



**Kensington  
Primary School**

Est. 1926

PLAY THE GAME

# **Positive Behaviour Plan Kindy - Year 6**

together we achieve  
together we achieve

## **Positive Behaviour Plan Contents**

- Page 3: Kensington PS Positive Behaviour Plan
- Page 4: PBP K-Yr6
- Page 5: Rights and Responsibilities –Students, Parents, Staff
- Page 10: Processes and Strategies
- Page 15: Possible Positive Incentives
- Page 16: Steps for Teachers and Staff to follow
- Page 17: Inappropriate Behaviour Slip
- Page 18: Example Letter to Parents regarding difficulties
- Page 19: Example Letter to Parents requesting an interview
- Page 20: PBP Review process
- Page 21: Bullying Policy
- Page 22: No Blame Approach
- Page 24: Mobile Phone Policy
- Page 25: Computer Use and Internet Policy

## **Kensington Primary School Positive Behaviour Plan**

Kensington Primary School is committed to all children having opportunities to develop their physical, social, emotional and cognitive skills.

Kensington Primary School fosters a mutually caring and supportive environment for children, parents and staff. The principal will ensure the implementation of a whole school behaviour plan to support student behaviour in ways that:

- make the best interests of the child a primary consideration
- consider the safety and wellbeing of all school staff and all other members of the school community
- maintain a positive school approach and the good order of the school
- incorporate personalised adjustments based on student need
- maintain cohesive behaviour support for students across contexts and teachers
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community
- are culturally, developmentally and psychologically appropriate
- support the growth of self-regulation and peer-support and reduce the need for adult intervention
- use the less restrictive alternative that will prevent or de-escalate the situation
- take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies
- respond to the assessment of school behaviour data

## Positive Behaviour Plan K-Yr 6

The Kensington PS Positive Behaviour Plan (PBP) is a whole school plan that seeks to support positive student behaviour by staff understanding, supporting and consistently implementing the following:

- a whole school code of conduct stating the behaviours that students are required to learn and maintain at the school
- the roles and responsibilities in implementing the whole school behaviour plan
- teaching and classroom management strategies that support positive student behaviour
- the management of the school environment to promote positive student behaviour
- the school's strategy for communicating with parents on students behaviour
- the school's strategy on the application of disciplinary measures
- the school's approach to working with external agencies where required
- the rules regarding personal use of mobile phones and other electronic devices, internet and social media use and the prescribed responses to breaches of these rules
- the strategy for record keeping and use of data in assessing the effectiveness of whole school behaviour support
- measures to address;
  - all forms of bullying
  - aggression
  - drug and alcohol misuse by students
  - the presence of weapons on school sites
  - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment

**The principal will ensure that staff clearly understand their roles and responsibilities in implementing the whole school positive behaviour plan.**

## **Student Code of Conduct**

*“PLAY THE GAME”*

1. Follow the rules.
2. Show respect.
3. Do your best.

*Together we achieve.*

### **Student’s Rights:**

- Be provided with a purposeful and supportive learning environment
- Work and play in a safe, secure, friendly and clean environment
- Shown respect, courtesy, appreciation and honesty
- Provided clear guidelines and expectations
- Be involved in the school classroom/ curriculum
- Be empowered and have ownership of their learning
- Informed of whole school positive behaviour plan and implementation within classroom

### **Student Responsibilities:**

- Allow others to learn without disruption
- Keep your school environment neat, tidy and secure
- Act safely and help care for the wellbeing of others
- Show appreciation of others
- Be punctual, polite and prepared
- Follow guidelines and expectations set by the school
- Assume responsibility for their own learning and perform to their personal best

## **Staff roles and responsibilities in the implementation of the Positive Behaviour Plan**

### **Staff Rights:**

- Shown respect, courtesy, appreciation and honesty  
AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Teach in a safe, secure and clean environment  
AITSL Standard 2 – Know the content and how to teach it  
AITSL Standard 3 – Plan for and implement supportive and safe learning environment  
AITSL Standard 4 – Create and maintain a supportive and safe learning environment
- Teach in a purposeful and non-disruptive environment  
AITSL Standard 4 – Create and maintain a supportive and safe learning environment
- Receive appreciation, cooperation and support from parents and other staff  
AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community

