



# Supporting Student Engagement Policy

## School Vision

*We are committed to developing the whole child through collaboration and authentic community partnerships.*

Reviewed & endorsed by School Board: 13<sup>th</sup> June 2022

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### 1. Aims & guiding principles of supporting student behaviour

Yarralinka Primary School aims to:

- create a supportive, cooperative and safe environment across all areas of our school and classrooms.
- create a culturally responsive school environment where the rights and responsibilities of the individual are recognised and respected.
- Establish a clear code of behaviour and utilise whole-school approaches that support and reinforce this; and
- Establish a culture so that conflicts can be resolved in a positive manner.

At Yarralinka Primary School the following principles guide our approaches towards student engagement

- **Consistency:** All staff embrace our whole-school approaches and adopt consistent methods for their implementation
- **Restorative practices:** Students engage in conversations designed to encourage reflection, minimise damage to relationships and develop the required skills to support positive engagement at school.
- **Communication:** Staff work collaboratively with parents in an authentic manner and maintain regular, open lines of communication. Parents are informed about issues associated with their child's engagement at school.

### 2. Yarralinka PS code of behaviour

The behaviour of all school staff, students, parents and the wider community is guided by their conduct and actions relating to our school values. We strive for Yarralinka excellence through our three school values:

- **Respect:** Treating ourselves and others with kindness and care.
- **Responsibility:** The ability to make good choices.
- **Resilience:** Being able to bounce back and try again.

Expectations relating to behaviour have been developed and aligned to the school's three core values. These expected behaviours are listed in Appendix A and are to be displayed in every classroom and learning area

Staff at Yarralinka Primary School will consistently promote, model, teach and celebrate these values, in addition to the Second Step programme skills:

- ***Skills for learning***
- ***Empathy***
- ***How to calm down***
- ***Problem solving***
- ***Fair ways to play***

### 3. Roles and responsibilities of staff

The school administration team have agreed to:

- Support staff with student behaviour development and management;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- When required, facilitate parent / teacher /student conferencing;
- When required, design and assist with programs for individual children with behaviour issues;
- Provide relief teachers with guidelines pertaining to behaviour expectations and procedures;
- Communicate behaviour expectations and processes within the school community;
- Assist in liaising with external agencies as required;
- Maintain data on Integris – Behaviour (Stage 5- Classroom and Stage 4- Playground);
- Delegate a teacher to be accountable for responding appropriately for inappropriate student behaviour when the school administration team is absent from school; and
- Regularly review student engagement data and refine school processes, as required, as part of the school's ongoing self-assessment cycle.

Teachers have agreed to:

- Ensure consistency in the implementation and maintenance of the Supporting Student Engagement policy;
- Develop and maintain a positive classroom environment;
- Display and discuss:
  - i ) Rights and responsibilities chart that is located in this policy;
  - ii) Second Step programme posters;
  - ii) Expected behaviours poster (Appendix A); and
  - iii) Student behaviour steps in the classroom and playground in an age appropriate manner.
- Document misbehaviour and correctional strategies through personal records and One-Note (Stage 4- classroom level);
- Develop documented behaviour plans in consultation with the school administration team when a student's behaviour is considered to be at a level that is beyond the scope of the school's Supporting Student Engagement policy.
- Organise and negotiate a buddy class for Stage 4 of the classroom behaviour process.
- Contribute to reviewing the Supporting Student Engagement policy as required by school administration;
- Provide specialist and relief staff with behaviour plans/ processes relevant to your class;
- Deliver weekly Positive Behaviour Support (PBS) lessons in line with the school's whole-school approach; and
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management.

