



Walkaway Primary School

# Student Engagement and Behaviour Guidelines

Reviewed: August 2020

# FAIR VS. EQUAL

- \* Equal means the same.
- \* I will not be treating you exactly the same way.



- \* Being fair means that I will do my best to give each student what he or she needs to be successful.
- \* What you need and what someone else needs may be very different.



- \* I will always try to be FAIR, but this means things won't always feel EQUAL.



# CONTENTS

Page 4	Positive Behaviour Support Behaviour Expectations
Page 5	Zones of Regulation
Page 6	Growth Mindset
Page 7	A School Wide System for Student Success
Page 8	Students At Educational Risk (SAER)
Page 9	Code of Conduct
Page 11	Staff Expectations
Page 12	Incentives
Page 13	Behaviour Management Procedures
Page 15	Playground Behaviour Procedures
Page 17	Anti-bullying Prevention of Minor and Major Misbehaviours, Violence, Harassment and Bullying
Page 18	Team Teach
Page 20	Middle/Upper Reflection Page
Page 21	Junior Reflection Page
Page 22	Anti-bullying Risks of Suicidal Behaviour or Non-Suicidal Self Injury
Page 23	Mobile Phone Policy
Page 24	Weapons in Schools
Page 26	Good Standing Policy

## POSITIVE BEHAVIOUR SUPPORT (PBS)

Walkaway Primary School follows the Positive Behaviour Support Model (PBS). Positive Behaviour Support is a Western Australian Education Department endorsed program aimed at developing a whole school operational framework that promotes and supports positive choices in schools.

The Walkaway Primary School PBS approach firmly believes that students are not born with bad behaviour traits; rather that they do not possess the knowledge and skills to make positive behaviour choices within a school setting. Walkaway PS has taken a proactive approach to behaviour management through the development of 4 clear behaviour expectations; We are RESPONSIBLE, Always show RESPECT, Learn to ACHIEVE our best and Keen to COOPERATE.

Each class develops, and annually review, a matrix that breaks down each expectation into key skills that students are taught explicitly in each classroom.

## BEHAVIOUR EXPECTATIONS

At Walkaway Primary School, our behaviour expectations are:

**W**e are RESPONSIBLE

**A**lways show RESPECT

**L**earn, to ACHIEVE our best

**K**een to COOPERATE



# THE ZONES OF REGULATION

The Zones of Regulation is a program that is implemented from Kindy to Year 6 at Walkaway Primary School. It supports the children in learning to self-regulate their emotions and understand their behaviours. The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as learn how to use strategies to change zones or stay in the green zone.

The Zones:

The Blue Zone is used to describe when our bodies are running low, such as when our bodies and/or brain are moving slowly or are sluggish. These emotions may include: sad, tired, sick, hurt, shy, bored, etc.

The Green Zone is used to describe when our bodies are regulated. A person may be described as calm, happy, focused or content when in the green zone. This is our optimal learning zone, as being in the green zone shows we are in control of our emotions.

The Yellow Zone is used to describe when our bodies are running at a heightened state of alertness. A person has some control when in the yellow zone. They may feel stressed, frustration, anxiety, excitement, silliness, nervousness, confusion and many more slightly elevated emotions.

The Red Zone is used to describe when our bodies are running at a heightened state of alertness or have very intense feelings. A person may experience anger, rage, explosive behaviour, panic, terror or elation in the red zone. Being in the red zone can be best explained as not being in control of one's body or emotions.



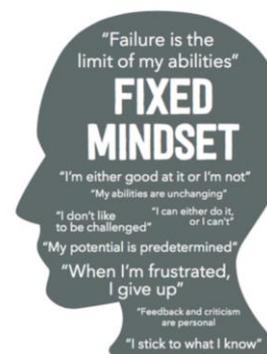
# GROWTH MINDSET

At Walkaway Primary School, we work towards building a growth mindset, based on the work of Dr Carol Dweck.

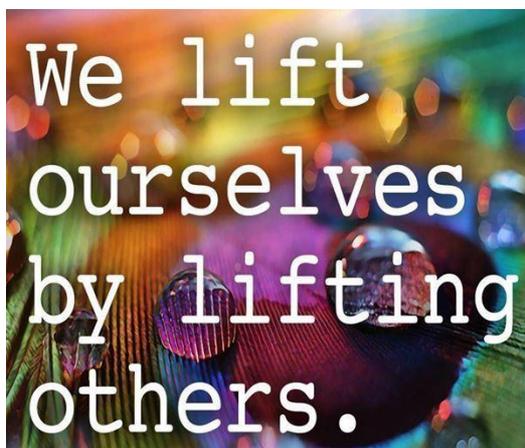


Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a **growth mindset**. They tend to achieve more than those with a more **fixed mindset** (those who believe their talents are innate gifts). A growth mindset encourages students to take on feedback for improvement, accepting that mistakes are okay and are a tool for learning. Staff work to praise and reward a student's effort, not achievement.