### **Staff Responsibilities:**

- Model respectful, courteous and honest behaviour  
AITSL Standard 4 – Create and maintain a supportive and safe learning environment
- Display and discuss class rules, rights, responsibilities and consequences regularly  
AITSL Standard 3 – Plan for and implement effective teaching and learning  
AITSL Standard 4 – Create and maintain supportive and safe learning environment
- Ensure that the school environment is kept neat, tidy and secure  
AITSL Standard 4 – Create and maintain supportive and safe learning environment
- Establish positive and trusting relationships with students  
AITSL Standard 1 – Know students and how they learn  
AITSL Standard 4 – Create and maintain supportive and safe learning environment

- Show appreciation to staff, students and parents  
AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Plan and develop stimulating and relevant learning programs that reflect their personal best  
AITSL Standard 1 – Know students and how they learn  
AITSL Standard 2 – Know the content and how to teach it  
AITSL Standard 3 – Plan for and implement supportive and safe learning environment
- Teach skills and understandings to promote safety and counter harassment, violence and bullying  
AITSL Standard 1 – Know students and how they learn  
AITSL Standard 2 – Know the content and how to teach it  
AITSL Standard 3 – Plan for and implement supportive and safe learning environment
- Teach social and emotional skills and model the language and processes strategies  
AITSL Standard 1 – Know students and how they learn  
AITSL Standard 2 – Know the content and how to teach it
- Promote positive behaviour through the use of praise, VIPs, Virtue awards and Honour certificates  
AITSL Standard 2 – Know the content and how to teach it  
AITSL Standard 3 – Plan for and implement supportive and safe learning environment  
AITSL Standard 4 – Create and maintain supportive and safe learning environment
- Use behaviour management practices that foster empathy and encourage problem-solving and action (reminding students of choice of behaviour, community circle, No Blame Approach, etc.)  
AITSL Standard 2 – Know the content and how to teach it  
AITSL Standard 3 – Plan for and maintain supportive and safe learning environment  
AITSL Standard 4 – Create and maintain supportive and safe learning environment
- Mobilise bystanders and the peer group to support students who are bullied and respond negatively to bullying behaviour  
AITSL Standard 4 – Create and maintain supportive and safe learning environment
- Provide playground supervision through the duty roster  
AITSL Standard 4 – Create and maintain supportive and safe learning environment
- Access support through the school psychologist, the Learning Support Coordinator, Administration team and the Chaplain  
AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community

- Create and implement Individual Behaviour Plans for students who have difficulty using appropriate behaviour in the classroom and/or playground

AITSL Standard 3 – Plan for and maintain supportive and safe learning environment  
 AITSL Standard 4 – Create and maintain supportive and safe learning environment  
 AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Report student progress to parents – via phone call, email or letter. Acknowledge that a different style or type of meeting/communication may be required for different parents/circumstances. Eg – use of interpreter service, use of AIEO

AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Record meeting dates and summary either on school information system (SIS) or physical record keeping

AITSL Standard 5 – Assess, provide feedback and report on student learning  
 AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Consistently implement and be accountable for school plan

AITSL Standard 5 – Assess, provide feedback and report on student learning  
 AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Record all Yellow Slips on SIS

AITSL Standard 5 – Assess, provide feedback and report on student learning  
 AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Record Virtue and Merit Awards on SIS – School officer role

AITSL Standard 5 – Assess, provide feedback and report on student learning  
 AITSL Standard 7 – Engage professionally with colleagues, parents/carers and the community
- Acknowledge individual differences in your classroom behaviour management

AITSL Standard 1 – Know students and how they learn  
 AITSL Standard 2 – Know the content and how to teach it  
 AITSL Standard 3 – Plan for and maintain supportive and safe learning environment
- Select and maintain a buddy class considering location and year level

AITSL - Standard 3 – Plan for and maintain supportive and safe learning environment  
 AITSL - Standard 7 – Engage professionally with colleagues, parents/carers and the community