## 4. Rights and responsibilities of the school community

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>✓ Learn in a purposeful and supportive environment</li> <li>✓ Work and play in a safe, secure, friendly and clean environment</li> <li>✓ Be treated with respect, courtesy and honesty</li> <li>✓ Be heard</li> </ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure their behaviour is not disruptive to the learning of others</li> <li>✓ Ensure that the school environment is kept neat, tidy and secure</li> <li>✓ Ensure that they are punctual, polite and prepared</li> <li>✓ Display a positive manner</li> <li>✓ Behave in a way that protects the safety and wellbeing of others</li> <li>✓ Communicate issues and concerns to parents and teachers</li> <li>✓ Value and respect the whole school community</li> <li>✓ Follow school behaviour expectations and processes</li> <li>✓ Accept consequences for their actions</li> </ul>
<p><b>Staff have the right to:</b></p> <ul style="list-style-type: none"> <li>✓ Be treated with respect, courtesy and honesty</li> <li>✓ Teach in a safe, secure and clean environment</li> <li>✓ Teach in a purposeful and non- disruptive environment</li> <li>✓ Receive cooperation and support from parents</li> </ul>	<p><b>Staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>✓ Model respectful, courteous and honest behaviour</li> <li>✓ Ensure that the school environment is kept neat, tidy and secure</li> <li>✓ Establish positive relationships with students</li> <li>✓ Ensure good organisation and planning</li> <li>✓ Report student progress to parents and students</li> <li>✓ Implement the Supporting Student Engagement policy</li> <li>✓ Know the school expected behaviours and associated whole-school strategies, and show consistency when enforcing them</li> </ul>
<p><b>Parents have the right to:</b></p> <ul style="list-style-type: none"> <li>✓ Be treated with respect, courtesy and honesty</li> <li>✓ Be informed of course and curriculum material, behaviour education procedures and decisions affecting their child's education, health and welfare</li> <li>✓ Be informed of their child's progress</li> <li>✓ Access a meaningful and adequate education for their child</li> <li>✓ Be heard in an appropriate forum on matters related to the rights of their child's education</li> </ul>	<p><b>Parents have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>✓ Model respectful, courteous and honest behaviour</li> <li>✓ Ensure that their child attends school and is punctual</li> <li>✓ Ensure that their child's health and welfare is at an optimum for learning</li> <li>✓ Ensure that their child has the materials to participate in all learning activities</li> <li>✓ Support the school in the education of their child</li> <li>✓ Value and respect other members of the school community</li> </ul>

## 5. Supporting positive student behaviour through whole school strategies

Yarralinka Primary School acknowledges that recognising and reinforcing positive behaviour is an effective way of supporting student behaviour. The school also acknowledges that positive relationships within the school and a sense of connection to the school assist in promoting positive student behaviour. Whole school strategies that are used at Yarralinka Primary School to promote positive student behaviour are outlined below.

### **INDIVIDUAL CLASSROOM STRATEGIES**

Each class from Kindergarten to Year 2 is to have its own reward system for encouraging positive behaviour. These systems are developed by the class teacher, are age appropriate, aligned to the school's positive behaviour expectations and complement the whole school Token System (below) with a high frequency of positive feedback for students.

### **SCHOOL FACTION TOKEN SYSTEM**

Students are able to receive school faction tokens for demonstrating the school's positive behaviour expectations (classroom and playground) and are responsible for placing them in their corresponding faction box. The progressive token totals for each of the factions are on display for all students to see, with school staff continuously promoting/encourage expected behaviours. At the end of each five-week period, the faction with the highest total will be able to participate in a reward activity. Those students in this winning faction that do not have their good standing will not be able to participate. When the next five-week period commences, the factions all start the process again (i.e. new totals- not cumulative). Once the collective combination of all tokens from across the school (i.e. all four factions) gets to a specified amount, the whole school will be able to participate in a reward activity (again those students that do not have their good standing won't be eligible to participate). The PBS leader and supporting committee members will be responsible for managing the faction points system, organising the reward activities and communicating specific operating guidelines to all school staff.

### **SCHOOL VALUES CERTIFICATES**

Students will be eligible to receive a school values certificate at each of the school's assemblies. Each class is able to nominate one student who has demonstrated the school values within the classroom setting. In addition to this, one teacher (on a roster system) will select one student they have observed demonstrating the school values in the playground setting to receive a certificate at the assembly. This student could come from any class within the school (i.e. does not have to be that teacher's class). Teachers are to inform parents prior to the assembly if their child will be receiving a certificate.

### **STUDENT LEADERS**

Information relating to how student leaders will operate at Yarralinka PS will be developed in 2022 in preparation for the Stage 2 opening in 2023.

### **PRINCIPAL'S AFTERNOON TEA**

Each term an afternoon tea will be hosted by the school principal. A student from each class and their parent will be invited to attend to celebrate and acknowledge the positive work done by the student. Each term will have a specific focus- examples include literacy, numeracy, social skill development and other learning areas.

## **LEARNING PROGRAMS**

Yarralinka Primary School will seek to include a number of items as part of its learning programs to support positive behaviour development. This includes, but isn't limited to, the following:

- Evidence-based drug and alcohol education
- Second Step (whole-school programs)
- Bullying (including cyber bullying)
- Resilience and self esteem

## 6. Process for inappropriate student behaviour within the classroom

### **PRE STAGE ONE: POSITIVE ENVIRONMENT**

Staff establish a positive classroom environment, utilise effective low-key classroom management strategies and set and explain clear behaviour standards based on the Yarralinka Primary School positive behaviour expectations.

