher and Admin based on frequency and severity of behaviour.
5. During the loss of Good Standing period, the student's behaviour will be monitored and the student will be supported to display the behaviours required to regain Good Standing.

Note: If a Student Leader loses their Good Standing, they will lose the right to wear their badge and carry out their role. Any subsequent loss may result in permanent relinquishing of their position.

Consequences for Loss of Good Standing

- Students who lose their Good Standing may have privileges removed such as participating in interschool events, ASEP, Year 6 Graduation activities, class and year level cohort events/incursions/excursions.

Regaining Good Standing

Students who regain their Good Standing after displaying the desired behaviours for the designated time period will have a restorative conversation with the teacher and/or Admin upon its reinstatement.

Individual Difference

One size does not fit all. Positive behaviour is learnt and consideration needs to be given to the individual needs of student. The Good Standing Policy is provided to maintain consistency in our decision making processes. It is important to note:

- There are extenuating circumstances that have resulted in the negative behaviours
- A student has special needs
- There was a significant period of positive behaviour since the previous negative behaviour

then these factors will be taken into account and any decisions will be made at the discretion of the Principal.

Atwell Primary School Code of Conduct
Student Behaviour Agreements and Expectations

BEHAVIOURAL EXPECTATIONS

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE A LEARNER
WHOLE SCHOOL	• Be a safe student who considers the how their actions could affect themselves and others	• Be a respectful student who shows appreciation for the school and its people at all times, and remembers "No Put-downs"	• Be a responsible student who is independent, organised, sensible and looks out for others	• Be a determined learner who always strives for their personal best
LEARNING AREAS	• Use equipment appropriately • Keep hands, feet and objects to yourself • Move safely around the learning area	• Speak when it is your turn • Use your best manners • Respect other people's property • Maintain a tidy classroom	• Be prepared for all classes • Be on time for class • Be a good independent worker	• Try your best to achieve your learning goals • Pay attention to others • Share your learning • Work hard
PLAYGROUND	• Walk on the brick and concrete areas • Stay within the school boundaries • Wear a hat and safe shoes • No tackling	• Be a good sport • Take turns and share equipment • Include others in your game • Use good manners when borrowing equipment • Use toilets sensibly	• Return to class prepared • Put away equipment when finished • Alert duty teacher to safety problems • Look out for others • Report bullying	• Try new games • Use your imagination • Be patient when teaching others how to play
EATING AREAS	• Stay seated when eating • Eat in designated areas • Be aware of others allergies • No ball-games in the eating areas	• Use your best eating manners • Put all rubbish in the bin • Raise your hand when you have finished eating	• Eat your food before you play • Share the eating space sensibly	• Apply what you have learnt about healthy eating
BEFORE AND AFTER SCHOOL	• Stay off playground equipment • Remain outside class before school • Walk bikes and scooter on school grounds • Use the road crossing • Walk or ride to school with a friend	• Obtain permission to use others property • Greet others in a friendly manner	• Wait quietly for school to start • Get prepared for the day • Leave sensibly at the end of the day • Look out for others on the way to and from school • Follow the Responsible Use of mobile phones and Technology Devices	• Check you are organised for the day • Complete homework tasks to the best of your ability • Share work with your parents and carers
ASSEMBLIES	• Move to the Assembly area sensibly • Keep hands feet and objects to yourself	• Listen attentively to all Speakers and performers • Sit quietly • Applaud award winners appropriately		• Look for clues as to how to be a good learner • Listen attentively to the messages given

Rights and Responsibilities

Students

Our Rights	Our Responsibilities
• Learn in a purposeful and supportive environment • Be treated with respect, courtesy and honesty • Work in a clean, safe, secure and friendly environment • Be free from all forms of bullying including cyber-bullying.	• Display positive and responsible behaviours to ensure others can learn • Strive to keep the school neat, safe and clean • Be punctual, polite, honest and positive • Behave in a safe manner • Develop and maintain respectful relationships with staff, students and the wider community.

Parents

Our Rights	Our Responsibilities
• Be informed of decisions about their child's health and welfare • Be informed of their child's progress • Access a meaningful and adequate education for their child • Be heard in an appropriate forum • Be informed about behaviour management procedures and decisions affecting their child.	• Ensure that their child attends school regularly and is punctual. • Ensure that their child's health and welfare is at an optimum level for learning • Ensure their child has the materials needed to make effective use of school • Support the school in the education of their child • Inform the school of any health issue or other issues which could impact on the child's learning or schooling. • Build a co-operative and supportive relationship with teachers. • Support the school's approach to cyber-bullying and minimise the risk of student involvement • Model respectful, courteous and honest behaviour.