## **Parent Rights:**

- To have respectful interactions in the school community
- Be informed of curriculum material, behaviour management procedures, and decisions affecting their child's education, health and welfare as per the PBP
- Be informed of their child's progress in a timely manner through an appropriate communication strategy, including - email, phone call, communication book, interpreter/AIEO
- Have access to a meaningful and appropriate education for their child
- Be heard in an appropriate forum on matters related to their child's education
- To be informed of strategies that can be used at home to reinforce or supplement the school program and expectations

## **Parent Responsibilities:**

- Interact with the school community in a respectful manner
- To inform teachers of factors that may affect their child at school
- Ensure that their child attends school and they arrive punctually
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a meaningful and appropriate education for their children
- To allow the school to deal with issues that occur at school, not contact other parents directly
- Provide a healthy lunch and recess snack daily.

## Processes and Strategies that Support the Kensington PS Positive Behaviour Plan

	<b>Classroom Strategies</b>	<b>Consequence If Negative Response</b>	<b>Support</b>
<b>Building a Positive Environment</b>	<ul style="list-style-type: none"> <li>• Develop shared responsibility for class behaviour with students- set goals, expectations, etc</li> <li>• Ensure rules, rights, responsibilities and consequences are displayed and discussed regularly</li> <li>• Build rapport with students/families/carers</li> <li>• Use descriptive/constructive praise for good/appropriate behaviour and work</li> <li>• Provide positive incentives for good/appropriate behaviour and work</li> <li>• Acknowledge and understand the reasons for the students' behaviour</li> <li>• Reflect on your responses to situations/behaviour</li> <li>• Model &amp; motivate appropriate behaviour</li> <li>• Plan for the prevention of problems reoccurring by using tactics with least intrusion/disruption (eg. Planned ignoring, simple directions, positive praise, non-verbal messages, close proximity)</li> <li>• Plan, develop and assess an interesting &amp; appropriate curriculum</li> <li>• Regularly Reinforce expectations and boundaries</li> <li>• Give "I" statements eg:"I feel hurt when you..."</li> <li>• Implement an educative curriculum</li> </ul>	<p>If the inappropriate/negative behaviour continues after using these strategies, move to 'To Correct Behaviour – Stage 1'.</p>	<ul style="list-style-type: none"> <li>• PL opportunities for teachers to improve repertoire of teaching and learning strategies</li> <li>• Teachers incorporate teaching and learning strategies from the following: <ul style="list-style-type: none"> <li>• Classroom Management Instructional Strategies</li> <li>• BUZ program</li> <li>• Virtues program</li> <li>• Friendly Kids, Friendly Classrooms</li> <li>• Calmer classrooms</li> <li>• Tribes</li> </ul> </li> </ul>

<b>To Correct Behaviour</b>  <b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Positive interaction with students exhibiting appropriate behaviour (VIP's, faction points, class points)</li> <li>• Classroom Management Instructional Strategies</li> <li>• Reinforce expectations and consequences</li> <li>• Planned ignoring &amp; close proximity to the misbehaving student</li> <li>• Acknowledge feelings/difficulties of student</li> </ul>	If the inappropriate/negative behaviour continues after using these strategies, move to 'To Correct Behaviour – Stage 2'
<b>To Correct Behaviour</b>  <b>Stage 2</b>	<ul style="list-style-type: none"> <li>• Remind child of choice of behaviour</li> <li>• Give take up time</li> <li>• Move child to another area within the room</li> </ul>	If the inappropriate/negative behaviour continues after using these strategies, move to 'To Correct Behaviour – Stage 3'
<b>To Correct Behaviour</b>  <b>Stage 3</b>	<ul style="list-style-type: none"> <li>• If behaviour continues, put a Yellow Slip on their desk</li> <li>• Speak with student and remind them that if the behaviour continues that they will have the Slip filled in</li> <li>• Complete work during First Break and/or Second Break (maximum 5 to 10 minutes)</li> </ul>	Yellow Slip is put on student's desk
<b>To Correct Behaviour</b>  <b>Stage 4</b>	<ul style="list-style-type: none"> <li>• Give child the opportunity to pause and reflect on yellow slip being placed on desk</li> </ul>	Yellow Slip is put on student's desk/given to them
<b>To Change Situation</b>  <b>Stage 5</b>	<ul style="list-style-type: none"> <li>• Yellow Slip is filled in – recorded on SIS and parents' notified</li> </ul>	Yellow Slip filled in and recorded on SIS
<b>To Change Situation</b>  <b>Stage 6</b>	<ul style="list-style-type: none"> <li>• Move child to another classroom if needed/Buddy class to complete a reflection sheet</li> <li>• Removal to the Office for time out/Complete reflection sheet</li> <li>• SEE NOTES BELOW ON Tier 3 behaviour</li> <li>• ECE – parents sign off on completed reflection sheet</li> </ul>	Child to complete reflection sheet if sent to another classroom or the office