It is at the discretion of the teacher to determine the point in time in the classroom when they deem the behaviour past using classroom management strategies and becoming a disruption to the student learning and/ or other students. Then they must follow the guidelines below.

### **Minor Misbehaviours**

#### **STAGE ONE: RULE REMINDER**

The student is given a reminder relating to the behaviour expectation they need to be demonstrating.

#### **STAGE TWO: WARNING**

The student is given a verbal warning and they are made aware of which behaviour expectation has been broken.

#### **STAGE THREE: THINKING TIME**

The student is given a verbal direction and a 5-10 minute “Thinking Time” in the classroom’s calming area. This time is both an opportunity for the student to reflect on their behaviour and the impact on others, and/or to employ emotional regulation strategies to de-escalate their behaviour.

#### **STAGE FOUR: THINKING TIME IN BUDDY CLASS**

The student’s name is recorded on a school classroom (lilac) behaviour slip and they are escorted by a responsible student, with a package of work/book/task (if possible) to a buddy class for a specified period of time (e.g. 20 minutes- slip is to go to buddy class teacher). This work/book/task should be able to be completed individually by the student. At the end of the time the student is to return to their classroom. When the student returns to their classroom, the class teacher will engage in a reflective conversation with them relating to the displayed behaviour and record on One-Note. Parents of the student are to be notified at the end of the day.

#### **STAGE FIVE: SENT TO ADMINISTRATION OFFICE**

Student is escorted to the school office, with a package of work/book/task (if possible) and a school classroom (lilac) behaviour slip, for the remainder of the teaching block/ period. The work/book/task should be able to be completed individually by the student. At this level parents will be notified by the school administration team and the incident will be record on Integris.

**Any extreme behaviours (See Section 8) bypass all stages and are to be referred to the school administration immediately.**

**At Stages 4 and 5 the student must come with a classroom (lilac) behaviour slip (See Appendix 3)**

**Within a one-week period if a child reaches buddy class three times they are to be sent to the school administration team on the third time.**

**If a student is displaying extreme physical or aggressive behaviour, remove other students from the area and call the office for support either by phone or send a responsible student.**

## 7. Process for inappropriate student behaviour within the playground

### Role of teachers and education assistants:

- Duty staff are to carry the duty bag assigned to each area and wear an orange vest and hat. These bags are to be kept in the Teacher's Collegiate Room.
- Each bag will contain pink playground slips. Duty staff are to record the names of children who breach school behaviour standards and information relating to the incident (e.g. misuse of equipment).

### Role of Administration:

- To collate the names in all duty bags on a daily basis and follow up with any student who is recorded more than three times in one week.
- Address major misbehaviours in the playground.

### **PRE STAGE ONE: ACTIVE PATROLLING/ POSITIVE INTERACTIONS**

Staff display a sense of 'with-it-ness' and are to actively move around allocated duty areas. As part of their duty requirements all staff are to initiate and model positive interactions with students as a way to support building relationships and a positive school culture, encourage students to play/ participate in activities and complete a handover briefing (e.g. any issues noted to date) with the incoming staff member at changing over times.

### **STAGE ONE: WARNING**

The student is given a verbal warning and they are reminded of the expected behaviour.

### **STAGE TWO: WALK WITH DUTY TEACHER**

The behaviour is noted on the pink playground slip and the student is to spend 5 minutes with the duty teacher. At the end of the 5 mins the teacher is to engage in a restorative justice discussion focusing on expected behaviours.

### **STAGE THREE: THINKING ZONE**

The behaviour is recorded on the pink playground slip and the student is sent to the 'Thinking Zone' for the remainder of break. The 'Thinking Zone' is located outside Bottlebrush 2. At the end of the break the duty staff member will engage in a reflective conversation with the student relating to the displayed behaviour and send them to class.

### **STAGE FOUR: OFFICE REFERRAL**

The student is sent to the administration office with a pink playground slip and a member of the school administration team will address the behaviour. At this level parents will be notified by the Principal or Deputy Principal.



## 8. Major student misbehaviour activities/ office referral

Behaviours such as those listed below will immediately begin at Stage 5 of the classroom process or Stage 4 of the playground process. For severe behaviour relating to the playground, a pink playground slip (severe behaviour box) is to accompany the student when they come to the office. Students will be sent to the office, the parents informed and a suitable consequence for this behaviour will be enforced. All incidences of major misbehaviour will be recorded within the Integris system by the school administration team.

