



Little Grove Primary School

Positive Behaviour Plan

Last updated: 30/7/19.

Approved by School Board: 28/8/19

**POLICY GUIDELINES FOR PARENTS,
STAFF AND STUDENTS.**

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Our Vision

At Little Grove Primary School (LGPS) we strive to ensure that our students develop individual potential, self-esteem and confidence, as well as the knowledge, skills and attitudes required to contribute to the development of our changing society.

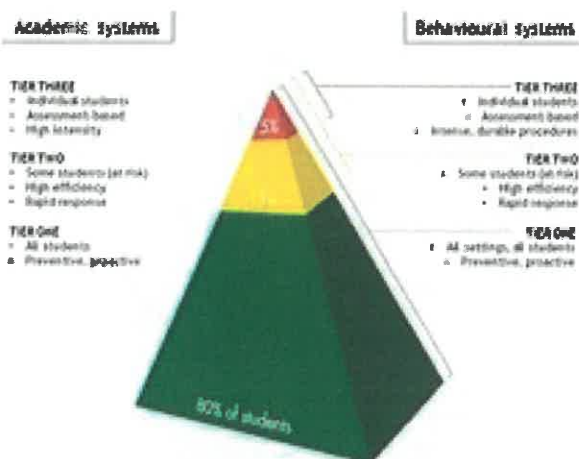
Our Values

Our core values that underpin everything that we do are:

- Learning
- Excellence
- Equity
- Care

LGPS Expected Behaviours

- Open to Learning
- Show Respect
- Be Responsible
- Build Resilience



Rationale

The Positive Behaviour Support (PBS) Framework utilises the 7 essential components of the PBS framework to develop a common philosophy and approach to support positive behaviour of students at Little Grove Primary School.

1. Leadership

The PASLET (Positive and Supportive Learning Environment Team) committee leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan.

The PASLET committee at the school has been established to lead the implementation of Positive Behaviour Support at LGPS. The PASLET committee comprises the Principal, Deputy Principal, staff members representing each phase of development – teaching and non-teaching and also includes parent members. The PASLET committee is led by a staff member and involves all staff in the process as a crucial final step.

2. Defining Expected Behaviour

Just as schools rely on the direction provided by their academic curriculums, success with student behaviour begins with clear behavioural expectations.

Our School behaviour matrix outlines expected positive behaviours to our students. Teachers set expected behaviours by establishing classroom rules, in line with the behaviour matrix. These are frequently reinforced through “classroom discussion” and the modelling of the expected behaviours.

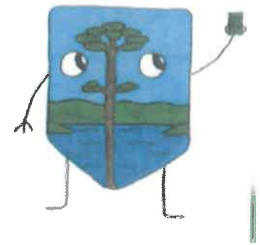
3. Teaching Expected Behaviour

Systematic teaching of the pro-social behaviours is a routine part of the school day using the same methods as teaching academic skills, through modelling, practice and feedback.

Staff at LGPS explicitly teach expected behaviours with lessons which use the iSTAR format on a class as needs basis. A whole school approach is used where all classes are taught the weekly expected behaviour at weekly Block Musters. The schedule of these are based on data, the LGPS PASLET Committee and endeavouring to cover the entire matrix of expected behaviours each year. These foci are publicised throughout the school including the school newsletter, weekly staff memo, assemblies and student attendance software (used daily), to ensure all staff and students are aware of the weekly focus. Staff also choose a focus based on classroom needs.

4. Encouraging Expected Behaviours

Staff provide regular feedback to students about their behavioural progress, creating a school culture where pro-social behaviours are the norm. Staff are committed to encouraging expected behaviours through signage, reward systems, reinforcement, explicit and incidental teachings.



5. Engagement Strategies

Staff utilise engagement strategies to increase academic learning time and ultimately student engagement, while ensuring a positive and welcoming learning environment. These practices represent the facets of classroom teaching, that have been identified as evidence based practices to maximise learning for all students while minimising discipline disruptions. LGPS ensures core and safety of students through tailored social emotional curriculum, various scaffolding programs such as School Chaplain, Individual Plans, Attendance Plans, Progress monitoring, intervention programs and Student Support Services.



6. Responding to Unproductive Behaviour

Unproductive behaviour also requires feedback and is viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm, instructional approach used when students make academic errors is used to correct behavioural errors. The development of a continuum of responses to behaviour provides staff with the tools to effectively respond to, and redirect, student behaviour.