<p><b>When Inappropriate/Negative Behaviour Continues</b></p>	<ul style="list-style-type: none"> <li>• If a child receives three Yellow Slips in one term, the child will receive a second break detention. They will need to complete a reflection sheet. (Teacher needs to notify Admin via email and the Detention Book in the Staffroom)</li> <li>• An Individual Documented Plan for Behaviour needs to be drawn up with input from teacher, parent &amp; child</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, deputies</li> <li>• Parent contact</li> <li>• Individual Documented Plan – for behaviour</li> <li>• Different break time to the rest of school</li> <li>• Record on SIS</li> </ul>
<p><b>Suspension and/or Exclusion</b></p>	<ul style="list-style-type: none"> <li>• Department of Education, WA processes will be followed by the principal</li> <li>• Students returning from suspension will be involved in a re-entry meeting with either Carer/parent or Case worker. As a result of this meeting the student maybe placed on an Individual behaviour plan (IBMP)</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>In the absence of the principal, the Learning Support Coordinator or Deputy Principal will be authorised to conduct the suspension process.</b></li> </ul>	

### Tier 3 behaviour:

Time away from the classroom is only meaningful as a consequence of poor behaviour if the classroom is a desirable place for the child to be. Therefore, developing a relationship with the child/family and making the classroom a positive and engaging environment may assist in motivating the child to stay within the classroom.

With this, there are clearly other factors at play as well. For example, if work avoidance is a stronger motivator for the child, then getting out of class is going to be preferable even if the classroom is a positive and engaging environment. Children may also be motivated by sensory needs, tangible outcomes (eg: playing games with adults at home when suspended) work avoidance, social interaction (positive or negative, with peers or adults.)

Additional strategies for dealing with students who exhibit Tier 3 behaviours are:

- Use of data recording sheets to gather information regarding trigger points/classes/other students
- Engaging parents to participate in the process
- Development of IBMP with specific and achievable smart goals
- Reduced curriculum
- Cool off time
- External support services – Infocus, Derribal Yirrigan, Patricia Giles Centre, School Chaplin, CFPS, Anglicare PL (Calmer Classrooms), School of Special Education Needs – Behaviour and Engagement
- Immediate notification of the Administration team

## Support/buddy Classes for PBP

It is the teacher's responsibility to arrange a suitable support/buddy class. The support class will know that they are to ignore the student. The student will arrive at the classroom with a peer. They will not be included in the support class's lesson. They will complete work set by the classroom teacher or a Reflection sheet. The teacher must send a note with the peer stating for how long they are to stay with the Buddy Class for.

**Please note: Safety is of ultimate concern. If the situation is unsafe, remove the class and call for assistance.**

## Early Childhood Classes

National Quality Standard - Quality Area 5: *Relationships with children. The focus is on relationships with children being responsive, respectful, and promotes the children's sense of security and belonging.*

Positive and responsive one to one interactions with children are important to both their current wellbeing and future development. Having secure relationships with educators encourages children to thrive, and provides them with a secure base for exploration and learning. Educators develop guidance strategies that demonstrate respect and understanding of individual children when they strive to recognise and understand why each child may behave in a certain way, or why a behaviour may occur in particular circumstances or at specific times of the day.

Whilst the processes and strategies described are effective in a primary classroom, the ECE classes are the beginning of the student's understanding the rights and responsibilities suitable for school. The Stages 1, 2 and 6 are common and appropriate for the Early Years. Visual teaching resources such as reminders of how to be an attentive listener or a chart describing the processes for behaviour choices (traffic lights or a rainbow) or class rules illustrated with photos are examples of effective adjustments for early childhood classes.

