



# Williams Primary School

## 2026 BEHAVIOUR AND ENGAGEMENT PLAN

*Endorsed by WPS School Council: 5 November 2025*

### Our Vision

*Williams Primary School uses proven methodology to promote excellence in a nurturing culture, preparing students socially and academically for an evolving world.*

REVIEWED and MODIFIED 5 November 2025



# Background

At Williams Primary School, our Positive Behaviour Plan has been developed in alignment with the Department of Education's (DoE) Student Behaviour in Public Schools Policy and Procedures.

We draw upon strategies from the Western Australian Positive Behaviour Support (PBS) approach and the DoE's Classroom Management Strategies (CMS) Program. By building and maintaining a culture of positive behaviour, we will enact our school vision which is to promote excellence in a nurturing culture, preparing students socially and academically for an evolving world.

## Department of Education Policy Statement

Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

These expectations support, and should be read in conjunction with, the Department of Education's [Student Behaviour in Public Schools Policy and Procedures](#) [Duty of Care in Public Schools Policy and Procedures](#) .

Students at Williams Primary School endeavour to conduct themselves in a **Safe, Fair** and **Kind** manner. This supports the values established through the **RRISE** programme to be **Respectful, Responsible** students who display **Initiative** and **Self- Control** and demonstrate **Emotional Intelligence**. Our school creates a positive learning environment through the Changing Health Acting Together (CHAT) approach and strategies.

All teachers establish positive learning environments by developing class rules and practices at the beginning of each year that foster independence and intrinsic motivation for students to work and learn effectively. Rules and Consequences are negotiated with the students at the beginning of each year and are displayed in the classroom. All staff encourage responsibility and accountability in conflict resolution by using the maxim of:

***Is it Safe? Is it Fair? Is it Kind?***

## Definitions

<b>Bullying</b>	Is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Single instances of nastiness and mutual conflict <b>are not</b> bullying.
<b>Bystander</b>	A person who witnesses an action but is not involved in the action.
<b>Code of Conduct</b>	Describes the school community's expectations of student behaviour.
<b>Conflict</b>	Involves a disagreement where one or both parties needs are not being met. It does not involve an abuse of power, even if parties do not have perceived equal power.
<b>Cyberbullying</b>	Bullying through information and communication technologies.
<b>Inappropriate behaviour</b>	Any activity or interaction which is deemed to be unpleasant, disruptive, unsafe, antisocial, dangerous or destructive.
<b>Restorative Practice. (Appendix 2)</b>	The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore the relationship harmed by their behaviour
<b>The Williams Way</b>	Our school expectations.

## **Our Vision**

***Williams Primary School uses proven methodology to promote excellence in a nurturing culture, preparing students socially and academically for an evolving world.***

**WILLIAMS PRIMARY SCHOOL  
aims to:**

- **Create a positive environment within the school so that the teachers and students can work together.**
- **Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.**
- **Maintain a set of rules and consequences that protect the rights of all individuals.**
- **Make students accountable for their behaviour and educational progress.**
- **Maintain open lines of communication between parents and the school.**

## **Our RRISE Values**

**Respect, Responsibility, Initiative, Self-control,  
Emotional Intelligence**

# School Behaviour Guidelines

## KEY PRINCIPLES

Relationships have a significant impact on behaviour and learning. We build effective, respectful relations and we know our students.

Behaviour is learned. We teach behaviour much like academic skills and we teach new behaviours to replace behaviours that challenge.

All behaviour serves a purpose for an individual. We seek to understand the reasons for behaviour so that unmet needs can be met.

Behaviour is influenced by the circumstances in which it occurs. We make environmental, curriculum and instructional adjustments to create inclusive learning environments that support the positive behaviour of all.

We emphasise proactive, preventative learning opportunities focused on teaching and rewarding positive, productive behaviours.

All community members are responsible for their own behaviour choices. We teach and model accountability for our behaviour through restorative practices and provide opportunities for students to make positive choices about their behaviour.

Consistency is a key factor in effective positive behaviour support. We reinforce and respond consistently to behaviours using our flow chart.

Students with diagnosed or imputed disability and/or additional needs may require an individualised approach. We provide a tiered system of support, including the development of Behaviour Plans, for students who require tailored teaching and support.

Behaviour is the shared responsibility of the whole school community. We work collaboratively with students and families to facilitate a supportive, positive, safe and respectful learning culture.

Every day is a new day. We start each day anew.

