

Tuart Hill Primary School Student Engagement Plan

Whole School Positive Student Behaviour Support

Linked to DoE Student Behaviour Policy effective 26 April 2016, v2.5 updated 3 October 2018

Reviewed, updated and aligning THPS Positive Behaviour Support program: January 2020



The Tuart Hill Primary School PBS team will guide the whole school community to develop a common understanding of expected behaviours and how to explicitly teach and reinforce these through positive interactions.

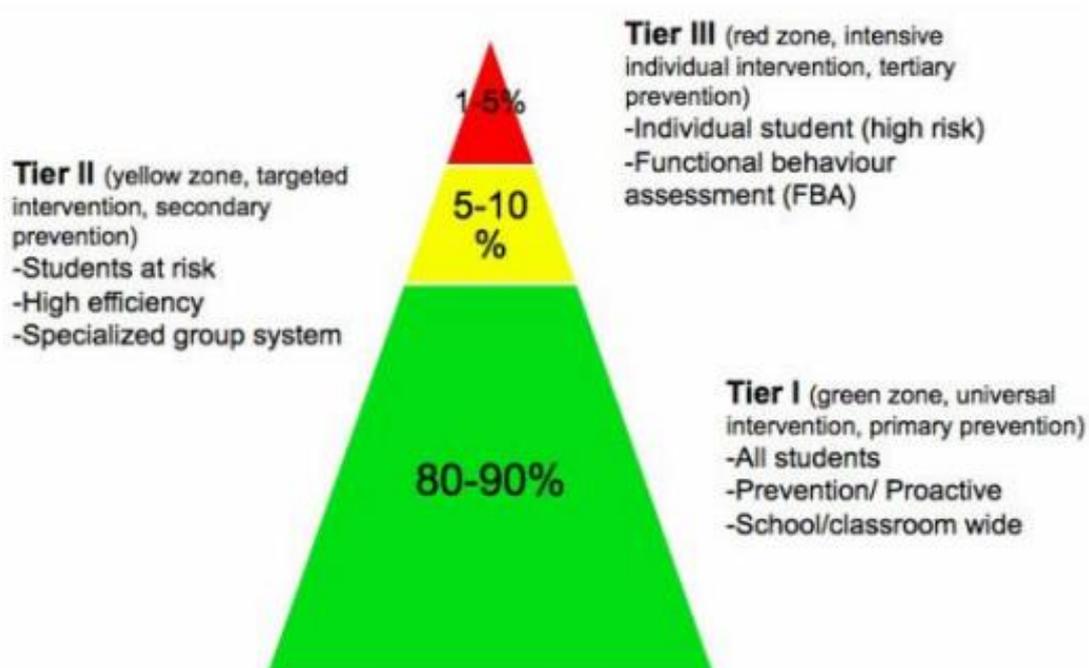
This will create a community that works together to promote:

- learning
- excellence
- care and
- equity

Positive Behaviour Support (PBS) is a positive school-wide approach to behaviour management. It builds on and integrates a range of existing strategies to improve behaviour, learning and safety. It is a proactive approach whereby expected behaviours are explicitly taught, allowing students to make better choices. PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed ... as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. PBS is an evidence-based approach which focuses on early intervention and emphasises self-discipline.

The purpose of PBS is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community;
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- Clear expectations and a consistent approach to support achievable goals valued by the wider community; and
- Citizens who are equipped to make positive and confident choices now and in the future.



The Student Behaviour Policy (Department of Education) 2019 states that the school's Plan for Whole School Positive Student Behaviour Support must include:

1.0 A school code of conduct stating the behaviours that students are required to learn and maintain at school.

2.0 The roles and responsibilities of staff in implementing whole school behaviour support.

3.0 Teaching and classroom management strategies that support positive student behaviour including:

3.1 The management of the school environment to promote positive student behaviour.

3.2 The school's strategy for communicating with parents on student behaviour.

3.3 The school's strategy for deciding on the application of disciplinary measures.

3.4 The school's approach to coordinating with external agencies where required.

4.0 Measures to address

4.1 All forms of bullying.

4.2 Aggression.

4.3 Drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education.

4.4 The presence of weapons on school sites.

4.5 Risks of suicidal behaviour and/or non-suicidal self-injury associated with the cumulative harm from child maltreatment.

5.0 The rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules.

6.0 The strategy for record keeping and use of data in assessing the effectiveness of whole school behaviour support.



Department of
Education



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STUDENT BEHAVIOUR IN PUBLIC SCHOOLS POLICY

EFFECTIVE: 4 JANUARY 2016

VERSION: 2.2 FINAL

Last update date: 3 October 2016

STUDENT BEHAVIOUR IN PUBLIC SCHOOLS PROCEDURES

EFFECTIVE: 26 APRIL 2016

VERSION: 2.5 FINAL

Last update date: 3 October 2016

1.0 A school code of conduct stating the behaviours that students are required to learn and maintain at school.

Expected Behaviours Matrix & Procedures

These expectations and procedures are a vision of responsible student behaviour and social competence. Agreed upon expectations and procedures promote consistency across staff through a common language and assists educators to be proactive in recognising students behaving responsibly. The systematic teaching of the expected behaviours and procedures must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practise, and feedback. Lesson plans, teaching schedules and special activities and events will be ongoing to guide the teaching of the expected behaviours and procedures.