## Possible Positive Incentives

Individuals	Class/ Groups	Whole School
<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Students praise each other</li> <li>• Self-evaluation against set goals</li> <li>• Ticks - whole class with no child directly compared with others</li> <li>• Making time to talk to each child each day</li> <li>• Stickers</li> <li>• Pat on the back</li> <li>• Star/s of the day</li> <li>• Explicitly describe the positives you see</li> <li>• Show special work to other teachers/ Principal</li> <li>• Special time</li> <li>• Privilege of first choice</li> <li>• Letter/certificate home to parents</li> <li>• Warm fuzzies</li> <li>• Honour certificate</li> <li>• Virtue award</li> </ul>	<ul style="list-style-type: none"> <li>• Choose work to put under their portrait for the week</li> <li>• 5 smiley faces for class reward</li> <li>• Group points</li> <li>• Class jar</li> <li>• Cooking</li> <li>• Raffle tickets</li> <li>• Board games</li> <li>• Listening to music</li> <li>• Faction points in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Extended play</li> <li>• Faction points</li> <li>• Golden broom</li> <li>• Virtues award &amp; honour certificate acknowledged by the school at assembly</li> <li>• Name in newsletter</li> <li>• Playground positive behaviour certificate/ sticker</li> <li>• Wirra club</li> <li>• Pizza in the garden</li> </ul>

**Please note:** Individual names on the board and food rewards are not encouraged.

**Possible steps to follow when a child displays inappropriate behaviour in the classroom**

(Continue through steps if the behaviour continues or increases)

<b>Positive Environment</b>	Positive praise and incentives given to child
<b>Step 1</b>	Reinforce expectations
<b>Step 2</b>	Reinforce expectations and consequences, give the child the chance to make a choice
<b>Step 3</b>	Yellow Slip placed on desk – provide time for the child to change behaviour
<b>Step 4</b>	Pause and reflection time
<b>Step 5</b>	Yellow Slip filled in – Recorded on SIS and parents' notified
<b>Step 6</b>	Teacher to change the situation – Example: move to a buddy class/time- out/ isolation in classroom/office/reflection sheet
<b>Step 7</b>	Three Yellow Slips (in one term) results in a lunch time detention. Continued Behaviour (Daily/Weekly Basis) will require the teacher to create an Individualised Document Plan for Behaviour.
<b>Tier 3 Behaviour</b>	See previous page, addressing Tier 3 behaviour

**Possible steps to follow when a child displays inappropriate behaviour in the playground**

(Continue through steps if the behaviour continues or increases)

<b>Step 1</b>	Remind child of school rules and appropriate behaviour
<b>Step 2</b>	Walk and Talk for 5 minutes for minor incidents
<b>Step 3</b>	Yellow Slip to be given to child for continued negative or inappropriate behaviour <b>Yellow Slip to be given for any physical incidents immediately (eg. kicking/hitting/punching/pinching/intimidation)</b> <b>Note: Duty Teacher to record incident on SIS and notify the child's teacher</b>

**Teachers please note -**

**Each child starts every day with a clean slate.**

**Each child starts each term with a clean slate.**



Inappropriate Behaviour Slip					
<b>Name:</b>				<b>Room:</b>	
<b>Teacher:</b>				<b>Date:</b>	
<b>Location:</b>	<b>Classroom</b>	<b>Playground</b> _____	<b>Other:</b> _____		
Disrupting Learning	Safety	Disrespect	Disobedience	Bullying	Other
<b>Correcting Behaviour (Classroom)</b>			<b>Correcting Behaviour (Playground)</b>		
<ul style="list-style-type: none"> <li>○ Used positive reinforcement</li> <li>○ Reinforced expectations</li> <li>○ Reminded of choice</li> <li>○ Listed consequences</li> <li>○ Time out</li> <li>○ Other: _____</li> </ul>			<ul style="list-style-type: none"> <li>○ Reminded of school rules</li> <li>○ Reminded of expectations/ responsibilities</li> <li>○ Walk and Talk</li> <li>○ _____</li> </ul>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Buddy Class/Office</b>	
Explanation of incident/situation:					

## Sample letter/email to Parents regarding difficulties

The following letter below can be used as a guide for when needing to contact parents.