7. Ongoing Monitoring

The use of data focuses staff efforts by identifying areas in need of improvement as well as those operating well. Monitoring rejuvenates processes and practices by providing feedback or knowledge of results that promote consistent implementation and renewal. At LGPS, data is used to monitor student behaviour and the PBS implementation process.



LITTLE GROVE PRIMARY BEHAVIOURAL EXPECTATIONS

	OPEN TO LEARNING	SHOW RESPECT	BE RESPONSIBLE	BUILD RESILIENCE
WHOLE SCHOOL ALL THE TIME	<ul style="list-style-type: none"> • Actively Listen • Bring a positive attitude to school • Do your best 	<ul style="list-style-type: none"> • Care for others • Use Manners • Follow instructions from staff and official visitors • Care for all equipment • Use appropriate language 	<ul style="list-style-type: none"> • Take responsibility for your own actions. • Wear School Uniform with pride • Be friendly and kind • Be honest • Report unacceptable behaviour 	<ul style="list-style-type: none"> • Have a go • When things are hard—keep trying. • Manage your feelings and emotions in a positive way. • Keep things in perspective • Seek solutions
CLASSROOM	<ul style="list-style-type: none"> • Set & Review Personal Goals • Strive for excellence • Increase your effort to improve your output. 	<ul style="list-style-type: none"> • Obtain permission to use others equipment • Walk in the classroom • Use inside voices • Raise your hand and wait to be asked to speak 	<ul style="list-style-type: none"> • Complete your work on time • Be co-operative • Stay focused on the task at hand • Be organised and prepared • Allow everyone the right to learn 	<ul style="list-style-type: none"> • Seek help when needed • Learn from mistakes • Be open to feedback • Show initiative
SCHOOL GROUNDS	<ul style="list-style-type: none"> • Be inclusive • Be open to new experiences 	<ul style="list-style-type: none"> • Return all equipment to its correct place neatly. • Keep hands and feet to yourself. • Agree on game rules before beginning a game • Move from one area to another appropriately 	<ul style="list-style-type: none"> • Pick up & Place rubbish in correct bins • Sit down to eat at the right time and place. Wait to be released to play by duty teacher. • Walk around the buildings and verandas • Stay in the school grounds • Wear a wide brimmed hat when outside 	<ul style="list-style-type: none"> • Deal with disagreement calmly and positively • Demonstrate sportsmanship



LITTLE GROVE PRIMARY

STAFF BEHAVIOURAL EXPECTATIONS



	BE RESPECTFUL / SHOW RESPECT	COMMUNICATE EFFECTIVELY	BE PROFESSIONAL AND RESPONSIBLE	FOSTER A POSITIVE AND GROWTH MINDSET
AT ALL TIMES	<ul style="list-style-type: none">♦ Speak to every person in a calm and professional manner♦ Listen attentively and actively to others.♦ Engage with others without judgement.♦ Be friendly and approachable♦ Treat all staff equally.♦ Accept that there is more than one effective solution to a problem.♦ Be aware of <u>timing</u> when moving children from classroom to DOTT providers and back	<ul style="list-style-type: none">♦ Display positive body language♦ Be clear, calm, specific and professional.♦ Check facts before making assumptions.♦ Seek clarification if unsure or confused♦ Plan what you are going to say before important interactions.	<ul style="list-style-type: none">♦ Be organised in advance for your daily responsibilities.♦ Know your roles and responsibilities and those of staff who you are directing.♦ Communicate effectively about the teaching programme and environment within your area. (<u>Two way</u> communication between teachers, EAs, support staff and admin)♦ Use verbal discussion in preference to email where possible and practicable.♦ When there is an issue, seek a solution by going directly to the source. If unsatisfactory, go to line manager.♦ Be punctual to classroom and to duty♦ Positively present , discuss and give reasons for sudden changes when they are necessary.♦ Focus on own responsibilities and roles.♦ Ensure confidentiality where required.	<ul style="list-style-type: none">♦ Handle disagreements with an open mind (2 sides)♦ Be solution focused♦ Embrace Change♦ Recognise , acknowledge and thank others.♦ Be supportive.♦ Build a rapport with colleagues♦ Work cooperatively to reduce workload and improve outcomes.
TO PARENTS AND WIDER COMMUNITY	<ul style="list-style-type: none">♦ Avoid emotional responses—stay calm♦ Keep “in house” talk in house	<ul style="list-style-type: none">♦ Be clear, specific and professional in all communications with parents♦ Listen attentively	<ul style="list-style-type: none">♦ Plan what you want to say before parent meetings—be prepared♦ Ask parents beforehand what they would like to discuss with you so you have heads up.	<ul style="list-style-type: none">♦ Try to come to a win -win solution♦ Be open to constructive criticism♦ Present our school in a positive light to the community