Tuart Hill Primary School Expected Behaviours Matrix

 <h2 style="margin: 0;">Tuart Hill Primary School</h2> <p style="margin: 0;">Purpose Statement</p> <p style="margin: 0;"><i>The Tuart Hill Primary School PBS team will guide the whole school community to develop a common understanding of expected behaviours and how to explicitly teach and reinforce these through positive interactions. This will create a community that works together to promote learning, excellence, care and equity.</i></p>			
Our Values			
Learning <i>Self-discipline Co-operation Responsibility Trust</i>	Excellence <i>Perseverance Confidence Enthusiasm Commitment</i>	Care <i>Respect Courtesy Consideration Friendliness</i>	Equity <i>Fairness Generosity Humanity Empathy</i>
Our Expectations			
Whole School and Community			
To demonstrate learning we... <ul style="list-style-type: none"> • Take responsibility for our own behaviour • Follow staff instructions promptly and respectfully 	To demonstrate excellence we... <ul style="list-style-type: none"> • Attend school regularly • Contribute positively to school community events • Take pride in what we do and celebrate our achievements 	To demonstrate care we... <ul style="list-style-type: none"> • Are kind to all • Respect school property and equipment • Look after our environment • Move safely around the school 	To demonstrate equity we... <ul style="list-style-type: none"> • Respect the diversity of our community • Be positive role models to help ourselves and others succeed • Show sportsmanship
Classrooms and Learning Areas			
To demonstrate learning we... <ul style="list-style-type: none"> • Arrive at class on time ready to learn • Listen attentively • Are curious and ask questions • Allow others to learn 	To demonstrate excellence we... <ul style="list-style-type: none"> • Participate actively and positively • Work cooperatively with others • Persevere when faced with challenges 	To demonstrate care we... <ul style="list-style-type: none"> • Speak and act with consideration • Respect the opinions of others • Support the learning of others 	To demonstrate equity we... <ul style="list-style-type: none"> • Include others • Allow others to contribute • Disagree respectfully
School Grounds and Play Areas			
To demonstrate learning we... <ul style="list-style-type: none"> • Co-operate with others • Include others • Care for the playground and garden 	To demonstrate excellence we... <ul style="list-style-type: none"> • Play safely and sensibly • Follow game rules • Assist others 	To demonstrate care we... <ul style="list-style-type: none"> • Wear sun safe hats • Care for and return sports equipment • Leave areas neat and tidy 	To demonstrate equity we... <ul style="list-style-type: none"> • Consider the wellbeing of others • Play fairly • Share resources

2.0 The roles and responsibilities of staff in implementing whole school behaviour support

2.1 Administrators' role:

- Maintain and support the PBS team.
- Ensure all teachers consistently implement the Expected Behaviours Matrix and whole school procedures.
- Support teachers with implementing the Student Behaviour Referral Process.
- Ensure that the Expected Behaviours Matrix, whole school procedures and Student Referral Process are visible around the school and disseminated to the school community.
- Ensure that IBP / Risk Management plans are in place for students at risk with severe behavioural problems, including students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.
- Review Plan for Whole School Positive Student Behaviour Support at least annually, and whenever school data indicates the need; and
- Report, at least annually, to the school board on the school's performance in behaviour support.

2.2 Educators' role:

- Participation of all staff members in the development, implementation and review of the school's Plan for Whole School Positive Student Behaviour Support.
- Establish a positive classroom/school environment.
 - Be caring, kind, fair but firm.
 - Be polite and expect politeness.
 - Model respectful, courteous and honest behaviour.
 - Be thoroughly prepared.
 - Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students, parents and other staff.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours listed in the Expected Behaviours Matrix and whole school procedures and consequences.
- Display posters in strategic places to highlight the expected behaviours and procedures.
- Follow the steps outlined in Student Referral Process.
- Report student progress and concerns to parents.
- Educators must keep records of student behaviour that include:
 - Name of student
 - Description of the behaviour
 - Reasons for selecting management strategies, including the dates and times and
 - Relevant parent contact and any outcomes of consultation with parents.
- Teaching Staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:
 - The consultation process with parents;
 - Referral to student support services within the school or district;
 - Referral to outside agencies; or
 - A recommendation for an exclusion order from school.

- Educators will deliver a curriculum that is relevant to individual needs.
- Educators will utilise Buddy strategies where senior students help junior students in a range of teaching and learning activities.
- Educators celebrate successes, whether it be expected behaviour or appropriate work standards.
- Teaching staff will establish and maintain an IBP for students who reach that part of the process.

2.3 Student Leaders' role:

- Student leaders will explicitly explain key expected behaviours and procedures at each assembly and support Buddy strategies.