**Name:** \_\_\_\_\_ **Room:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Dear \_\_\_\_\_,

Could we please arrange a meeting at your earliest convenience to discuss \_\_\_\_\_ behaviour/social interactions.

You can contact me on 6436 8448 or by email at \_\_\_\_\_  
\_\_\_\_\_ to arrange a time and date to meet.

Kind regards,  
\_\_\_\_\_

Please ensure that when emailing carers/parents re behaviour that the Deputy Principal (Behaviour and Engagement) and/or Learning Support Coordinator (LSC) are CC into these emails.

## Example Letter to Parents Requesting an Interview

Our Positive Behaviour Plan is based on the following code:-

*"PLAY THE GAME"*

1. Follow the rules
  2. Show respect
  3. Do your best
- Together we achieve*

Dear \_\_\_\_\_

Your child, \_\_\_\_\_, after many separate attempts to redirect their behaviour, has continued to choose to not follow our Code of Conduct.

As a result, we would like to meet with you to work together to develop a plan to support your child developing the skills to be able to achieve the schools expectations.

Please contact the Deputy Principal or Principal to enable us to work in partnership to reach a positive solution.

Signed \_\_\_\_\_ Date \_\_\_\_\_

# **Positive Behaviour Plan In School Policy**

## **Process**

1. Establish a community committee. Identify a coordinator
2. Review previous school policy, policies of other schools and Department policies
3. Seek staff feedback and input into Positive Behaviour Policy
4. Draft final policy
5. Keep staff, School Board and community informed of process, direction and changes
6. Ratify policy by School Board and staff
7. Ensure staff, students and community have access to the policy
8. Engage staff in discussion to raise awareness of key understandings and processes
9. Engage students and community in awareness raising activity
10. Implement classroom curriculum activities across the school that promote the policy
11. Implement activities that link school, home and the community
12. Monitor behaviour issues using class records, all incidents recorded on SIS, Admin intervention, suspensions
13. Administer questionnaire to staff, students and parents to ascertain effectiveness of the policy
14. Review policy annually

## Bullying Policy

### Definition

Bullying is when one or more people repetitively intend to, or cause, fear, distress and/or harm. Examples of bullying include name calling, telling nasty stories, hitting, kicking, pushing or being ignored or left out on purpose. Bullying occurs between people of unequal power, where one individual is unable to effectively resist.

Bullying is not fighting between two students of equal power or teasing that is done mutually in fun. Students bully to: be popular, to have friends, out of jealousy, for the enjoyment of power and to maintain their self-esteem. Bullies can repeatedly demonstrate their 'power' by targeting 'victims' they feel are in a position of low-power, e.g. physically weak, insecure of themselves, etc. Having bystanders witness their 'powerful display' is important for the bullying to be truly successful.

Students who are bullied will be supported by being:

- protected from harm
- encouraged to seek support
- taught skills in assertiveness/ self-esteem if necessary
- included in positive interactions by identified peers

Students who bully will be:

- informed of the behaviour that is inappropriate
- asked to take responsibility to help improve the situation

Bystanders who witness bullying are encouraged to:

- seek support
- take appropriate action

Parents will be informed of any bullying incident their child is involved in where there may be ongoing issues and/or significant trauma. Most incidents can be dealt with at the school level. The teacher will make the judgement as to whether parents need to be informed.

**Parents are requested to cooperate with and support the teacher in any behaviour management process. Parents are not to contact other students or parents regarding incidents that occur at school.**

## No Blame Approach

The 'No Blame Approach' was developed to stop bullying episodes in schools. The aim of this approach is to develop empathy between the "bully" and the "victim" with the long term goal being the voluntary change in behaviour/s towards others. The approach protects the victim from further harm by having the teacher speak to the group on their behalf. Without apportioning blame, it uses problem-solving to stop the bullying by having the group come to understand the hurt that the victim has experienced. Then seeking from them actions they can take to help the person feel better. These actions are then monitored at a subsequent review meeting. The victim is also interviewed again to see if the bullying has ended. The review meeting consists of meeting each group member for a few minutes to check their success at putting their actions into operation.