Staff and students focus on not being able to do something successfully "yet", reinforcing the importance of persistence and to keep trying with an open mind and positive effort.

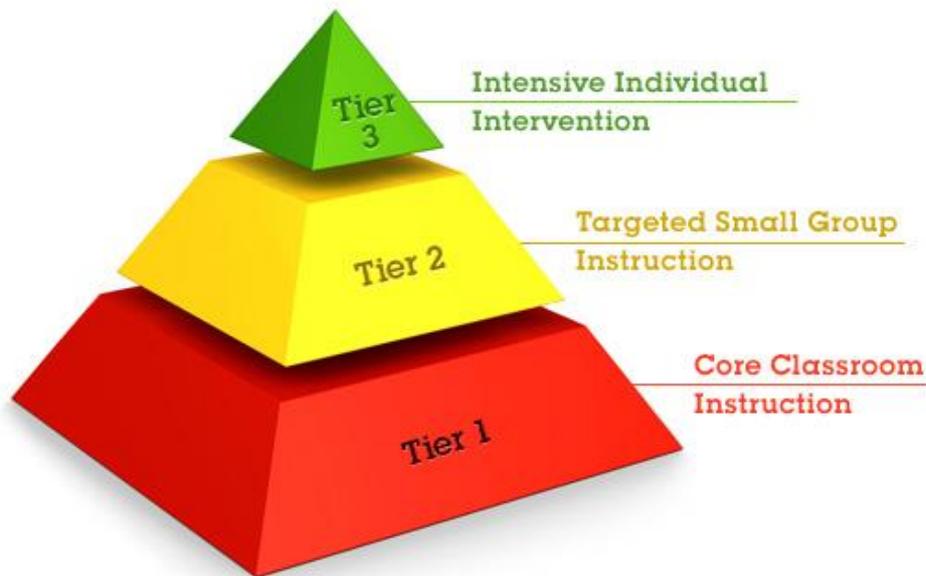


## WE BELIEVE:



# A SCHOOL WIDE SYSTEM FOR STUDENT SUCCESS

At Walkaway Primary School we provide a school wide system of support that includes proactive strategies for defining, teaching and supporting student development. A continuum of positive support for all students is implemented across the school. Each child is individual and may require support in the areas of academic, behavioural, attendance or well-being.



## RTI (Response To Intervention) 3 Tiers of Support



Tier 1 – Students in this tier may:

- Be achieving at the required level
- Be in the regular attendance category (>90%)
- Make positive choices consistently

Practices and systems for all students and staff implemented across the school.



Tier 2 – Students in this tier may:

- show limited progress or are not achieving the required
- Have an attendance rate in the indicated range (80% to 90%)
- Display consistent minor behaviours or major behaviours

Intervention practices may be employed which could include individual plans, differentiated classroom explicit teaching and/or small group intervention



Tier 3 – Students in this tier may:

- be well behind their peers or have demonstrated very low or no progress
- have an attendance rate in the moderate (60-80%) or severe (<60%) category
- demonstrate significant misbehaviours
- have a diagnosed disability

These students will have a documented plan formulated in consultation with parents/carers which is individualised to the students' specific needs and strengths. Outside agencies are accessed for support as required.

Students At Educational Risk

All students with a diagnosed area of special need – Develop IEP in consultation with Parents, School Psychologist, SSEN-D, Allied Health Services, outside agencies, CPFS as appropriate to students' needs