RIGHTS AND RESPONSIBILITIES

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment • Work and play in a safe, secure, friendly and clean environment • Respect, courtesy and honesty 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Ensure that their behaviour is not disruptive to the learning of others • Ensure that the school environment is kept neat, tidy and secure • Attend school and are punctual, polite, prepared, organised and display a positive manner • Behave in a way that protects the safety and well-being of others • Consistently show the school's expected behaviours
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • Respect, courtesy, appreciation and honesty • Teach in a safe, secure and clean environment • Teach in a purposeful and non-disruptive environment • Receive appreciation, co-operation and support from parents and other staff 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour as listed in the Staff Behaviour Expectations matrix. • Read and comply with the DoE Code of Conduct including 'How to comply with our code of conduct' document. • Ensure that the school environment is kept neat and secure • Actively establish positive relationships with all students • Plan and develop stimulating, differentiated and relevant learning programs • Report student progress to parents and record meetings with parents using the school's prescribed procedures • Consistently promote Positive Behaviour through Groovy Grovers, Golden Grovers, assembly certificates and feedback. • Follow the sequence of consequences for students who do not show the expected behaviours and allow for individual student's needs- see 'LGPS Behaviour Management'. • Keep Admin informed of any concerns regarding student behaviour and make appropriate referrals • Follow the school procedures for dealing with serious behaviour offences (red card to office) and those that are non-urgent (orange card to office) • Display and regularly discuss with the students the expected behaviours in the Positive Behaviour Matrix • Explicitly teach the school's social and emotional learning curriculum including the behaviours listed in the matrix of school's expected behaviours to students • Undertake playground duty as per the duty roster and be punctual to duty
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> • Be informed about course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare • Be informed of their child's progress in a timely manner using a variety of communication strategies. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education • To be informed of strategies that can be used at home to reinforce or supplement the school's teaching program and behaviour expectations 	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Ensure that their child regularly attends school and is punctual • Ensure that the physical and emotional condition of their child is at an optimum for effective learning • 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 effective education for their child • Follow the appropriate procedures to discuss their concerns in a respectful, calm and polite manner with staff • Provide a healthy lunch and recess snack daily

LGPS BEHAVIOUR MANAGEMENT



LGPS BEHAVIOURAL EXPECTATION MATRIX

BUILD RESILIENCE BE RESPECTFUL BE RESPONSIBLE BE OPEN TO LEARNING



CLASSROOM

Traffic Light System in place in every classroom.

1. Warning
2. Time out
3. Buddy class

Senior Block Behaviour Boost—Teacher to complete Behaviour Boost slip if a student has recorded three or more of the above in one week period. Top half to go home to be signed. Bottom half to go into Behaviour Boost box in staffroom.

- Student returns Behaviour Boost slip and gives to office
- Behaviour Boost (BB) occurs on specified date. BB Duty Teacher indicates on slip that Session has occurred and returns slip to office. Office to record note on Integrals.
- Behavioural expectations are taught during the Behaviour Boost. To be conducted by the teacher on BB duty for that day.

Junior Block Behaviour Boost—Teachers to complete 'Classroom referral sheet for inappropriate behaviour' in Class Behaviour book if a student has recorded three or more of the above (1-3) in one week period and hand to Admin by Monday 8.40am.

- Admin to conduct Junior Behaviour Boost after Weekly Muster for Junior block. Admin to complete BB slip and send home via the classroom teacher. Office to record Behaviour Boost on Integrals.

Teachers keep records of behaviour in Class Behaviour Records booklet distributed at the beginning of every term. These booklets to be sent to the office for archiving at the end of each term.