**At Williams Primary School, we expect all students to adhere to our Code of Conduct, which encompasses the following expectations:**

1. **CONDUCT** - Adhere to all classroom and school regulations.
2. **PUNCTUALITY** - Arrive promptly for school and class.
3. **ENGAGEMENT** - Actively participate in school activities and stay focused on tasks.
4. **INSTRUCTIONS** - Listen to and follow reasonable staff instructions.
5. **RESPECT** - Display respect towards all staff, fellow students, school property, and the community.

***\*\*\*This Code of Conduct aligns directly with our Good Standing Policy***

# Our Rights & Responsibilities

<p><b>STUDENTS</b> have a <b>RIGHT</b> to:</p>	<p><b>STUDENTS</b> have a <b>RESPONSIBILITY</b> to:</p>
<ul style="list-style-type: none"> <li>• Learn in a purposeful, supportive and well-resourced environment.</li> <li>• Learn and play in a safe, secure, friendly and well-maintained environment.</li> <li>• To be treated fairly and respected as an individual.</li> <li>• To be happy, enjoy school and form relationships.</li> <li>• Equal treatment regardless of status, race, gender or physical ability</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for their own engagement with learning and adherence to behaviour expectations.</li> <li>• Engage in all activities to the best of their ability.</li> <li>• Keep the learning environment tidy, organised and safe.</li> <li>• Keep the play environment in good order by returning equipment to the appropriate place, placing food scraps and litter in the appropriate bins.</li> <li>• Ensure their behaviour does not disrupt the learning of others.</li> <li>• Be punctual to school, for classes and related commitments.</li> <li>• Be prepared for school, which includes bringing all equipment, completing set homework and returning notes and other documentation.</li> <li>• Demonstrate respect for self and others, including other students, all school staff and parents.</li> <li>• Demonstrate respect for the environment.</li> <li>• Demonstrate The Williams Way and our RRISE Values.</li> <li>• Engage in restorative practices when relationships are damaged.</li> <li>• Report any matters affecting the rights of others to a teacher, the Deputy Principal or Principal.</li> </ul>

<p><b>STAFF</b> have a <b>RIGHT</b> to:</p>	<p><b>STAFF</b> have a <b>RESPONSIBILITY</b> to:</p>
<ul style="list-style-type: none"> <li>• Be treated with courtesy, respect and honesty by students, parents, community members and colleagues.</li> <li>• Work in a safe, secure, friendly and clean environment.</li> <li>• Work in a supportive and non-disruptive environment.</li> <li>• Cooperation, engagement and support from parents in matters related to their child's education.</li> <li>• Support from the school administration to carry out their duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver an organised, engaging teaching and learning program which meets student needs.</li> <li>• Develop and display clear expectations of behaviour for their classrooms and communicate these to students and specialist and relief teachers.</li> <li>• Actively promote positive student behaviour.</li> <li>• Model respectful, courteous and honest behaviour, 'The Williams Way' and our RRISE Values.</li> <li>• Treat students and parents with respect.</li> <li>• Ensure the learning environment is tidy, organised and safe.</li> <li>• Establish positive relationships with students, parents and colleagues.</li> <li>• Keep parents and administration informed of student progress and matters relating to student behaviour, academic achievement and well-being.</li> <li>• Record significant behaviours, as appropriate, on Compass.</li> <li>• Work with the Principal and Deputy Principal to, as required, implement and monitor Individual Behaviour Management Plans.</li> </ul>

<b>PARENTS have a RIGHT to:</b>	<b>PARENTS have a RESPONSIBILITY to:</b>
<ul style="list-style-type: none"> <li>• Be treated with courtesy, respect and honesty by students and school staff.</li> <li>• Be confident their children are learning in a safe, secure, friendly and clean environment.</li> <li>• Be confident their children are being taught the expected curriculum in a supportive and non-disruptive environment.</li> <li>• Be informed about curriculum and their child's academic progress and receive honest and fair feedback on a regular basis.</li> <li>• Be informed about behaviour management procedures, and decisions and incidences impacting their child's health and welfare.</li> <li>• Confidentiality in all matters.</li> <li>• Be involved in, and feel welcome to be part of, their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to their child they are interested in, and value, their child's education.</li> <li>• Ensure their child attends school punctually and regularly.</li> <li>• Ensure, to the best of their ability, that the physical and emotional condition of their child is appropriate for effective learning</li> <li>• Ensure their child has the correct materials to make effective use of the learning environment.</li> <li>• Support their child to complete homework.</li> <li>• Engage in positive and pro-active communication with the school by: <ul style="list-style-type: none"> <li>○ Contacting the school immediately should an issue or concern arise which impacts on their child.</li> <li>○ Reading the school newsletter and reading classroom newsletters.</li> <li>○ Accessing school information, policies and procedures as required from the school website or the school.</li> <li>○ Return notes and complete surveys punctually.</li> </ul> </li> <li>• Treat staff with respect, courtesy and honesty.</li> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Respect the privacy of all, including other parents, students and staff.</li> </ul>