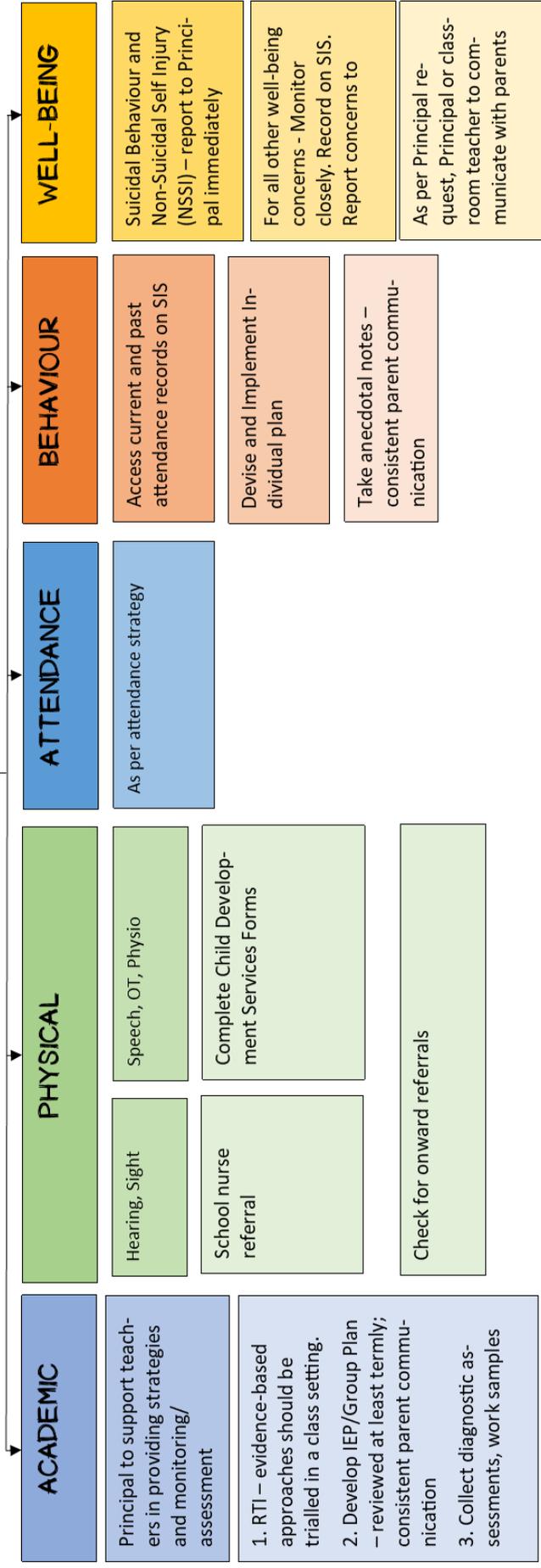
Case conferences held at least termly. IEP to be updated twice per term.

For all students without any diagnoses: Initial Concern Identified

Check student file, Data collection file (S Drive/All Staff/Student Management/Assessment/Data)

Discuss with Principal

Parent case conference



If all information has been gathered and there is still a concern, discuss with Principal. Parent meeting. Referral to School Psychologist, SSEN-D, SSEN-BE, Helping Minds, Allied

Develop an Individual Education Plan/Behaviour Plan to be reviewed consistently with all stakeholders.

## **CODE OF CONDUCT FOR SCHOOL COMMUNITY MEMBERS**

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

At Walkaway Primary school, we are aiming to ensure all members of the school community have explicit knowledge of their responsibilities and provide support to develop the required skills to fulfil them. It is through each school community member fulfilling their responsibilities that the rights of all are supported.

The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context.