Staff

Our Rights	Our Responsibilities
• Teach without disruption • Be treated with respect, courtesy and honesty • Work in a clean, safe, secure and friendly environment • Receive co-operation and support from parents	• Establish positive relationships with students • Model respectful, courteous and honest behaviour • Ensure the learning environment is clean, safe and friendly and stimulating • Report student progress to parents • Engage fully in Professional Learning opportunities • Dress according to the Professional standards set by the school. • Operate positively in harmony with the direction set by the Code of Conduct.

Responding to Inappropriate or Unproductive Behaviour

Teachers have clear expectations for student behaviour and procedures for responding to inappropriate, disruptive or unsafe behaviours. A logical consequence is applied that matches the nature and severity of the transgression. Consequences are applied to reduce the likelihood of recurrence rather than as a punitive measure.

- Teachers will adopt their own Classroom Behaviour strategy based on the principles outlined in this document – teachers should maintain ownership of the Behaviour Management process
- Teachers and the Senior Leadership team will respond to continued or severe inappropriate behavior in accordance with the "Responsible Student Behaviour Plan"

LEVEL	ACTION
LEVEL ONE Minor behaviours are when a student exhibits low level, infrequent problem behaviours. These behaviours may impact the learning of others or themselves. Minor behaviours include: • Low irritant behaviours • Misuse of technology or property • Running on the footpath • Not wearing their hat • Minor physical contact/rough play	Utilise • Low key responses • Reminder of the rule/s • Proximity
LEVEL TWO After being provided with a number of chances to correct their behavior the student continues to exhibit minor behaviours that impact others and/or themselves.	Apply logical consequences for the repeated minor behaviours. Utilise • Change of seats • Withdrawal within the classroom • Minor loss of privilege *If after the above have been utilised:* • Buddy class (to complete a reflection sheet) • Communicate behaviour to parents/carers • Increased loss of privilege • Blue Behaviour Slip
LEVEL THREE When a student displays a more serious breach of behaviour. Major behaviours include: • Significantly violating the rights of others • Putting others/self at risk of harm e.g. major physical contact	• Send a red card to the office • Teacher to communicate incident, outlining level of support required. • Administration determines the consequence and records the incident on Integris. • Parents/carers will be notified. • If suspended, the student will be required to attend a re-entry meeting.
SEVERE If the student is involved in an incident that is deemed severe, the student will be escalated to Level 3	• The teacher and administration will debrief the affected students and class. The support of the chaplain will be provided if necessary. • The student at fault will receive a consequence that is determined by the Principal/Deputy Principal. • Parents/carers will be notified Where necessary, a behaviour management plan will be developed to further support the student.

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Guiding Principles: Bullying
Responsible Behaviour Support Plan for Atwell Primary School Students

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Definition
Bullying is hurting, persecuting or intimidating another person(s). repeated over time and involves an imbalance of power, either verbal, physical, social or psychological. It may present as overt or covert and may involve personal technology devices (Cyberbullying).

School Expectations
At our school we behave in a considerate way towards others. We respect the rights of everyone to feel safe.

Our school community have determined bullying has no place at Atwell Primary School. All members of the school community need to be vigilant to prevent it happening.

Bullying behaviours that will not be tolerated at Atwell Primary School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Teacher Action
Provision of a high level of quality active supervision is a permanent staff routine in the classroom and playground areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the playground duty areas.

Student Action
Research indicates that often problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Parent Action
Parents will discuss the situation with their child and obtain as many details as possible and *immediately* contact the class teacher at the school.
If the bullying continues after contacting the classroom teacher, then maintain dialogue with the class teacher and seek further assistance. A Deputy Principal or the Principal may become involved.
We can't address bullying if we are not *telling school.* A climate where it is "ok" to tell must be maintained.

Signs of Bullying
Students may exhibit the following:
- frightened of going to school
- frightened of walking to or from school
- begin to perform badly in their school work
- become withdrawn
- change their eating habits

- cry themselves to sleep
- have nightmares
- request money frequently
- unexplained bruises.