## Restorative Practices

At Williams Primary School, we use **restorative practices** as the foundation of our approach to behaviour. Restorative practices place relationships at the centre of all actions and decisions. Rather than focusing only on punishment, they encourage students to reflect on their behaviour, understand its impact on others, and take steps to repair harm.

### **Why we use restorative practices:**

- They promote accountability by requiring students to take responsibility for their actions.
- They support the development of empathy and emotional intelligence by helping students recognise how their choices affect others.
- They restore relationships so students can return to learning with a sense of belonging and connection.
- They teach lifelong conflict-resolution and problem-solving skills.

### **What this looks like in practice:**

- Students involved in incidents participate in guided conversations where they discuss what happened, who was affected, and how the harm can be repaired.
- Reflection sheets, behaviour goal plans, or agreements may be used to support accountability and positive change.

- Staff facilitate these processes with a focus on respect, fairness, and safety.

### **Restorative practices and consequences:**

Restorative approaches do not replace consequences. Students are still accountable through the Good Standing process, loss of privileges, or suspension when required. However, restorative practices ensure that alongside these consequences, students learn from their mistakes, repair relationships, and are supported to make better choices in the future.

This approach aligns with the Department of Education's *Student Behaviour in Public Schools Policy and Procedures (2023)* and reflects our RRISE values of **Respect, Responsibility, Initiative, Self-Control, and Emotional Intelligence**.

After a behaviour incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions can be used to facilitate the conversation.

### **When challenging behaviour occurs:**

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

### **To help those affected:**

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

## **Multi-tiered Support**

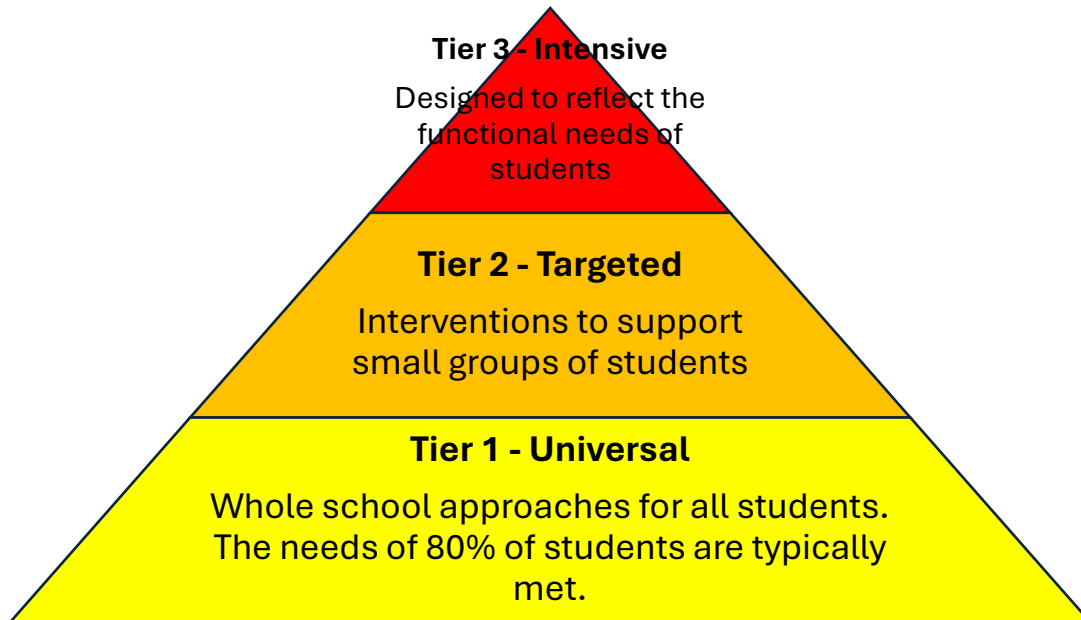
**A multi-tiered model of support promotes a positive learning environment with an emphasis on preventing behaviours that have a negative impact on learning.**

In alignment with the DoE's behaviour policy and procedures, staff at Williams Primary School use a multi-tiered system of support (MTSS) to improve student outcomes, including behaviour.