# CODE OF CONDUCT FOR SCHOOL COMMUNITY MEMBERS

RIGHTS	RESPONSIBILITIES
<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Work and play in a safe, secure and friendly environment</li> <li>• Have their property respected</li> <li>• To learn and play in an environment where their background, culture and ability is recognised, catered for and celebrated</li> <li>• Learn in a purposeful and supportive environment where individual needs are met</li> <li>• Be heard in an appropriate forum</li> </ul>	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> <li>• Allow others to learn</li> <li>• Recognise that there are consequences for their actions</li> <li>• Be honest about their actions and words when they speak to staff and parents</li> <li>• Accept that they are part of a community and sometimes the needs of others are greater than their own</li> <li>• Ensure they are punctual, polite, prepared and display a positive manner</li> <li>• Respect others' person and property</li> <li>• To follow the school's behaviour expectations as per the schools Behaviour Management Policy</li> </ul>
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> <li>• Work in an environment that is safe, supportive and caring – free from harassment, violence and prejudice</li> <li>• Work in a safe, secure and clean environment</li> <li>• Access ongoing professional learning and support to improve their knowledge and skills</li> <li>• Add their voice to the decision making processes in the school that impact on their work</li> <li>• Co-operation and support from parents in managing their child's behaviour and learning achievements</li> </ul>	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Promote inclusion of all students regardless of ability, culture and background</li> <li>• Ensure the school environment is kept neat, tidy and secure</li> <li>• Establish positive relationships with students, colleagues and parents</li> <li>• Ensure good organisation and planning</li> <li>• Report student progress to parents</li> <li>• Accept fair and honest feedback and continually reflect on their performance in relation to student outcomes</li> <li>• Present themselves professionally and act in a professional manner</li> <li>• Consistently implement School Policy and Behaviour Management</li> </ul>
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> <li>• Open communication with the school that is respectful, honest and child centred</li> <li>• Expect their child to learn and play in a secure, friendly and clean environment</li> <li>• Be informed of their child's progress</li> <li>• Be informed of the behaviour management procedures and decisions affecting their child's health and welfare</li> <li>• Be heard in an appropriate forum on matters related to their child</li> </ul>	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> <li>• Ensure their child attends school regularly</li> <li>• Ensure that the physical and emotional welfare of their child is at a standard for effective learning</li> <li>• Ensure that their child is provided with appropriate materials to maximise their use of the learning environment</li> <li>• Be aware and supportive of the school dress code and school rules</li> <li>• Support the school in managing their child's behaviour</li> <li>• Accept fair and honest feedback about their child</li> <li>• Model respectful adult relationships and behaviour, including social media, when interacting with other members of the school community</li> </ul>

## **AT WALKAWAY PRIMARY SCHOOL, STAFF**

- Have clear statements and displays of whole school and classroom rules. The rules and consequences of inappropriate choices must be communicated to the whole school community.
- Will set consistent and achievable standards taking into consideration and catering for individual students.
- Promote a positive working environment.
- Prepare each learning session thoroughly.
- During the lesson:
  - Use an explicit teaching model
  - Give clear instructions
  - Teach at the student's level
  - Know what they wish to achieve
  - Use motivating techniques
  - Cater for a variety of interests
  - Be flexible and adaptable in their approach
- Use positive reinforcement for appropriate behaviour:
  - Positive incentives must be earned rather than just given
  - Verbal encouragement and feedback should be used continuously
  - A variety of positive incentives should be used - change incentives regularly to maintain enthusiasm
  - Desired behaviour/s (which are explicitly taught) and work effort should be rewarded
  - Every child should be given the opportunity to earn and receive acknowledgment
  - Use WALK tokens for appropriate behaviours in and outside the classroom.
- Inform the Principal to celebrate achievements or to request assistance in managing behaviours by sending the appropriate card to the office (cards are stored in Perspex holders inside classroom doors):
  - Green card – inviting the Principal to the classroom to celebrate learning experiences as soon as possible
  - Red card – for priority needs – Principal to attend immediately

### **WE AIM TO:**

1. To foster sensible, safe and courteous behaviour on all occasions.
2. To ensure the safety of all individuals.
3. To develop a respect for individual and school property.
4. To create a harmonious environment based on the respect for and rights of others.
5. To build students who are resilient and independent problem solvers

## **INCENTIVES TO REWARD POSITIVE BEHAVIOUR CHOICES**

- **VERBAL PRAISE**

Recognition of students making positive behaviour choices providing immediate feedback, reinforcing the behaviour expectations

E.g. “you showed caring by looking after your friend who was hurt in the playground.”

- **WALK TOKENS**

WALK tokens are handed out to students to reinforce positive behaviours. Students can earn WALK tokens both in the classroom and in the playground. Each week, the seniors collect and tally the WALK tickets/tokens. Names from each class are put into a container. One name from each class is drawn at Friday’s assembly.

- **OFFICE VISIT**

Students who have given 100% effort to their tasks and/or shown excellent improvement in a learning concept can be sent to the office to see the Principal. They receive a sticker and small prize.

- **IN CLASS REWARDS**

Classroom Teachers organise rewards for their class, e.g. term celebrations, beat the teacher

- **PARENT CONTACT**

At Walkaway Primary School we promote open and consistent communication with our parents/caregivers. Some ways teachers share positive feedback with the parents/carers may include:

- Verbal feedback
- Phone calls
- Facebook (for events)
- School Star/Message system
- Seesaw

- **TERRIFIC TIME**

Each week we have a 30 min block which is set aside to reward students who have displayed positive behaviours throughout the week. Each student starts the week with 30 minutes of time. Negative behaviours result in the students losing time. Terrific Time promotes self-reflective and goal setting students by providing the students with the opportunity to self-reflect and change their negative behaviours. Positive behaviours result in them gaining their time back, usually in 10 minute increments.