Managing Bullying
- Children taught to report bullying to Teachers, Chaplain, Parents, Administration
- Children are taught a set of safe and effective responses
- Class meetings used as opportunities for discussions
- Chaplain will give feedback to Teachers and will meet as appropriate
- Consequences recorded on INTEGRIS.
- Cyber bullying: Refer to internet usage policy signed by all students and parents
- A "no blame" culture to be adhered to; all parties will have the opportunity to participate in dialogue and receive support through, mediation and restorative practice
- If the bullying situation persists, mediation to continue, in conjunction with appropriate consequences

Teachers will cover bullying from time to time in their classrooms using some of the available social skills programs such as:
- Aussie Optimism
- Friendly Kids, Friendly Classrooms
- Challenges and Choices
- Bounce Back
- Bully Busters
- Bullying No Way

Cyber bullying

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others." (Bill Belsey – www.cyberbullying.wa)

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated actions by an individual or group intended to embarrass, humiliate or intimidate their victim." (Donna Cross, Professor Child and Adolescent Health, Edith Cowan University)

At Atwell Primary School, Educators, Parents and Students work in partnership to proactively combat cyberbullying. Technology is an integral part of our school fabric and teachers need to be excellent examples of how to navigate the technology safely and responsibly. As technology is a rapidly, ever-changing entity, the expectation is for teachers to explicitly teach key cyber safety messages and continuously review policy and processes.

Cyberbullying is:

- o Abusive texts and emails.
- o Imitating others online.
- o Excluding others online.
- o Tagging others inappropriately.
- o Posting unkind messages or inappropriate images on social networking sites.

While cyberbullying is similar to real life bullying it also differs in the following ways:

- o It can give the bully a sense of being anonymous.
- o It can be difficult to escape.
- o It is invasive.
- o It can occur 24/7.
- o You can be targeted while at home.
- o It can have a large audience - sent to many people at once, posted on a public forum.
- o You don't get a chance to respond immediately.
- o People don't immediately see the consequences of bullying.
- o It can be permanent.

As per the Department of Education's policies on safe internet use and in conjunction with the National Safe Schools Framework, educators are expected to teach positive online behaviour and to promote cyber citizenship.

The following steps may help lessen or prevent cyberbullying from taking place in the Atwell Primary School community.

- o Understand the profile of a modern student – children have grown up with the internet and technology as a regular part of life.
- o They use it both at school for homework and assignments, as a source of information and/or entertainment.
- o They use it as a key communication tool.
- o They use it as an important means to socialise.
- o Online technologies provide excellent opportunities for student learning and organisation.
- o Teachers need to **explicitly** inform, educate and empower students by teaching cyber safety from an early age.
- o Students need to become leaders and agents for change working with the school to promote a positive and safe cyber community.

Students need to know how to deal proactively if they are being cyberbullied:

- o Educators and parents need to promote a safe environment where children can confide they are being bullied.
- o Explicit teaching in "Do not reply to a bully" – the power of ignoring the technology and not responding to what the bully says online.
- o Children need to know how to change their privacy settings.
- o Click the REPORT abuse button or flag to let the site know cyberbullying is taking place.
- o Block the bully – the student has the control.
- o Collect evidence – KEEP mobile phone messages and print emails and social networking conversations.
- o Children need to know the problem does not need to escalate if reported.
- o Reporting makes the technology safer for students to use, and shows they can handle it.
- o Children being bullied need to be reassured they won't be punished for reporting – they have a strong fear of losing their technology.

Students need to know how to deal proactively if their friends are being cyberbullied:

- o Students need to stand up and speak out!
- o Help stop the cyberbullying by not being a bystander and intervening.
- o Tell a trusted adult.
- o If students see or know about cyberbullying happening to a friend, they should feel confident and safe to report the bullying.
- o Messages or pictures that may be offensive or upsetting to someone should never be forwarded on. Students need to know that by forwarding information or images, they are keeping the cyberbullying cycle alive.
- o The key to good cyber citizenship is to remember to treat others, as you would like to be treated when communicating online.

The Australian Communications and Media Authority (ACMA) provide current and relevant cyberbullying and cyber citizenship information. Educators are expected to make use of these resources to provide a whole school approach to cyberbullying and cyber safety. www.cybersmart.gov.au. A school Cyberbullying policy is to be developed in 2012.

Support for Victims
Students need to know it is OK to let someone know what is happening and encouraged to report to members of staff, parents or another responsible adult, all incidents of bullying. All instances of bullying will be investigated with both parties providing an account of what has happened. Both parties will be counselled and parents/guardians will be notified of all outcomes. The class teacher of students concerned will oversee the repatriation process along with a member of administration. Personal Development programs (see Friendly School File, Atwell Health & Wellbeing Guide) will be incorporated into the curriculum.

Parent Support
Parents will be required to cooperate with the class teacher in any repatriation process and where necessary, have options of professional help outlined to them.