2.4 Students' role:

- Students will display expected behaviours and follow procedures.

2.4 Parent's role:

- To be aware of and support the Expected Behaviour Matrix.
- To discuss concerns with their child's teacher.
- To support the student's Positive Behaviour Support plan if implemented.

Good Standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate good standing

- Implement a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the principal.



3.0 Teaching and classroom management strategies that support positive student behaviour including:

3.1 The management of the school environment to promote positive student behaviour

3.1.1 Classroom environment

- Tuart Hill Primary School is a Classroom Management Skills (CMS) school that uses proactive positive teaching techniques that focus on promoting expected behaviours in the classroom. This also includes providing strategies that ensure students are accountable for the in a safe, friendly environment that supports risk taking in student learning.
- Students and teachers have input in the design of negotiated classroom expectations and consequences.
- Teachers provide engaging curriculum that differentiates for individual students so that they experience both success and challenge within their proximal zone.
- Group Education Plans and Individual Education Plans are provided when necessary so that differentiation is effective.

3.1.2 Individual Engagement Plans

Individual Engagement Plans are implemented on a needs basis using valid data with Administration support to help reinforce the schools expected behaviours.

3.1.3 Positive Recognition

Positive recognition exists to ensure proactive reinforcement of Expected Behaviours. Academic and social/emotional achievement and progress is rewarded through a variety of mechanisms including, but not limited to:

- Intrinsic motivation
- Educator praise
- Positive feedback
- Warm encouragement
- Values tokens
- Dojo points
- Gold Cards
- Visits to the Principal/Associates
- Honour Certificates
- Shine Awards
- Positive email/phone call home

3.2 The school's strategy for communicating with parents on student behaviour

- Begin the year with a class meeting, to be held within the first few weeks, inviting all parents to develop a positive relationship.
- Invite all parents to a short individual meeting prior to the end of Term One to build connections and relationships.
- Contact parents on an individual basis e.g. interviews, notes, newsletters, Seesaw/Class Dojo.
- Include regular positive parental contact.
- Honour Certificates presented at assemblies for social and academic achievements. □ Harmony Awards are rewarded to students who display our expected behaviours.
- Information regarding the school's processes outlined in the newsletter and available on the school's website.