POSITIVE REINFORCEMENT

- Children earn Groovy Grovers (GG) for displaying expected behaviours
- Children earn Golden Grovers for displaying outstanding expected Behaviours. Golden Grovers are awarded at Weekly Block Musters
- GGs are placed in faction collection points by the children
- GGs are collected weekly by Student Leaders
- A target point system is set up at the beginning of each year. When factions reach each specific target the corresponding acknowledgement is given to the whole faction.

Individuals who have displayed our expected behaviours for a whole term earn themselves a coloured wristband/key tag or equivalent

PLAYGROUND

Traffic Light System in place in Duty Files

1. Warning
2. Shadow teacher for 5 mins
3. Sit on bench outside office 15 mins

Students who receive 3 warnings in the week will receive a Behaviour Boost slip

POSITIVE REINFORCEMENT

Students who display the behavioural expectations will earn Groovy Grovers to be distributed by the duty teachers.

SERIOUS OFFENCES

- Student is sent to office or message sent to office via red card system for urgent incidents. Suspension to be given if deemed appropriate by Principal.
- Teachers to use 'Major unproductive Behaviour record Sheet' for referral to Admin for non-urgent incidents.
- Admin to organise meeting with parent and/or school Psychologist to determine an individual behavioural plan for that student, if required.
- Parent to sign off on plan
- All staff to be notified of plan
- Suspension will result in loss of good Standing.

WHAT CONSTITUTES A SERIOUS OFFENCE

Bullying, wilful defiance, refusal, physical assault, verbal abuse, leaving school grounds, intimidation, property or technology misuse or damage

RESPONSE TO ALL MISBEHAVIOUR SHOULD BE

Calm Consistent Brief Immediate Respectful Private

EDUCATION

Whole school approach in place

- Explicit teaching of social skills via Bounce Back and Aussie Optimism programmes. Yearly planner to be followed by all staff. Literacy boxes to be placed in prac spaces for all classes to access.
- Incidental teaching of social skills via Junior and senior block musters. Yes/No examples to be illustrated and discussed.
- Lunchtime Behaviour Boost sessions to deal with behaviours indicated on BB slips.
- School chaplain to assist in social skills education for repeat offenders by way of counselling. Admin or staff to refer re-offending students to Chaplain.

DATA COLLECTION

- Groovy and Golden Grovers collected and tallied weekly
- Playground behaviour sheets collected and recorded fortnightly
- Class behaviour record sheets to be kept in the class booklets.
- Behaviour Boost Sessions to be recorded on Integrals by admin staff after session has taken place.

REPEATED MISBEHAVIOUR IN CLASS

Where a student has three warnings or higher in one week, a Behaviour Boost slip will be written up by the classroom teacher.

Bottom half of note to go to BB box while top half goes home with student to be signed and returned.

Behaviour Boost session occurs on specified date and Boost session teacher completes the slip and returns to the office. Admin to record Boost on Integrals.

Three Behaviour Boosts in one term will result in loss of Good Standing.



Little Grove Primary School Good Standing Policy.

Little Grove Primary School provides a positive and supportive learning environment that explicitly teaches and reinforces positive behaviour across the whole school community.

All students will begin the year with good standing and will keep it if they show our expected behaviours (see matrix of expected behaviours). The students are acknowledged for consistently showing our expected behaviours in a variety of ways both individually, group and whole school.

We believe every student has the right to be safe at school.

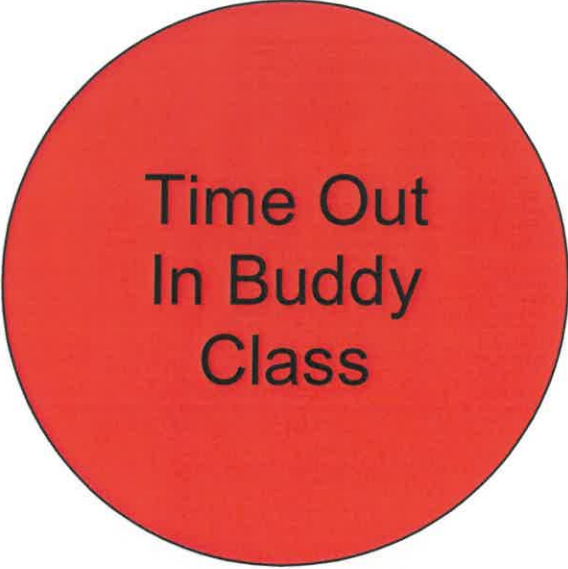
Where a student starts a fight, or videos it, makes intentional physical contact with other students or staff, this may result in suspension. Suspension will result in the immediate loss of good standing. Students will also lose their good standing for consistently not displaying our expected behaviours.