Incidents that occur at school will be treated using the No Blame Approach. The steps are:

1. Offer to support the child while they deal with the issue, if required. Document the issue and give to the class teacher. All bullying incidents need to be documented in case there is a pattern of repeated behaviour that needs dealing with at a different level. Talk separately to the student who was bullied. Ask the following types of questions to show the child you are interested in supporting them:
  - a. How do you feel about what happened?
  - b. Why do you think they did this to you instead of someone else?
  - c. Are you normally friends?
  - d. Has this happened before? What have you tried in the past? Did it work?
  - e. What else can you try?
  - f. Who can you play with to feel safe?
  - g. Are you able to solve the problem yourself or do you need my help?
2. Speak with the students involved - those bullying, colluders and bystanders. Explain what behaviour was inappropriate and how the child was feeling because of it. Seek their empathy and suggestions on how they can help.
3. Follow up by speaking to the students directly involved in the bullying. Check on the progress made.
4. Record the incident on a Yellow Slip, then record on SIS. If the incident occurred in the playground, the classroom teacher is to be notified. It is the Duty Teacher's responsibility to record playground incidents, the

Classroom Teacher's responsibility to record classroom incidents and the Support/DOTT teacher to record incidents in their classes. This is a warning for the person demonstrating the bullying behaviour that they are not to repeat it. Three Yellow Slips in a term results in a lunch detention.

5. If the behaviour involves abuse (verbal or physical), it is up to the discretion of staff to determine whether the child receives an immediate detention as well as a Yellow Slip. If the child is on an Individual Documented Plan for Behaviour, please see the classroom teacher in order to follow the individual procedure.

Parents need to be informed if their child receives a detention.

## Mobile Phone Policy

It is recommended that students do not bring mobile phones to school. Student property is not covered by the school's insurer for loss, damage or theft. The school recognises that some students need a mobile phone before and after school to keep in contact with their parents/family. In this circumstance, students should give their mobile phone to their teacher on arrival to their classroom, to be looked after during the school day. The student can then collect the phone at the end of the school day.

The use of mobile phones in school during class time interferes with the good order of the school and may lead to disrupting the learning of students and invasion of privacy. Breaches of this policy include:

- Photographing staff and students without permission
- Uploading images to web-sharing networks with information and images being accessible to anyone
- Mobile phone users being in possession of inappropriate images on their phones
- Communicating with other students
- Leaving classrooms to make or receive phone calls
- Interruption to classes by ringing phones
- Bullying and intimidation
- Students phoning parents to pick them up and leaving school without signing out
- Phoning parents during investigations of behaviour incidents and undermining the school's process
- Use of phones during assessments
- Bringing outside issues in to the school via technology

If contravening this policy, students can expect to be dealt with under the school's Positive Behaviour Plan. Following a second confiscation parents will be contacted by a Deputy Principal.

Students needing to make emergency phone calls may do so from the Front Office. Parents needing to contact students urgently can do so by phoning the office.

Any student who is unwell and needs to go home must arrange this through their teacher and the front office staff.



## Computer Use and Internet Policy

Kensington PS offers a range of technology to the students such as computers, laptops and iPads to aid in their learning. The teachers and staff encourage the responsible use of technology at all times, which requires students to adhere to specific expectations.

Expectations:

- Students must be respectful of and careful with all equipment and devices
- Students may only access websites that are relevant to the information they need for their school work and are permitted to only download research material
- Revealing names, addresses, phone numbers, photographs or any other personal information about themselves or any other student over the internet is prohibited
- Playing games is prohibited, either through the internet or otherwise, unless permitted and supervised by a teacher
- Visiting social networking sites such as Facebook, Twitter or Instagram are prohibited
- Email, chat lines, forums etc. are not to be accessed unless specifically directed and only while supervised by a teacher
- If an inappropriate site is accessed in error, the student must exit it immediately and inform their teacher of the incident
- Visiting proxy websites to bypass the school's proxy server is prohibited

The school reserves the right to deny any student the privilege of using the computer facilities if students contravene the above expectations