3.3 The school's strategy for deciding on the application of disciplinary measures

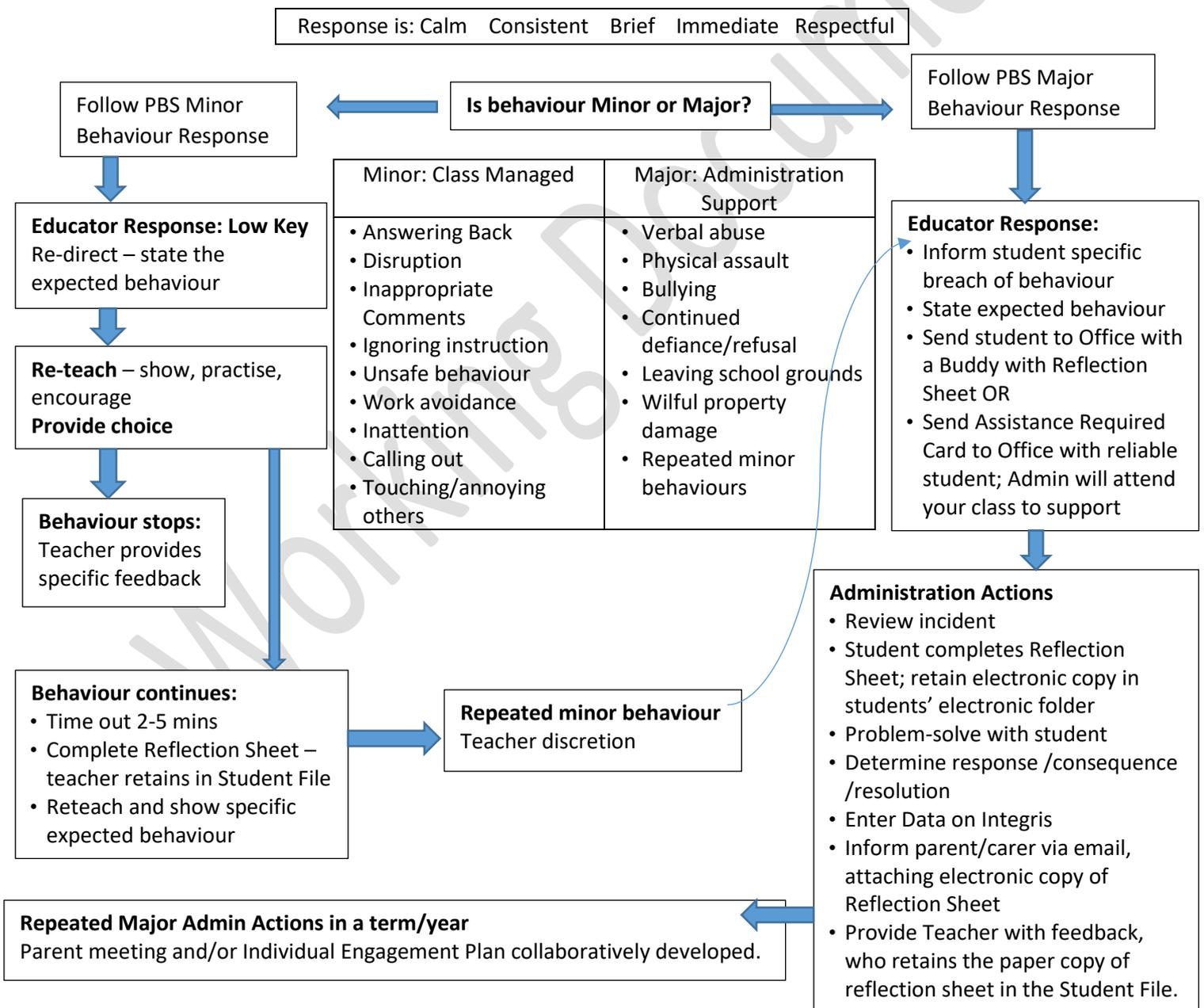
Student Behaviour Referral Process

Poor student engagement resulting in unproductive behaviour requires feedback and is viewed as a teaching opportunity – a chance to clarify and re-teach expectations. Responses, such as prompt, re-direct, reteach, provide choice, counselling and educative consequences, will effectively address student misbehaviour.

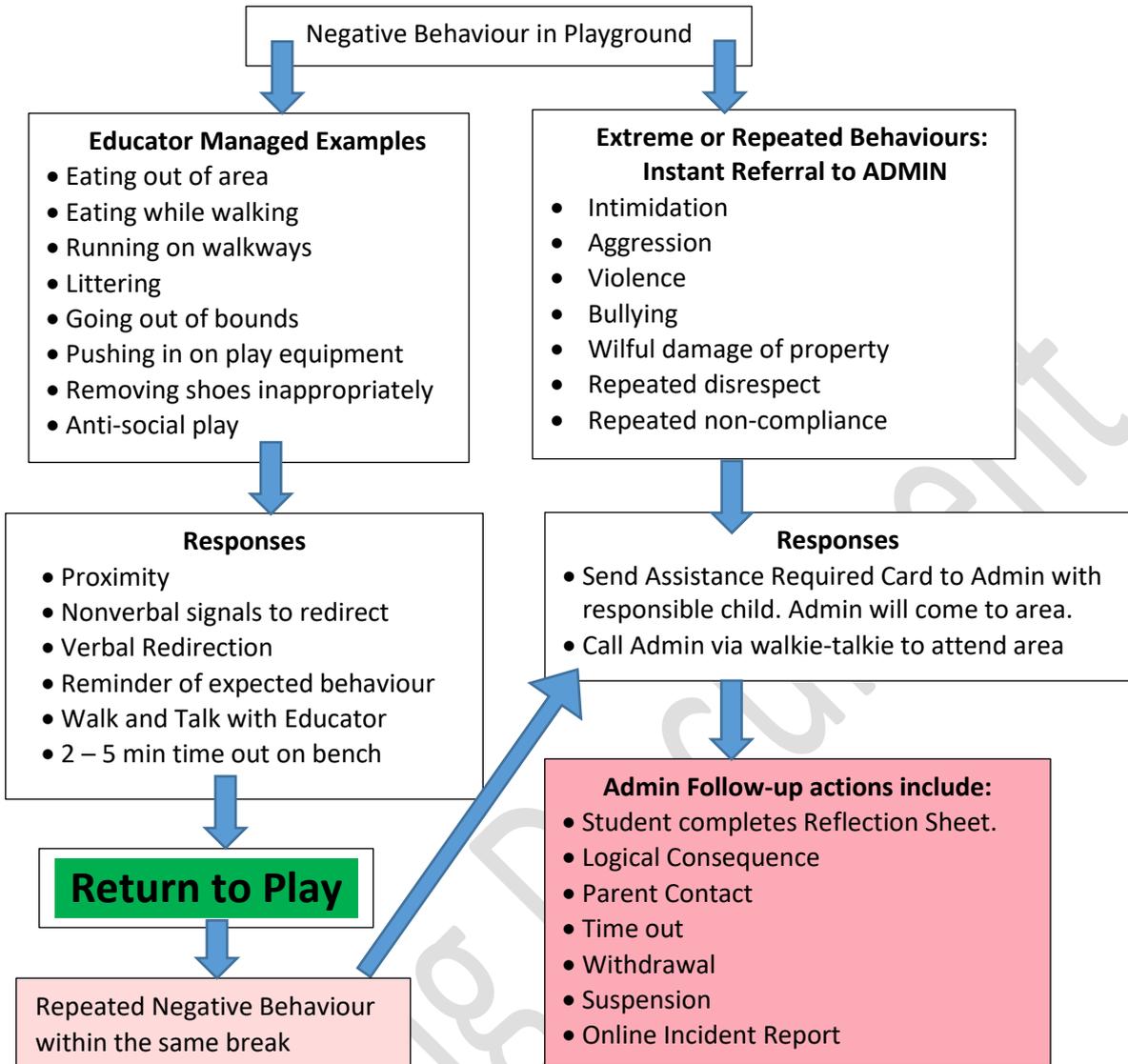
Tuart Hill Primary School uses Classroom Management Strategies (CMS) as part of student engagement processes. Educators use evidence-based instructional strategies that increase students' active participation and engagement in their learning, leading to improved social behaviour and academic progress and achievement. Poor engagement leading to unproductive behaviour requires feedback and is viewed as a teaching opportunity. Responses such as prompt, re-direct, re-teach, providing choice, individualised counselling and educative consequences will effectively address poor student engagement.