Vandalism/ wilful property damage Physically fighting Leaving school grounds without permission Possession of illegal substance Bullying/ harassment Persistent & consistent failure to follow staff instructions Serious ICT breaches	Racist remarks/ gestures Possession of weapons Verbal abuse Physical abuse Use of mobile phones without authorisation Offensive/ aggressive language Stealing
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Referral to the office may result in the following actions:

### **BEHAVIOUR CONTRACT**

Students may be supported to address their behaviours using restorative processes. This may include the completion of a values based behaviour contract.

### **WITHDRAWAL**

Students are withdrawn from class/playground for a period of time as determined by the school administration team. During this time the student is supported to reflect on their behaviour and determine actions to improve their behaviour choices within the classroom or playground. For a planned withdrawal (e.g. withdrawal the next school day) the class teacher is to provide work for the student at a level that can be completed independently. For an impromptu withdrawal (e.g. immediately after an incident that occurred during break time) the school administration will provide work for the student. At the conclusion of the withdrawal time, the student is escorted back to the classroom and undertakes actions in line with the re-entry guidelines.

### **DETENTION**

Students spend recess and/or lunch time in an area designated by the school administration team. Students attending detention maybe asked to bring with them suitable class work to complete, as set by the class teacher.

### **SUSPENSION**

Major behaviour incidents may result in the suspension of a student for a period determined by the Principal and in accordance with Department of Education behaviour policy and guidelines. An Individual Behaviour Plan will be developed and implemented to support the student's behaviour, in consultation with the parent/guardian, upon their return.

## **RE-ENTRY GUIDELINES**

After a student has undertaken a withdrawal it is important that restorative justice practices are used to support their re-entry into the classroom. The re-entry guidelines to be used are as follows:

- The student is to demonstrate that they are in a calm state and ready to learn.
- The student will re-enter the class at a designated natural break (e.g. just prior to recess/ lunch etc).
- Restorative justice practices are to be used to support the student's re-entry:
  - i) Guidance for the process will come from the school administration team
  - ii) The focus is on the student making amends for their actions
  - iii) The role of the teacher is to support the student making amends and welcoming them back into the class.
- School administration to conduct a check on the student/ class after re-entry (e.g. 15 minutes later).

**School administration will communicate any of the above actions to parents/caregivers and will record the behaviour on Integris.**

## **9. Good Standing policy**

The Good Standing Policy acknowledges and rewards exemplary student attitude, behaviour, effort, work ethic and citizenship. We believe that learning is enhanced in a welcoming, inclusive, collaborative and caring environment that emphasises the importance of students taking responsibility for the choices they make on a daily basis. These choices impact academically and socially on themselves and others.

The Good Standing Policy is a part of, and works in conjunction with, the whole school Supporting Student Engagement policy and the Department of Education's 'Keeping our Workplace Safe' initiative.

Good Standing is a status that all students are granted at the beginning of each term. It is the responsibility of the student to maintain their good standing in order to be included in extracurricular activities. To maintain Good Standing, students must comply with Yarralinka Primary School's Supporting Student Engagement policy.

### **Students with Good Standing:**

- may participate in all curricular and extra-curricular activities of the school and will be able to represent the school in sporting, social and cultural events and activities

### **Students without Good Standing:**

- will lose the privilege to participate in various events throughout the school year, for example faction or class reward activities, extra-curricular activities or represent the school in sporting events.
- will lose the privilege to participate in activities where the safety of other students is a concern

A student's Good Standing will be withdrawn following consultation between the school administration and the class teacher for the following reasons:

- Suspension
- Detention
- Bullying (including proven cyberbullying)
- Ongoing behaviours of a less severe nature (e.g. 3 x office withdrawals)
- Any other serious breach of our school values

When a student loses their Good Standing, their parents will be notified and a meeting will be held to discuss the goals, strategies and timeframe required for the reinstatement of their Good Standing. The first time a student loses their Good Standing the timeframe for reinstatement is to demonstrate 10 days of positive behaviour. During this period when a student is working towards getting their Good Standing reinstated, they won't be able to participate in any of the school activities as highlighted under the Students without Good Standing heading. A second lost of Good Standing will require them to achieve between 10-20 days of positive behaviour (on a case by case basis), whilst the third time the timeframe will be at the discretion of the school Principal.

These guidelines are provided to maintain consistency and transparency in our decision making processes. It is however important to emphasise that individual circumstances may take precedence and override these guidelines at the Principal's discretion. They may choose to maintain or remove a student's Good Standing status on a case by case basis, taking into consideration mitigating factors such as:

- Extenuating circumstances that have resulted in the negative behaviour(s)
- A student's special needs
- A student's personal circumstances
- Other related circumstances deemed appropriate by the school administration team

## 10. Providing individual student behaviour support

### **INDIVIDUAL SUPPORT**

Individual behaviour plans will be developed for any student requiring behaviour supports outside of the scope of the whole school Supporting Student Engagement policy- A proforma can be found in Appendix 8. Risk management plans will be developed for any student whose behaviour poses a potential risk to themselves, others or school property. Risk management plans are developed by a member of the Administration team, in consultation with the student's classroom teacher and parent/guardian.