All suspensions and status of good standing will be considered by the school administration on a case by case basis in the best interest of the students and their situation.

Loss of good standing means a student can not take part in non-curriculum based activities for a period of time as decided by the Administration of the school.


Students can regain their good standing in a variety of ways that will be negotiated with the student, parent and Administration of the school.

Updated 5/3/19



Time Out
In Buddy
Class

Your choices have led to
a timeout in Buddy Class
(next step is Behaviour
Boost)



Time Out
in
Classroom

I need to make
Better Choices
(Classroom Time Out
and think about it)



Verbal
Warning

Groovy Grovers:


- ☐ Be Open to Learning
- ☐ Show Respect
- ☐ Be Responsible
- ☐ Build Resilience

PLAYGROUND TRAFFIC LIGHTS



Time Out
On Bench

Your choices have led to
A time out away from play
and on the bench -
(next step is Behaviour
Boost)



Walk with
teacher

I need to make
Better Choices
(Walk with teacher and
think about it)



Verbal
Warning

Expected Behaviours

- ☐ are you being Open to Learning
- ☐ are you Showing Respect
- ☐ are you Being Responsible
- ☐ are you Building Resilience

Junior Block -Behaviour Boost Parent Communication slip



Junior - BEHAVIOUR BOOST Session

To be taken home, signed by parent/carer and returned to the class teacher

Dear Parent / Carer

We would like to make you aware that today your child, _____ participated in a Behaviour Boost Session after the Junior Block Muster.

This has come about due to the fact that your child has received three or more warnings regarding their behaviour in one week.

Teachers Note: _____

Behaviour Reviewed:

☐ Open to Learning

☐ Be Responsible

☐ Show Respect

☐ Build resilience

Parent/Carer to sign

I acknowledge that I am aware _____ has received a Behaviour Boost.

Parent Signature:

Comment:

Senior Block -Behaviour Boost Parent Communication slip



BEHAVIOUR BOOST - Review of Expected Behaviour Lunchtime Session

To be taken home, signed by parent/carer and returned to teacher before school

Date:

Referred by:

Time:

Student Name:

Behaviour:

☐ Recvd Three Warnings in One Week

Concerning which

☐ Open to Learning

☐ Be Responsible

Behaviour Expectation

☐ show Respect

☐ Build resilience

Details:

The choices you have made have led to you being given a lunchtime BEHAVIOUR BOOST

Please discuss this with your parents/carers and return the signed slip tomorrow to your teacher.

Please attend the Japanese Room on _____ at 12.45pm.

Parent/Carer to sign

I acknowledge that _____ will receive a lunch time BEHAVIOUR BOOST

Parent Signature:

Date:

Comment _____



Little Grove Primary School

Bullying Prevention Policy

Rationale

All members of our community are committed to ensuring a safe and supportive environment, which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

Definitions of Bullying

Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on repeated occasions.

Types of Bullying:

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Emotional/Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging, social media websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Bystanders:

Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

What Bullying is NOT:

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. These are three socially unpleasant situations that are often confused with bullying:

Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem.

However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying. These incidents will be dealt with under the school's behaviour management process.

Whole School Prevention Strategies

- Ensure that there is a whole-school student support approach (All staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the policy)
- All staff to provide careful, active supervision
- Discuss the issue of bullying at staff meetings when the need arises
- Anti-bullying material included in Health learning area. (Self-management skills and interpersonal skills.)
- Self-protective behaviours – ignoring verbal put downs, enlisting adult or peer support, learn assertive responses, saying "no" and walking away, helping others being bullied. Change the "don't do" culture.
- Model and teach students to value and respect others.
- Preventative support systems – peer support (student leaders) to assist in making the school safer by reporting incidents and assisting students who may be targets of Bullying
- Teach bystander students to challenge bullying
- Provide safe places, mentors and group problem-solving
- Intensive small group work for students who bully (conflict resolution, restorative justice, anger management, acts of kindness contract) and students who are bullied (assertiveness training and self-protective behaviours)
- Teachers to be assisted in difficult cases by administrator, school psychologist and school Chaplain
- Rewarding positive action and appropriate behaviour
- Groovy Grovers – for good sportsmanship, fair play and appropriate behaviour
- Implement strategies such as Friendly Schools Plus, Bounce Back, Protective Behaviours and the school's social emotional curriculum