Tuart Hill Primary School Student Engagement Process

Classroom

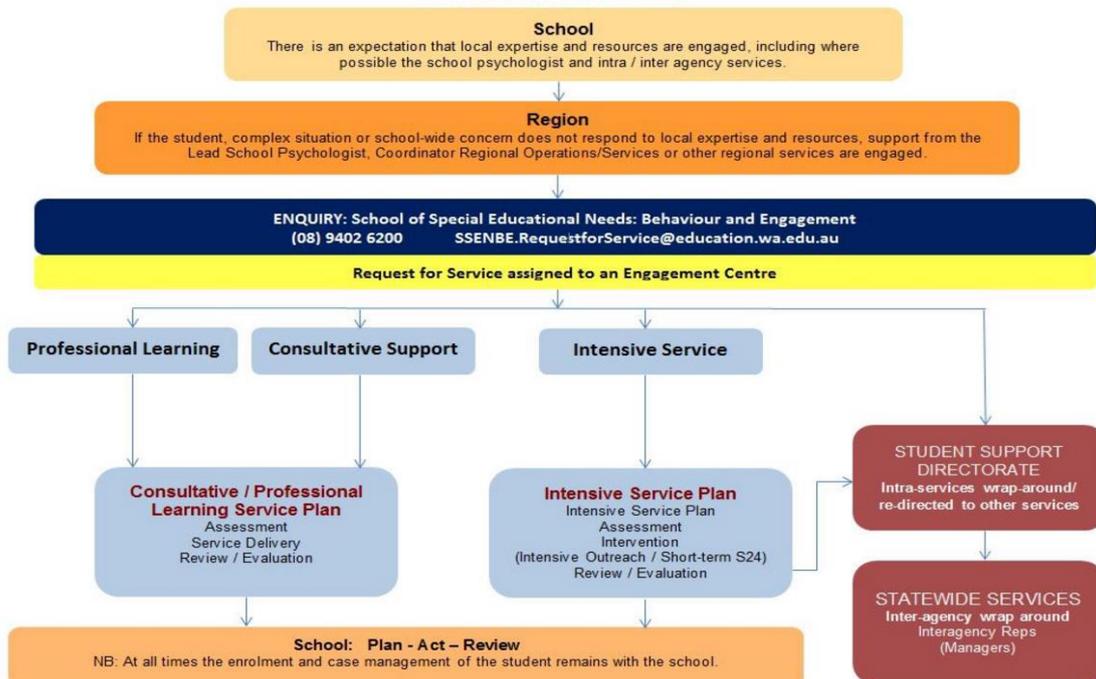


Playground



3.4 The school's approach to coordinating with external agencies

SCHOOL OF SPECIAL EDUCATIONAL NEEDS: BEHAVIOUR AND ENGAGEMENT (SSEN: BE) ASSISTANCE PATHWAY



4.1 Measures to address all forms of bullying

Bullying or any form of harassment will not be tolerated in this school. It is everyone's responsibility to prevent it from happening. Every individual has the right to belong and feel safe within a positive learning environment at this school.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying

Promoting resilience and children's wellbeing through building healthy, respectful and positive relationships is an important focus. The Western Australian Foundation to Year 10 Health and Physical Education curriculum features a clear focus on students learning to make healthy decisions and choices and to take actions to promote their own health, safety and wellbeing. This includes students learning how to seek help and keep themselves safe, developing assertiveness skills and acquiring the strategies necessary to identify risks to their safety and health, and to minimise and manage conflicts in a range of relationships.

Tuart Hill Primary School has a Pastoral Care program (including Chaplain, Buddy System, Student Leader Mentor Roles, School Psychologist, University Partnerships) with proactive strategies to help prevent harassment and bullying. These resources also support both students who bully and those who have been bullied.