Students who have no Terrific Time and continue to show negative behaviour choices will be sent to the office.

- **FORTNIGHTLY/TERMLY ASSEMBLY CERTIFICATES**

Students' positive choices are recognised at Friday Assemblies (Students and Staff) and Termly Assemblies (whole school community) by receiving certificates.

## BEHAVIOUR MANAGEMENT PROCEDURES

The class discipline policy outlines the following:

- Rules and expectations
- Rewards and Incentives
- Consequences for making inappropriate choices

Each class develops class agreements, with the following structure:

Responsible	Respect	Achieve	Cooperate
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px;">                     What do these values look like in our room?                 </div>			

### RESPONSE TO POSITIVE BEHAVIOUR (INCLUDE THOSE RELEVANT FOR INDIVIDUAL CLASSES)

- WALK tokens
- Verbal praise
- Classroom reward
- Message to family
- Certificates

### RESPONSE TO UNPRODUCTIVE BEHAVIOUR (ALL CLASSES) – BEHAVIOUR STEPS IN ANY ONE DAY

#### Stage 1: First minor misbehaviour

- Verbal reminder is issued with an explanation of the undesired minor misbehaviour.

#### Stage 2: Second minor misbehaviour

- Choice Language – restating desired behaviour or consequence
- Loss of Terrific Time

#### Stage 3: Third minor misbehaviour or first major misbehaviour – to be indicated on the red slip by ticking the Stage 3 Time Out box

- Sent to the Principal for time out of the classroom and a redirecting of behaviour.
- Student to complete reflection page
- Classroom Teacher communicate to parents or carer/s
- Classroom Teacher to enter on Integris
- Loss of Terrific Time

#### Stage 4: Fourth minor misbehaviour or severe misbehaviour

- Sent to the Principal with red slip (behaviour slips are developed in each class for staff to fill out with the required information on the non-productive behaviours)
- Principal to contact parents
- Principal to enter on Integris
- Loss of all Terrific Time

If necessary, the Principal in conjunction with staff will determine if a period of suspension is in the child's best interest.

### BEHAVIOUR SLIPS

Each class will have behaviour slips to be sent to the office with a child who is at Stage 3 or 4. These slips give the Principal information regarding the behaviours shown in class and allows for the appropriate counselling and proportionate consequence to be put in place.

For example:  
Room 1 and 6:



### Walkaway Primary School Room 1 Behaviour Slip

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Location: \_\_\_\_\_

I need some time out (Stage 3)

Behaviours shown:

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Room 2 and 4 will have behaviour slips which directly link to their classroom behaviour expectations chart.

### NON- NEGOTIABLE BEHAVIOUR

Acts of violence (intent to hurt/harm) towards students, staff or school property will not be tolerated and will result in a period of suspension from Walkaway Primary School. See our Good Standing Policy.

**It is important to note** that there are guidelines and that if there are extenuating circumstances that have resulted in negative behaviours or a student has special needs, then these factors will be taken into account and any decision will be at the discretion of the Principal.

## **PLAYGROUND BEHAVIOUR MANAGEMENT**

**Catch the positives** – hand out playground tokens to students demonstrating positive choices

1. Staff are rostered to provide supervision before school commences.
2. Staff are rostered to supervise departure of bus students.
3. Teachers should attend their duties promptly and move constantly throughout the duty area.
4. Teachers are rostered on duty during the recess and lunch breaks.
5. Inappropriate choices made by students, will result in 5 minutes “walk with me” time out and communicated if necessary to the classroom teacher/Principal/Parent.
6. Repeated minor behaviours or unsafe behaviours result in the student having time out on the bench outside the office. Duty teacher to record in duty file (in staffroom) and on SIS. Parents may be informed.
7. Major misbehaviour is to be referred to the Principal to be dealt with immediately. An accumulation of minor misbehaviours may lead to a major misbehaviour consequence. Principal to record on SIS and inform parents.