Playground Strategies

- Staff to wear highly visible jackets for easy identification and employ active supervision
- Teachers recognise and reinforce positive behaviour with Groovy Grovers and verbal praise
- Listen to grievances and take appropriate action by recording incidents in Duty file
- Teachers to return to class quickly on the siren, to avoid possible problems in class lines
- Follow the school's current Student Positive Behaviour Policy

Induction

- Class teachers to introduce new students to the desired outcomes and the prevention programs
- Administrators to discuss policy with new staff.

Little Grove Primary School Prevention of Cyber Bullying

People who use the internet, social media, email, intranet, phones or similar technologies to bully others are cyber bullies.

Students do not have access to social networking sites such as Facebook at our school. Access to mobile phones is not allowed and students who bring them to school are expected to leave them in their school bag. Refer to LGPS Mobile phone and Electronic Devices policy.

Most social networking sites have age requirements for people wishing to join them or set up accounts. **Little Grove Primary School endorses those requirements.**



Little Grove Primary School realises that students at home, or when elsewhere, may have gained access to social networking sites and use telephones for messaging, etc. We have **NO CONTROL** as to what happens **OUT OF SCHOOL**. If inappropriate use of electronic devices or mobile phones by students takes place within the school, disciplinary action will follow.

School Strategies:

- Where appropriate, class teachers will inform students about “cyber bullying”, what it is and what to do about it.
- Resources to be used will include programs produced for primary schools e.g. www.cybersmart.gov.au, [Esmart Digital Licence](#).
- Professional learning for staff relating to all forms of cyber bullying.
- Inform Staff, parents and students about LGPS Students Online Policy.
- If instances of cyber bullying are reported, teachers will work with Administration and parents to take appropriate action.
- Keep parents informed about cyber bullying through various means including articles in the newsletter

Little Grove Primary School Drug and Alcohol misuse by students

The possession or use of illegal substances by students at school is not acceptable under any circumstances.

Student intoxication on school site or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated.

Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured.

It is the responsibility of the principal to report relevant matters to the police.

These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students. Drug and alcohol use by students will be responded to through health and education frameworks and in accordance with the steps in the behaviour management flowchart. In circumstances where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student. A follow up priority is support and education for the student.

Drug and alcohol education will form part of the schools Health Education Curriculum in line with SCSA Western Australian Curriculum requirements.



Resources to teach these will be in line with DoE and relevant health authority evidence based approaches as well as the school's WA PBS and social emotional programs. These programs will be re-evaluated and revised as updates become available and as the need arises.

Little Grove Primary School

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 school activity, must bring this information to the attention of school staff.

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

A *weapon* is 'anything serving as an instrument for making or repelling an attack'[1]:

- *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.

[1] *Macquarie Dictionary. The Macquarie Library, 2003.*



Little Grove Primary School

Risk of suicidal behaviour and non-suicidal self-injury by students

The school response will be in line with current DoE policies:

- Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school administration team.
- Contact the Consulting School Psychologist – Suicide Prevention for expert advice if needed.
- Action the school response plan to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student's behaviour.





LGPS Mobile Phone and Electronic Devices Policy

Approved by School Board 28/8/19

It is recommended that students do not bring mobile phones or electronic devices (such as tablets and ipads) 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 leave their phone or electronic device in their school bag and switched off. The student can not access their phone during breaks or during school time.

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
- Connecting their electronic device to the school's Wi-Fi network without prior permission.
- Bringing outside issues in to the school via technology

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.

In some circumstances, the classroom teacher may request for their students to bring in from home their electronic device for the purpose of their classroom learning. The use of the device however, is under the direct supervision of the teacher and the device is not be used for any other purpose. Parents will be notified by the teacher if these devices are required and organise appropriate measures for the storage of student owned devices during school time.

If contravening this policy, students can expect to be dealt with under the school's Positive Behaviour Plan, including their phone or electronic device to be confiscated and their parents contacted by admin.

Staff, parents and students should read this policy in conjunction with LGPS Student Online policy.

Last updated: 30/7/19.