Whole School Strategies for Preventing Bullying

- A brochure and Information Sheets are available to parents and students
- We promote a whole school culture based on Agreed Values
- Before-School supervised planned transition
- Use of the Buddy Bench
- Focus on building resilience
- Teach values and social skills through recommended research-based programs
- Use the School Chaplain and Partnership Students to support and mentor identified students to develop their own self-esteem and interpersonal skills
- Provide ongoing PL for all staff at point of need
- Utilise classroom programs and resources such as Aussie Optimism, Friendly Schools Plus, eSafety website, Bullying No Way website resources, School Drug Education, Constable Care and Road Aware (SDERA) resources
- Positive Parenting Program

Teacher Strategies for Preventing Bullying

- Intervening early in suspected or identified bullying issues and act upon each incident reported
- Responding to bullying incidents with approaches that have been shown to be effective: Restorative practice, Aussie Optimism, Friendly Schools Plus, No Blame Approach, Building Empathy
- Use schools support services where necessary
- Communicate with other staff as required
- Attend Classroom Management Skills Professional Learning and consistently apply the practices
- Follow and consistently apply the Whole School Student Engagement Policy
- Establish, maintain and sustain a positive classroom
- Follow the Student Referral Process. Recording incidents is vital to enable identification of patterns of behaviour and to develop whole school consistency

Procedures to Manage Bullying

Step One:

Bullying to be dealt with the duty teacher/ educator/ class teacher and may involve Administration and or/parents.

- Meet with the key stakeholders
- Discuss with carers and students together, if appropriate
- Agree appropriate strategies/interventions
- Construct an individual Engagement Plan, if warranted

Step Two

If no resolution of the incidents occurs or no change in behaviour is evident:

- Parents are contacted for conversation
- Student initiating the behaviour is withdrawn from the time slot where the bullying occurs eg recess and/or lunch breaks
- Administration and/or school psychologist and/or Partnership Students and/or Chaplain is involved

Step Three

If no resolution of the incidents occurs or no change in behaviour is still not evident:

- In school Suspension in consultation with Principal and Parents/Carers
- Out of School Suspension in consultation with Principal and Parents/Carers
- On return to school a Re-entry meeting is held with parents/Carers and student regarding expected behaviours and outcomes. An Individual Engagement Plan may be initiated.
- Follow-up monitoring for one week. If re-offending happens in that week, the procedure begins again.

Student Support:

Support will be provided for students who are witnesses or victims of bullying and harassment by the following:

- Classroom teacher
- Parents contacted
- School Chaplain
- School Psychologist
- Other outside agencies as required.

Contact information

Complex Learning and Wellbeing
Statewide Services Centre T: 9402 6133



4.2 Measures to address aggression

- Teachers have a duty of care towards all students and are required to ensure a safe learning environment. On occasions, challenging and violent behaviour from some students will compromise safety and the opportunity for other students to learn. Craigie Heights PS staff will develop behaviour support and risk management plans for students who present with such challenging behaviours.
- Staff understand their responsibilities in managing student behaviour in line with legislation and policy.
- Restrictive practices, such as restraint, should only be used as a last resort and be part of a documented plan.
- Key staff members are properly trained (Team-Teach) in violence de-escalation and restraint techniques where the use of physical action is necessary to protect the safety of the student or others.
- All staff understand and implement early intervention and de-escalation scripts.

Process for Violent Behaviours

- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Ensure safety for other students and staff.
- Investigate the incident.
- In such cases, and in all other cases where restraint is used, submit an online incident notification.
- The Principal is required to suspend students who;
 - start a fight,
 - make physical contact with an intention to harm,
 - video a fight on or near the school grounds.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.
- Contact the Lead School Psychologist or the Behaviour and Attendance teams in the Education Region office for advice.
- Communicate this plan with all teachers and staff who work with the student.
- Monitor the plan regularly and adjust as required.
-

Contact information

Behaviour and Attendance

Statewide Services Centre T: 9264 4569

Team-Teach T: 9402 6136



4.3 Measures to address drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education

Situation:
 Student/s are thought to be:

- drug affected
- in possession of a legal drug
- in possession of a suspected illicit drug.

Immediate Actions

1. Keep calm
2. Consider staff support
3. Inform student/s of concerns
4. Ensure safety of student/s
5. Get the facts
6. Inform Principal
7. Escort student/s for interview
8. Hand responsibility to Principal and document details
9. Attend to other students involved

Initial Follow-up Actions

1. Principal receives drug-related evidence – witnessed and documented
2. Inform student/s of process
3. Contact and involve parent/s
4. Establish facts
5. Determine further actions – following process for either legal or illicit drug use
6. Consider need to send home
7. Inform broader staff team

Substance is a legal drug

1. Substance is a legal drug being used on school premises where use is prohibited
2. Substance is a legal drug being used by students who are under-age
3. Substance is a legal drug being used outside the parameters of the intended purpose (e.g. use of a volatile substance or sale/ inappropriate use of prescription medication)

Legal drug – Follow-up Actions

1. Consult with parent/s
2. Determine actions
3. Provide Intervention Support
4. Document, monitor and evaluate

Substance is possibly an illicit drug

1. Substance is an illicit drug
2. Substance is suspected of being an illicit drug
3. Substance is being represented as an illicit drug