The following supports are available when developing individual documented plans:

- School administration
- Learning Support Co-ordinator (LSC)
- School of Special Education Needs: Behaviour (SSEN:B)
- School Psychologist
- Other external agencies

***NOTE: Plans involving the engagement of external agencies will be managed by the LSC or a member of the school administration team.***

### **TIER 2 SUPPORT**

Students identified as being Tier 2 behaviour students through the school's SAER processes and are not responding to individual behaviour plans will require additional support. A Behaviour Functional Analysis model is to be used to identify the functions of the behaviour and to develop a behaviour support plan. This process will be led by a member of the school administration team in conjunction with the class teacher, LSC and school psychologist. The behaviour support plan will outline a range of strategies in supporting the student to modify their behaviour. A proforma can be found in Appendix 9.

## 11. Student behaviour recording and data/ Communicating with parents

Class teachers are to use their professional judgement as to when they communicate behaviour issues (positive and negative) to parents. Teachers are required to inform parents if a child reaches buddy stage within the classroom process and document this in One-Note. This notification can be via a phone call or email.

The school administration team will inform parents each time a student reaches Stage 5 of the classroom process and Stage 4 of the playground level.

The bullying flyer (Appendix 6) will be communicated to the school community at the start of the year.

School behaviour data, including classroom and playground recording sheets, will be regularly reviewed throughout the school year. These reviews will assess the effectiveness of whole school supporting student behaviour policy and provide strategic direction for future behaviour support actions/initiatives.

## 12. Use of mobile phones and electronic devices

Students are not permitted to have or use mobile phones or other personal electronic devices whilst on school grounds or at school sanctioned events. If a student comes to school with a mobile phone they are to hand it in at the school office at the start of the school day and collect it at the end of the day.

Students found in breach of the above statement will be sanctioned in line with the major misbehaviour procedures as documented in this policy.

Staff are not to use their mobile phones other than at break times

## 13. Violent or self harming behaviours

Violence of any kind towards school community members is not tolerated. Violent actions will be considered a major behaviour incident and an office referral made.

If weapons are found to be present on the school site, the following actions will occur:

**Unattended Weapon** – the weapon will be moved to a safe location or access to the immediate area restricted, in a manner that ensures individual safety. Police will be notified as appropriate.

**Weapon in possession of an individual or group** – the school's emergency management plan (e.g. lockdown) will be enacted.

Yarralinka Primary School will follow the processes outlined in the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non Suicidal Self-Injury (See Appendix 7).

## 14. Bullying and harassment prevention

Bullying as defined by the Department of Education 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.

Yarralinka Primary School is a Bully Free Zone. Bullying of any type is not tolerated. Parent information brochure on bullying is to be sent home at the beginning of the year. Parents are asked to read through the pamphlet with their child(ren) and to discuss what children should do if they are being bullied. It is important for children to understand that they must tell an adult if they have been bullied or if they see someone else being bullied. All reported instances of bullying will be acted on by school staff.

Bullying can take many forms such as:

### **Physical**

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

### **Verbal**

This involves 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.

### **Psychological**

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual’s reputation and sense of safety.