### **A Multi-tiered System of Support:**

- Considers student needs.
- Provides tiered and interconnected interventions.
- Views student priorities through the collective lens of student wellbeing, engagement and achievement.
- Helps staff to identify, plan, resource, monitor and connect the right services to support students.

The diagram below describes the three tiers of support that MTSS schools provide for students (universal, targeted and intensive).



**Reference:** [Understand a multi-tiered system of support - Ikon - The Department of Education](#)

<b>Examples of approach/intervention</b>	
<b>Tier 1</b>	<ul style="list-style-type: none"> <li>• Using strategies to meet individual student needs.</li> <li>• Teaching expected behaviours to all students on a regular basis.</li> <li>• Reminding students of expected behaviours when they are not being demonstrated.</li> <li>• Using frequent, specific, positive praise and whole school rewards system to reinforce expected behaviour.</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>• Implementation of WPS Behaviour Plan consequences per the behaviour flow chart.</li> <li>• Teacher meeting with student to discuss expected behaviour.</li> <li>• Teacher discussion with parent about behaviours of concern or repeated instances of unproductive behaviour.</li> <li>• Small group or one-on-one support from school chaplain.</li> <li>• Restorative conversations facilitated by staff between student and aggrieved parties (e.g. other student).</li> </ul>
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• Teacher and/or principal meeting with parent to discuss 'major' behaviours or ongoing behaviour concerns.</li> <li>• Development of Individual behaviour support plan and / or individual education plan in consultation with parents and staff.</li> <li>• Referral to School of Special Education Needs: Behaviour and Engagement.</li> <li>• Referral to school psychologist.</li> <li>• Development of plan to restore good standing in cases where students require support to achieve this.</li> <li>• Suspension re-entry meeting and plan.</li> </ul>

## Prevention Approaches

At Williams Primary School, our approach to promoting positive behaviour and preventing unproductive behaviour aligns with the policy, theory and principles explained in the background section of this plan.

## **ADDITIONAL PREVENTION APPROACHES**

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- Establish classroom agreements/expectations and routines.
- Teach and model expected behaviour.
- Use of low-key Classroom Management Strategies (CMS). See Appendix A.
- Arrive at class on time.
- Use a signal to begin.
- Plan for transitions between activities and locations.
- Maintain a consistent, predictable and orderly classroom environment.
- Signal the type of response required to questions e.g. hands up, call out, think, pair share.
- Consider how lesson plans and teaching programs will maintain high levels of student engagement.
- Consider how seating plans, options and mat time impact on student behaviour and engagement.

## **Positive Motivators**

At Williams Primary School, we believe in:

- maintaining a culture of high expectations of student behaviour.
- recognising positive student behaviour by using specific positive praise.
- recognition of individual positive behaviour contributing to group/class based rather than individual rewards.

Our beliefs are grounded in a model which aims to build a school climate that fosters a sense of belonging and develops intrinsic motivation amongst students to be positively contributing members of the school community. In other words, moving away from transactional relationships ('I do this so I can get that').

### **Frequent and Specific Positive Praise**

In the first instance, students who are exhibiting responsible behaviour are to be provided with frequent and specific praise linked to the Rights and Responsibilities. For example:

- "I like the way you remembered to push your chair in".
- "Well done for being respectful by using your manners".
- "Thank you for being inclusive by asking our new student to join your group".
- "You are being responsible by focusing on your learning".
- "I love that you are being safe by walking on the bricks".

## **SCHOOLWIDE INITIATIVES**

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**Our school emphasizes the promotion and acknowledgment of positive behaviours. To maintain consistency and effectiveness, we implement the following schoolwide strategies:**

**R.R.I.S.E. Awards:** These awards are given to students for demonstrating positive behaviours and actions.

**MERIT CERTIFICATES:** Students are recognised for academic achievements and good behaviour. These awards are announced at each assembly.

**AUSSIE OF THE MONTH:** This monthly award goes to the student who consistently demonstrates the chosen focus value or good habit. Recipients are nominated by staff and decided by consensus agreement.

**GOOD STANDING REWARDS:** At the end of each term, an event or excursion is organised by the student councillors for students who have maintained good standing throughout that term.