**Once the bell has been rung, students are to stop playing - hold onto all sports equipment, return it to the sports trolley respectfully and walk to class.**

## ORDER OF CONSEQUENCES

**When referred to the Principal the following consequences could result from the student's decision to act inappropriately: -**

- a) **COUNSELLING:** The incident is investigated, documented on SIS and the student counselled. This may include withdrawing the student from the classroom or play area with the student supervised by the Principal. Parents may be contacted. This may involve a reflection process.
- b) **DETENTION:** means that the student is removed from the play area.
  - The student will be placed outside the staffroom on the bench under the supervision of teachers in the staffroom. Length of time will be determined by Duty or Class teacher.
  - Parents may be contacted
  - Recorded on SIS.
- c) **IN SCHOOL SUSPENSION:** means that the student is removed from the classroom or play area.
  - The student may be placed into another classroom, isolated in the room or the student may be withdrawn and kept under the supervision of the Principal.
  - Parents will be contacted and notified in writing.
  - Recorded on SIS.
- d) **SUSPENSION:** means that the student is not permitted to attend school (or enter the school grounds) for the duration of the suspension. In consultation with parents, the school may suspend a student for periods not exceeding 10 days' duration. A parent/guardian must accompany their child to the Principal on returning to school. Parents will be contacted and notified in writing. Recorded on SIS.
- e) **EXCLUSION:** means that the student is prevented from attending a particular school or all Government schools for a fixed period of time. A school may recommend a student be referred to an exclusion panel through negotiation with the Lead School Psychologist at the Midwest Regional Education Office.

## **MAJOR MISBEHAVIOURS OF SCHOOL DISCIPLINE WHICH MAY RESULT IN DETENTION, SUSPENSION OR a move towards EXCLUSION**

- Leaving the classroom or teaching area without permission of the teacher.
- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff
- Physical assault or intimidation of students
- Verbal abuse or harassment of students
- Wilful offence against property
- Violation of school Code of Conduct, IBP's, classroom or school rules
- Substance misuse- legal substances e.g.: alcohol, tobacco & illegal substance offences- illegal substances

## **ANTI-BULLYING**

At Walkaway Primary School we have a no tolerance policy for bullying. This is addressed as a part of our Behaviour Management approach. In 2021 we will be focussed on building understandings with parents and the students about bullying, which will lead to further development of this policy.

*“Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:*

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation.”

Bullying can take many forms:

1. Physical bullying: Using physical actions to bully, such as hitting, poking, tripping or pushing. (Repeatedly and intentionally damaging someone's belongings is also physical bullying.)
2. Verbal bullying: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. Covert bullying: Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. Psychological bullying: For example, taunting, threatening, manipulating or stalking someone.
5. Cyber bullying: Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.
6. Bystanding: Standing by and allowing someone to bully another student, not assisting or reporting.

## **PREVENTION OF MINOR AND MAJOR MISBEHAVIOURS, VIOLENCE, HARASSMENT AND BULLYING**

There are many social problems that confront all facets of today's society. Schools, unfortunately, are not always immune to such behaviours. Walkaway Primary School believes that the environment for students and staff should be safe and free from;

- Violence - any action (physical, verbal, sexual or psychological) used against a person that is injurious, unjust, or unwarranted.

- Bullying/Cyber Bullying - wilful conscious desire to hurt, threaten or frighten. It can be physical and/or verbal and/or via social media in nature and may include racial, religious and/or sexual harassment, rude gestures, intimidation, social isolation and/or extortion.
- Harassment - the perception by a person persistently disturbed, tormented or manipulated by another. This leads to the person feeling offended, humiliated or intimidated.

This school will not tolerate such behaviour in any circumstances, as they infringe on the school community member's fundamental rights to safety and fair treatment as well as having a negative effect on the whole school climate.

The reduction of such behaviours requires that all such acts be addressed, stopped or prevented through:

- School and classroom programs promoting the development of interpersonal and self-management skills.
- A curriculum will provide opportunities for the student to;
  - understand the nature of violence and bullying
  - understand personal safety issues
  - develop problem solving skills - negotiation, conflict resolution, assertiveness
  - develop self-confidence and self esteem
  - acquire the ability to understand, respect and care for others.
- Principal to seek support from the support agencies such as Chaplaincy Services, School Psychology Services or SEN:BE.