### **Cyber**

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

## **BYSTANDER**

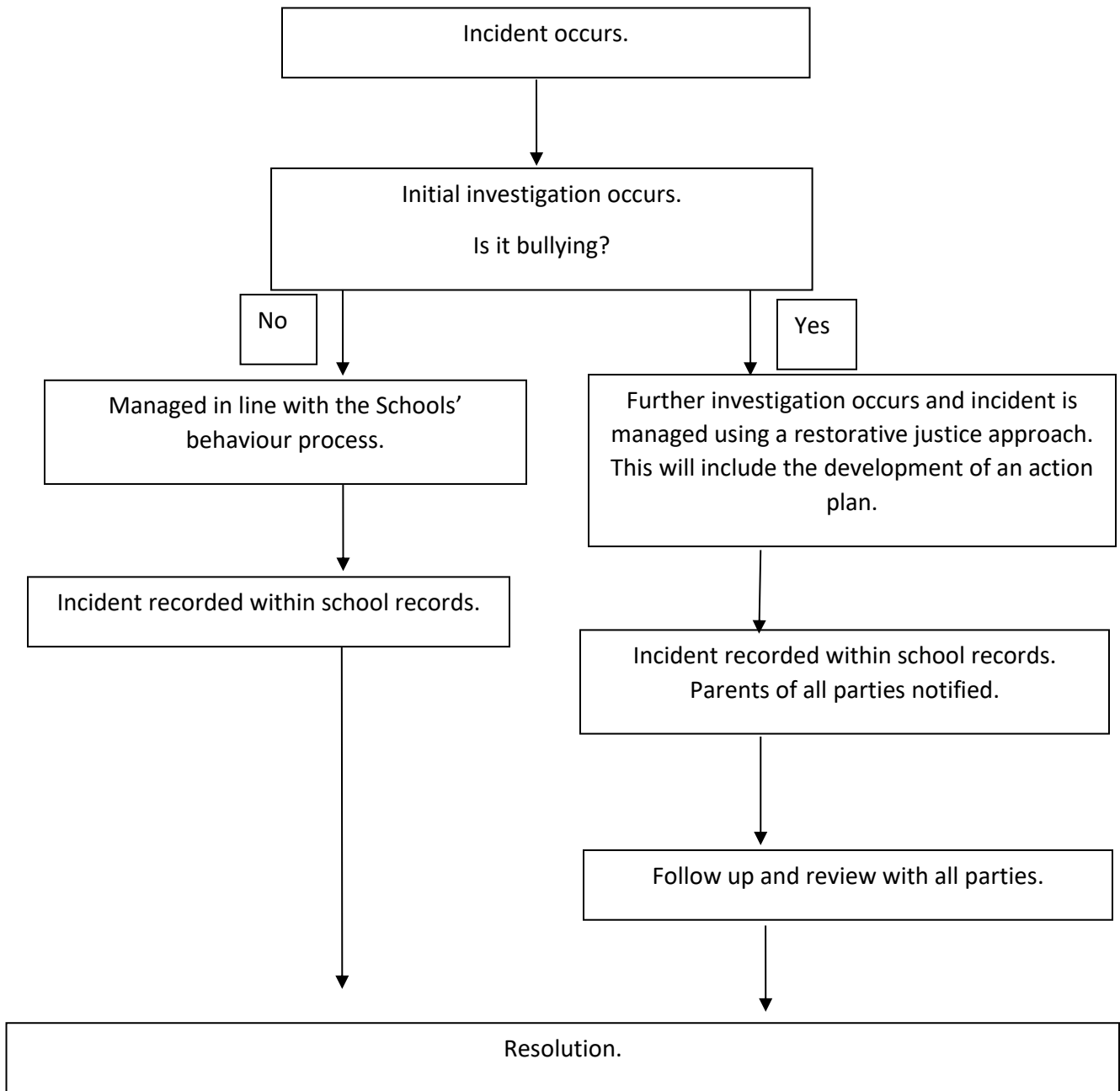
Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystanders are encouraged to report incidents of bullying to school staff.

## **STRATEGIES WE WILL USE TO DEAL WITH BULLYING**

At Yarralinka Primary School we will target anti bullying strategies by:

- Ensuring that students know about the school’s Supporting Student Engagement Policy and Anti Bullying Procedures;
- Maintaining caring and supportive relationships with students;
- Openly talking about bullying – what it is, how it affects us and what we can do about it;
- Development of self and emotional competency through the Second Step programme;
- Promoting anti-bullying resources such as the Bullying No Way website ([www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)) within the school community;
- Teaching students the skills which will build self-esteem and empower them to take responsibility for themselves; and
- Give students the opportunity to practise these skills.

## OVERVIEW OF HOW THE SCHOOL MANAGES BULLYING INCIDENTS



### RESPONSIBILITIES OF STAFF

- To deal with all reported and observed incidences of bullying;
- Be observant of signs of stress or suspected incidents of bullying;
- Apply restorative practices when dealing with conflicts; and
- To report incidences of bullying to parents, administration and other staff as necessary.

### RESPONSIBILITIES OF STUDENTS

- To not bully others;
- To tell an adult if they are being bullied;
- To use suggested strategies if they are bullied;
- To tell an adult if they see someone else being bullied; and
- To help someone who is bullied.

## **RESPONSIBILITIES OF PARENTS**

- To watch for signs that their child may be being bullied;
- To instruct their child(ren) to tell an adult if they are being bullied;
- To ensure their child/ren knows and practises strategies outlined by the Yarralinka Primary School Bullying Flyer to help them if they are bullied; and
- To speak to the class teacher if their child is being bullied, or they suspect it is happening.