Illicit drug – Follow-up Actions

1. Report to Principal
2. Police are notified
3. Police conduct enquiries
4. Illicit activity suspected
5. Student searches required
6. Nature of substance uncertain
7. Determine actions
8. Provide intervention support
9. Document, monitor and evaluate



ALCOHOL AND OTHER DRUGS IN THE WORKPLACE PROCEDURES

EFFECTIVE: 11 DECEMBER 2018
 VERSION: 1.0 FINAL



ALCOHOL AND OTHER DRUGS IN THE WORKPLACE POLICY

EFFECTIVE: 11 DECEMBER 2018
 VERSION: 1.0 FINAL

4.4 Measures to address the presence of weapons on school sites

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or at a school activity, must bring this information to the attention of school staff.

A weapon is 'a thing designed or used for inflicting bodily or physical harm.'

Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades. *Controlled* weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns. Firearm includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the School Education Regulations 2000.

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.
- Receive weapon-related evidence – witnessed and documented
- Inform student of processes
- Contact and involve parent/s
- Contact the Police if the weapon is deemed prohibited or controlled
- Suspend student immediately
- Communicate with, and offer support to, school staff, students and others as required;
- Document details/ further actions
- Make a report via the Online Incident Notification System as soon as practicable
- Request support/advice from the Coordinator Regional Operations at the regional education office.

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.

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 (or nominee) will:

- 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 (or nominee) 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.

The principal's powers relating to confiscating property from students are specified in Regulation 71 in the Weapons Act 1999.

4.5 Measures to address risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with the cumulative harm from child maltreatment.

Some adolescents may experience the emergence of mental health problems and as a result, be at increased risk of self-harm, including suicidal behaviour and non-suicidal self-injury (NSSI). Schools play a key role in minimising the risk of suicidal behaviour and NSSI by promoting positive mental health and wellbeing and help seeking behaviour. Parents, schools and mental health agencies working together provide effective coordinated support for young people with suicidal behaviour and NSSI.

What do I do when a student presents with NSSI or suicidal behaviour?

- Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school student support team.
- Contact the Consulting School Psychologist – Suicide Prevention on 9264 5645 for expert advice if needed.
- Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student's behaviour.
- Consult the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury for reference and guidance.
- Refer to existing Department and school-based policies (such as Duty of Care for Students, Child Protection and Emergency and Critical Incident Management).
- Submit an Online Incident Notification if the situation warrants this action.

Contact information

Statewide School Psychology Service

T: 9264 4312



5.0 The rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules

Mobile Electronic Devices Policy

Mobile Electronic Devices refer to devices such as mobile phones, iPads, iPods, tablets, smart watches etc. Please refer to THPS Mobile Phone and Devices Policy, available on the school website.

Principles

1. Mobile Electronic Devices (MEDs) are permitted at school, however it is strongly suggested that parents should not allow their child to bring one unless there is a compelling reason to do so. E.g. Game playing or news telling is not compelling. Advising parents of a safe arrival at school is compelling.
2. In the case of emergency students have access to school phones.
3. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone and/or electronic device.

Guidelines:

2. MED's are to be turned off and handed into the office at the beginning of the school day and collected at the end.
3. No student may use a MED to record images or sound of other students on the school grounds.
4. Students not complying with this policy will have their MED confiscated and their parents contacted to collect it.
5. As a matter of courtesy, it is expected that mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.

Review

Due to the rapid evolution of these technologies this policy will be reviewed annually.



Department of
Education

STUDENT MOBILE PHONES IN PUBLIC SCHOOLS POLICY

EFFECTIVE: 3 FEBRUARY 2020

VERSION: 1.0 FINAL

6.0 The strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

- Reflection Sheets – retained by Class Teacher - hard copy placed in individual Student File and/or electronic copy saved by Administration in student individual electronic folder
- Tokens passed to students are converted to dojo points
 - Each factor of ten dojo points converted into a Values Card
 - Values Card placed into p-3 or 4-6 receptacle
 - Two Values Card from each receptacle is drawn by Associate Principal at each Class Assembly and the chosen students receive a 'reward pack'.
 - Values Cards are counted by Student Leaders (Mentors), stamped and returned to students to take home for parent acknowledgement and further reinforcement of expected behaviours.
- Dojo Points won by students are 'harvested' by the PBS team each Term and results reported to staff. These results support the effectiveness or otherwise of educator actions and inform next steps to teach expected behaviours and effect behaviour change for Tier One students.
- Frequency of Reflection Sheets are reviewed by Administration each Term. These results support the effectiveness or otherwise of educator actions and inform next steps to teach expected behaviours and effect behaviour change for Tier Three or Two students.
- Other Data Sources will include Attendance data, Values Cards and Staff, Parent and Student surveys.