## **TEAM TEACH**

Team Teach redirection and/or restraint may be employed by trained staff in circumstances where:

- A student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property

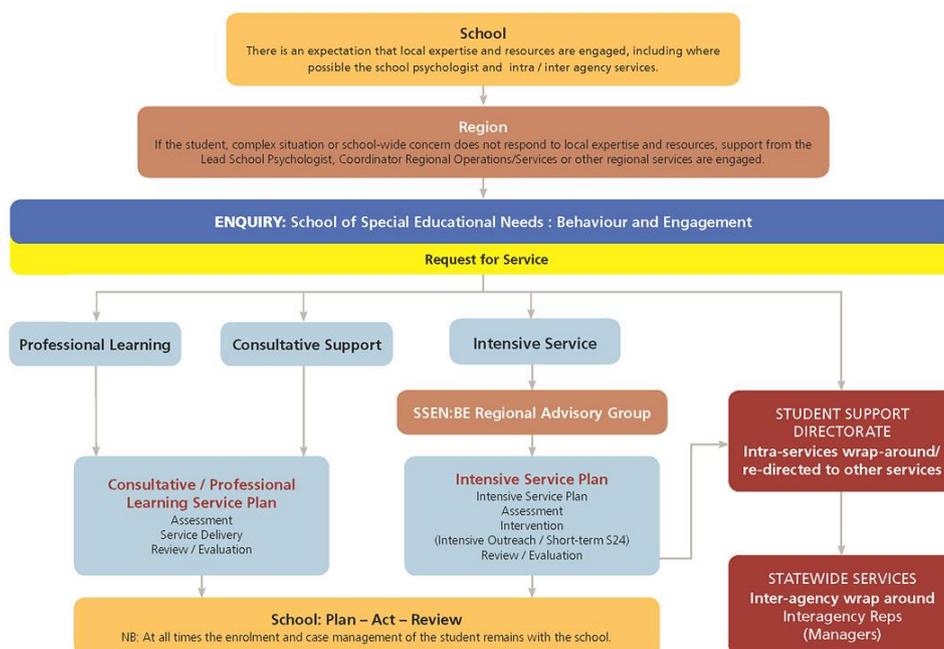
Team Teach restraints will only be applied for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful and will only be employed by staff trained in Team Teach restraints.

## FOR ONGOING BEHAVIOURS

1. an Individual Behaviour Plan will be developed SEN Reporting. All stages of the Individual Behaviour Plan are made in consultation with Classroom Teacher, student, parents/guardians and other key stakeholders where appropriate incorporating:
  - a. Baseline data of target behaviour/s
  - b. Target behaviours with identified strategies
  - c. Monitoring tool
  - d. Review date
2. It may be necessary to refer the student/s to the School Nurse/Allied Health
3. If behaviours continue, referral to the School Psychologist
4. Further, ongoing, high level behaviours may result in a referral to SSEN:BE.:

For all enquiries or requests regarding these services, please call the School of Special Educational Needs: Behaviour and Engagement on [\(08\) 9402 6200](tel:0894026200).

### School of Special Educational Needs : Behaviour and Engagement (SSEN:BE) Request for Assistance Pathway



5. It may be necessary, in order to provide the best supports for the student to have a holistic approach, requiring referrals and/or the assistance of other agencies such as:
  - CAMHS
  - Helping/Young Minds
  - GRAMS



# Walkaway Primary School

## Behaviour Reflection

What happened?

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What were you feeling?	What zone were you in?	What were you thinking at the time?
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What have you thought about since?

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What zone are you in now?	How have you moved yourself from the zone you were in at the time to the zone you are in now?
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Who has been affected?

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What do you need to do to make things right?

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# Think sheet - when something goes wrong

What happened?

What were you feeling?

What were you thinking at the time?

What zone were you in?



What have you thought about since?

What zone are you in now?



How have you moved yourself back to the green zone?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

## **RISKS OF SUICIDAL BEHAVIOUR AND/OR NON-SUICIDAL SELF-INJURY**

We follow the Department Guidelines to effectively manage this behaviour. Please see the policy for procedures and templates.

# Walkaway Primary School

## Mobile Phone Policy

Walkaway Primary School recognises that there are times when it is necessary and useful for students to have access to a mobile phone for both security and convenience. The school is keen to accommodate these needs whilst also addressing the needs of the nature of an educational institution. We strongly discourage the inappropriate and excessive use of mobiles whilst students are in our care.