## **15. Proformas & Appendixes**

The following pages contain a number of proformas and Appendixes to assist with implementing the Yarralinka Primary School Supporting Student Engagement Policy. These proformas include:

- Appendix 1: Yarralinka Primary School behaviour expectations poster
- Appendix 2: Guidelines for playground management and supervision;
- Appendix 3: Yarralinka PS lilac classroom slip;
- Appendix 4: Yarralinka PS pink playground slip
- Appendix 5: Restorative questioning;
- Appendix 6: Yarralinka PS bullying flyer
- Appendix 7: School Response to Student Suicidal Behaviour & Non- Suicidal Self Injury;
- Appendix 8: Individual Behaviour Plan Template;
- Appendix 9: Tier 2 Support Plan

# Appendix 1- Yarralinka PS behaviour expectations poster

## Yarralinka PS Behaviour Expectations- First Draft

(As at 18 Nov 21)

*Seeking Yarralinka excellence through the three R's*

Seeking Yarralinka Excellence			
	Respect	Responsibility	Resilience
<b>Always</b>	<ul style="list-style-type: none"> <li>* I take care for my own and school property.</li> <li>* I use my manners.</li> <li>* I am kind and caring towards others.</li> <li>* I listen to and follow instructions.</li> <li>* I celebrate the differences in others.</li> <li>* I respect personal space and keep my hands/feet/objects to myself.</li> </ul>	<ul style="list-style-type: none"> <li>* I use equipment in a safe manner</li> <li>* I am organised for all school activities</li> <li>* I wear our school uniform with pride</li> <li>* I take ownership for my actions</li> </ul>	<ul style="list-style-type: none"> <li>* I bounce back and try again if something doesn't go my way.</li> <li>* I celebrate others' success.</li> <li>* I seek to solve conflicts using the STEP process.</li> <li>* I can regulate my emotions using calm down strategies</li> <li>* I ask for help if I need it</li> </ul>
<b>In the classroom</b>	<ul style="list-style-type: none"> <li>* I ask permission to use things that don't belong to me.</li> <li>* I use whole body listening</li> </ul>	<ul style="list-style-type: none"> <li>* I stay on task during learning time.</li> <li>* I am ready to learn and try my best with tasks.</li> <li>* I ask questions if I don't understand</li> <li>* I ask permission to leave the classroom.</li> <li>* I follow class expectations</li> </ul>	<ul style="list-style-type: none"> <li>* I see mistakes as learning opportunities</li> <li>* I use strategies to help solve problems in my learning.</li> <li>* I attempt all tasks with a positive attitude</li> </ul>
<b>Outside the classroom</b>	<ul style="list-style-type: none"> <li>* I follow the Second Step fair ways to play</li> <li>* I move around the school quietly during learning time.</li> <li>* I walk around garden beds</li> <li>* I place rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>* I put equipment away after play time</li> <li>* I stay inside school boundaries</li> <li>* I walk on the concrete</li> <li>* I wear a hat when outside</li> <li>* I line up sensibly outside my class.</li> <li>* I get drink &amp; go to toilet before going back in class</li> </ul>	<ul style="list-style-type: none"> <li>* I take safe risks when I am playing</li> <li>* I take charge of my own participation.</li> </ul>



## Appendix 2: Yarralinka PS guidelines for playground management & supervision

The defined playground area for students at Yarralinka Primary School is the Bottlebrush playground.

Specific guidelines to assist duty staff with playground management and supervision are:

- Duty staff are to be prepared (e.g. hat, vest, duty bag, punctual) and aware of the requirements of their allocated duty area.
- Duty staff are expected to actively patrol the whole designated duty area.
- All staff are expected to model the school's positive behaviour expectations whilst on duty.
- Staff are expected to support students to play within the playground and safe play practices.
- It is expected that staff will positively interact with students and praise them whilst on duty.
- Ball games are to occur on the grassed area.
- Bikes/ trikes are to remain on the red bike track
- Staff should monitor the cleanliness of eating and play areas.
- Students are to walk along the concrete paths immediately outside the Bottlebrush classrooms.

Areas, which are out of bounds to all children at playtime, include:

1. The front of the school.
2. The area behind all Bottlebrush classrooms (i.e. between classrooms and external fence)
3. The bike racks

### **BEFORE SCHOOL**

All children arriving at school before 8:25am must go to the library.

### **SIRENS**

A warning siren will sound 2 minutes prior to lunch or afternoon recess officially ending. When it is the end of lunch students are to make their way back towards their class, go to the toilet, get a drink and line up quietly outside their classroom. At the end of afternoon recess students are to help pack up the Bottlebrush playground area **before** they make their way back towards their class, go to the toilet, get a drink and line up quietly outside their classroom. A roster system will be implemented for classes relating to pack up responsibilities for the end of afternoon recess. When the hand bell sounds (i.e. official end of the break- occurs for both lunch and recess) all students are to be lined up outside their class, with class teachers present to escort students into the room.