Appendix A: Procedures

To be completed throughout 2020



Appendix B: Reflection Sheet



Tuart Hill Primary School Reflection Sheet

Name: _____ Class Teacher: _____

Date: _____ Time: _____

<input type="checkbox"/>	Principal / Deputy informed?
<input type="checkbox"/>	Class Teacher informed?
<input type="checkbox"/>	Parent/carer informed
By whom: _____	
Date: _____	

My Behaviour did not demonstrate:

Learning

Excellence

Care

Equity

This is what I was doing: (write about it or draw a picture)

At the time, I was feeling



Sad



Hurt



Confused



Angry

Other

Other people may be feeling



Sad



Hurt



Confused



Angry

Other

What should I do now?



Please retain a copy in student progress file

Appendix B: Tokens

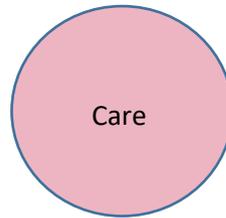
One token equates to one dojo point. The student posts the token into the class collection box as they add their dojo to their name in class. The class teacher recycles the tokens as needed; excess tokens from class teacher collection boxes will be welcomed by specialist teachers and can be added to the Duty Bags.



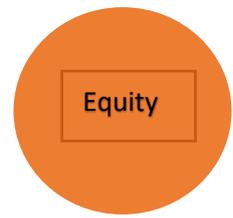
Green



Gold



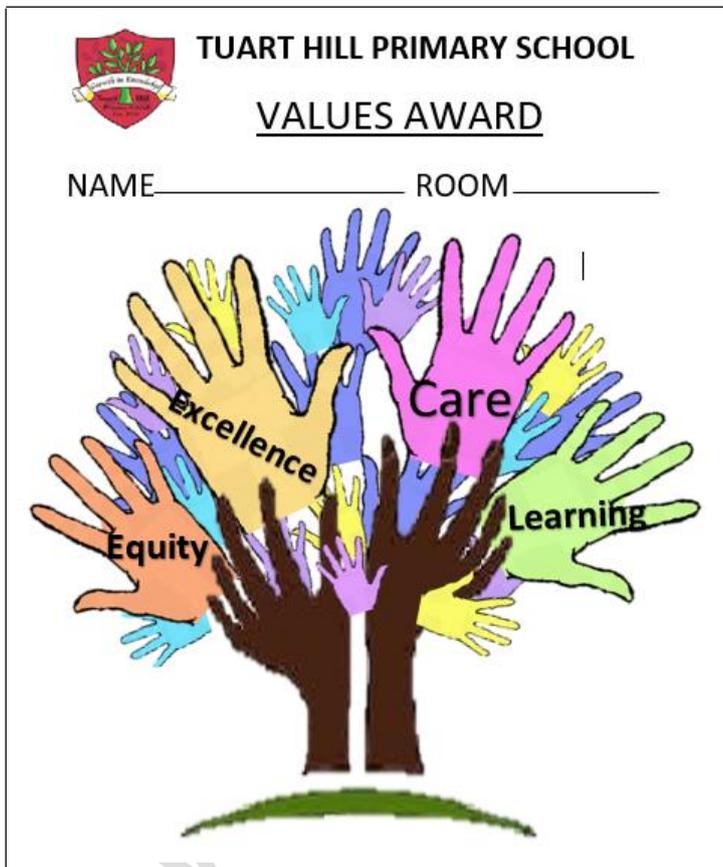
Pink



Orange

Appendix C: Values Award

Presented on the achievement of any factor of ten dojo points



Appendix D: Good Standing Criteria

Good Standing

Good Standing is achieved by:

- Having attendance of 92% or above;
- Showing consistent effort in class;
- Having a good library borrowing record;
- Consistently wearing school uniform;
- Completing the holiday reading challenge; and
- Having a positive behaviour record

A confirmation letter will be sent home at the end of each term in which Good Standing has been achieved.

A Shine Award is earned when Good Standing has been achieved for three terms. The first presentation will occur at the end of Term 3. A second presentation will take place at the end of Term 4 for students who achieve their third term of Good Standing in Term 4.

Good Standing is lost when:

An investigation confirms that a student has;

- intentionally started a fight
- intentionally sought to harm another person through physical contact
- videoed or photographed a fight on or near school grounds.

Students who do not have good standing are not able to attend non-curricula activities such as school camp, reward excursions or incursions and school discos.

Good Standing can be reinstated by the Principal after a period as outlined in a Re-Entry Plan or Individual Behaviour Plan.

Appendix F – Mobile Electronic Devices Policy Parent/Guardian Permission

MOBILE ELECTRONIC DEVICES POLICY

Parent/Guardian Permission

I have read and understand the policy regarding MEDS at Tuart Hill Primary School and I understand that this form will be kept on file at the school.

I give my child permission to carry a mobile phone to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately at school.

Parent’s name (print) _____

Parent’s signature _____ Date _____

Student’s name (print) _____

Mobile phone number _____

Student’s signature _____ Date _____

Teacher’s name (print) _____

Teacher’s signature _____ Date _____

If you have comments or suggestions, please contact Beverly Innes, Principal, on 9413 1500.