### Conditions of Telephone Usage:

- Mobile telephone usage includes making calls and sending and receiving text messages and data. **Phone usage is restricted to before and after school.** At all other times the mobile phone must be switched off.
- The Commonwealth Crimes Act (85ZE) states that '*a person shall not use a service to menace or harass another person*;' or is '*regarded .... offensive*'. Misuse of mobile phones in this manner will not be tolerated. Students who engage in this behaviour will receive an immediate suspension.
- Students who are involved in recording, distributing or uploading inappropriate images, or videos of students, parents or staff on school premises will be suspended immediately.
- Students who send inappropriate text messages (cyber bully) to other students and staff will be dealt with through the school Behaviour Management process. The school will NOT take responsibility for managing and investigating inappropriate use of mobile phones out of the school context. Parents and carers will be called to deal with such matters. Where issues roll over into the school context appropriate disciplinary action will be taken.
- If mobile phones are brought to school, they are done so at the **owner's risk**. The school cannot accept any responsibility for theft, loss, damage or potential health effects resulting from mobile phone use. Students are required to hand their phone in to the classroom teacher or Front Office for the safe storage whilst at school. In the event that a phone is stored, any theft, damage or loss that may occur will still remain at the owner's risk.
- Any student who is feeling unwell at school and needs to go home **must** arrange this through the school office. **Under no circumstances may students use phones to contact home and make arrangements to leave the school grounds.**
- Parents wishing to leave a message for students should do so by contacting the school office staff who will relay the message to students.

Staff may temporarily confiscate mobile phones if a student does not comply with the above conditions or if the phone is used irresponsibly. Where a phone is confiscated parents/carers are required to retrieve the phone from the teacher. In exceptional circumstances the principal may also remove the student's privilege of having a mobile phone on the school premises.

# WEAPONS IN SCHOOLS

Under the [Weapons Act 1999](#), it is an offence to:

- carry, possess, purchase, supply or manufacture a prohibited weapon;
- carry a controlled weapon without a lawful reason to do so;
- carry an article with the intention of using it to injure or threaten any person; and
- sell or supply a controlled weapon to a person under the age of 18 years, except if it is to be used in the course of a sporting or recreational activity.

## **The principal will:**

- develop, monitor and review plans for addressing identified risks ([Risk and Business Continuity Management](#) policy) and critical incidents ([Emergency and Critical Incident Management](#) policy) that involve weapons;
- contact police immediately if a weapon deemed to be prohibited or controlled is found on school site or during school activities;
- on a case by case basis, determine whether a student will be permitted to carry a ceremonial or religious observance implement, such as a Kirpan, on the school site or during school activities;
- where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student;
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required;
- have clear procedures for dealing with weapons on the school site and at off-site school activities as part of the whole school behaviour support plan; and
- inform staff, parents and school community members of requirements relating to weapons on the school site and at off-site school activities.

## **Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:**

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

## **If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students and staff:**

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness.

**If the student continues to decline to hand over the item, the principal will:**

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

**School staff should not undertake a personal search of the student.**

**If the student does not have the item which is likely to cause harm on their person, the principal will:**

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

**If the student refuses to make their property (e.g. bag) available for search, the principal will:**

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

**If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:**

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

**School staff who find, or are given, a weapon should:**

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and
- provide it to the principal.

**The principal will:**

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.



# Walkaway Primary School

## GOOD STANDING POLICY

In 2019, the Minister of Education and Training, Hon Sue Ellery MLC, published a statement aiming at preventing school violence, [Let's Take a Stand Together](#) (please click on this link to access this policy). As a part of that statement, it became compulsory for all schools to have a Good Standing Policy. This policy is part of, and works in conjunction with, our current behaviour management plan and classroom agreements.

At Walkaway Primary School, we are committed to maintaining our high standard of expectations. The good standing policy aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act according to Walkaway Primary School's expectations and policies.

Each student is given the status of good standing each term, allowing them to access the full array of school programs, initiatives, incursions and excursions. Without good standing, the students may be exempt from participating in events, programs, initiatives and/or excursions.

To maintain Good Standing, students must:

- demonstrate our behaviour expectations
- follow Walkaway Primary School's Behaviour Management Plan and classroom procedures
- attendance
- Follow our dress policy

Students may lose their Good Standing as a consequence of

- Three classroom withdrawals to the Principal (recorded on SIS)
- Three withdrawals from the playground (recorded on SIS)
- Suspension

Loss of Good Standing will result in loss of Ambassadorship for the period of earning back Good Standing Status.

To earn back Good Standing, students must complete 3/5 consecutive days where they demonstrate Walkaway Primary School expectations and follow the Behaviour Management Plan and classroom procedures.

It is the responsibility of each student to maintain their Good Standing. Parents/Guardians of students at risk of losing their good standing will be contacted by the Principal. Any decision relating to Good Standing will be at the discretion of the Principal. Repeated loss of Good Standing will result in a home school agreement with the support of outside agencies as required.