## Appendix 3- Yarralinka PS lilac classroom slip

<b>YARRALINKA PRIMARY SCHOOL CLASSROOM BEHAVIOUR SLIP</b>	
Name: _____ Date: _____	
Referring teacher: _____	
In-class behaviour process	Behaviour details
Rule reminder	
Warning	
Thinking time	
Buddy class	
Referral to administration	
Fast track to administration due to severe behaviour (intent to harm)	
<i>School administration comments/ actions</i>	

## Appendix 4- Yarralinka PS pink playground slip

<b>YARRALINKA PRIMARY SCHOOL PLAYGROUND BEHAVIOUR SLIP (Pink)</b>	
Name: _____ Date: _____	
Referring teacher: _____	
Playground behaviour process	Behaviour details
Warning	
Walk with duty teacher	
Thinking zone	
Referral to administration	
Fast track to administration due to severe behaviour (intent to harm)	
<i>School administration comments/ actions</i>	

## Appendix 5- Restorative questioning

### Restorative Questions 1

(For the child who has done wrong.)

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### Restorative Questions 2

( For the child who has been hurt.)

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

*From Real Justice program*

## YARRALINKA PRIMARY SCHOOL



### ANTI-BULLYING INFORMATION FOR PARENTS

#### OUR VISION

*"We are committed to developing the whole child through collaboration and authentic partnerships"*

#### OUR SCHOOL VALUES

Seeking *Yarralinka...excellence through the three R's:*

- **Respect**
- **Responsibility**
- **Resilience**

Everyone has the right to feel safe at Yarralinka Primary School.

At Yarralinka Primary School we are a bully-free zone. Bullying of any type is not tolerated.

### DEFINITION OF BULLYING

Bullying is defined as when an individual or group misuses power to target another individual or group to intentionally threaten or harm them **on more than one occasion**.

Bullying can take many forms, such as:

- Physical
- Verbal
- Psychological
- Cyber

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation or violence.

### WHAT WE DO ABOUT BULLYING

At Yarralinka Primary School we use approaches that seek to prevent, respond and post-monitor in relation to bullying. These include:

#### Prevention

- Using the curriculum and school programmes to teach respectful relationships, and ways to prevent and respond to bullying.
- Developing school processes and systems to deal with bullying.
- Community education information.

#### Responding

- Follow agreed school processes and systems.
- Counselling students involved.
- Talking with parents about the situation
- Putting in place action plans relating to those involved.

#### Post-Monitor

- Monitoring the situation between involved students.
- Reviewing school processes, including yard duty and potential hotspots.
- Talking with parents about strategies being used.

### WHAT IF MY CHILD IS BEING BULLIED?

- Let your child know they have a right to be safe at school.
- Get your child to tell a trusted adult at school (e.g. teacher, education assistant, principal).
- It's appropriate to contact the school and work collaboratively with staff to address the problem.
- Offer support to your child.

### ADDITIONAL RESOURCES

The "Bullying No Way!" website has further information that you can access about anti-bullying. Their website is [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)



# Appendix 7- School response to student suicidal behaviour





## Appendix 8- Individual behaviour plan template



### INDIVIDUAL EDUCATION PLAN

**(Academic / Behaviour / Social and Emotional / Attendance)**

Students Name:

Date of Birth:

Year level and Class:

Focus Area/s:

<p style="text-align: center;"><b>Entry Skills</b></p> <p style="text-align: center;">(What can the student do in relation to outcome)</p>	
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SMART Goal	Strategies and Resources to meet Goal	How to Monitor Progress

Teacher Signature:	Line Manager Signature:	Parent/s Signature:
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## Appendix 9- Yarralinka PS Tier 2 Support Plan

Year Level: Room:	Student Name:	Teacher:	Start date: Review date:	Diagnosis: Y /N
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**FUNCTIONAL BEHAVIOUR ANALYSIS SUMMARY**

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XX displays "START" behaviour:	XX's "STOP" behaviours are:	Social & Emotional Support
XX will: - - -	- - -	- - -



Positive reinforcement	Negative consequences	Supporting strategies
- - -	If XX is not showing 'START' behaviour during class activities: - -	- - -
	<b>Extreme Behaviour</b>	
	- -	

Teacher Sign: \_\_\_\_\_ School Admin Sign: \_\_\_\_\_ Parent Sign: \_\_\_\_\_ Date: \_\_\_\_\_