## CLASSROOM REWARD SYSTEMS

Specific classroom reward systems will be at the discretion of individual teachers, rewards may include but are not limited to:

- Praise.
- Class Raffles.
- Stickers, Stamps.
- Group and Individual Points.
- Visits to other classes or the Deputy's / Principal's office.

**Note: Positive incentives are earned, and a variety of incentives should be employed regularly to sustain enthusiasm. Desired behaviour should be rewarded, ensuring that every child has the opportunity to earn and receive recognition.**

# Responding to Unproductive Behaviours

At Williams Primary School, staff are committed to the following principles when responding to students who infringe the rights of others or do not demonstrate responsible behaviour.

Principles of Response	
Consistency	All staff, including relief staff, will apply the same approach in their classroom and across the school.
Fairness	Students understand the behaviour expectations and associated consequences and see these being applied consistently in the classroom. The whole class will not receive a consequence based on the behaviour of a group of students.
Respectful	Staff to consider tone of voice, volume and body language when responding to unproductive behaviour. Students have the opportunity to reset and start fresh once they have finished their consequence.
Timeliness	Unproductive behaviour will be dealt in a timely manner.
Supportive	Students will be supported to demonstrate responsible behaviour using targeted strategies e.g. asked to change seats, work next to a staff member, offered a movement break or sensory strategy.
Educative	Students will learn about the WPS Rights and Responsibilities in their classroom and at weekly Monday Muster meetings.
Restorative	A restorative approach is a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow and build accountability for actions and processes to repair harm.
Logical	Consequences should be logical where possible. E.g. student not completing assigned work during class time (despite reminders and supports) completes the task for homework.

## Classifying Unproductive Behaviour

The following table outlines how specific behaviours are classified at Williams Primary School.

Examples of Minor Behaviours	Examples of Major Behaviours
<ul style="list-style-type: none"> <li>Disrupting the learning of others</li> <li>Non-compliance</li> <li>Minor physical contact</li> <li>Answering back/minor verbal and/or disrespectful behaviour</li> <li>Work avoidance</li> <li>Technology/resource misuse</li> </ul> <p>Breaches of the WPS responsibilities or interfering with the rights of others (unless classified as a major behaviour) would usually be considered 'minor behaviours'.</p>	<ul style="list-style-type: none"> <li>Verbal abuse/swearing</li> <li>Physical assault</li> <li>Intimidation/threatening</li> <li>Bullying</li> <li>Spitting/biting</li> <li>Fighting</li> <li>Discrimination</li> <li>Leaving school grounds</li> <li>Intentional property damage</li> <li>Inappropriate use of technology</li> </ul>

The process for responding to minor and major behaviours is described on the following pages. A flow chart of the process is also provided as Appendix B and is to be displayed in all classrooms.

### Responding to Minor Behaviours

Staff use our behaviour flow chart (appendix 2 below) to respond to unproductive behaviours (excluding major behaviours).

At Step 5, students will be referred to Admin and lose a Good Standing Point.

Major or unsafe behaviours will be referred to Admin (see below).

### Low Key Responses

At Williams Primary School we use low key Classroom Management Strategies (CMS) to respond to unproductive behaviour.

In the first instance, responding to minor behaviours in a low-key manner that:

1. Involve non or minimal verbal responses.
2. Don't stop the flow of the lesson.
3. Don't invite escalation.

Low Key Responses	
<p><b>Positive praise</b></p> <ul style="list-style-type: none"> <li>Use specific positive praise e.g. I like the way you remembered to push your chair in.</li> <li>Praise someone modelling the desired behaviour e.g. Sally, I love the way that you are showing me you are listening.</li> </ul>	<p><b>Winning over</b></p> <ul style="list-style-type: none"> <li>Greet students by name.</li> <li>Smile, humour, enthusiasm.</li> <li>Demonstrate personal interest.</li> </ul> <p>The primary method of winning over is the day-to-day demonstration of the teacher's interest in the lives of their students.</p>
<p><b>Use a signal to begin</b></p> <ul style="list-style-type: none"> <li>Develop a routine or signal that means 'quiet please'.</li> <li>Pause until silence is attained.</li> </ul>	<p><b>Be on alert. Stop things before they go too far (With-it-ness)</b></p> <ul style="list-style-type: none"> <li>Eye contact – 'the look'.</li> <li>Use of students' names.</li> <li>A quiet 'no' and nothing else.</li> </ul>

<ul style="list-style-type: none"> <li>• Make a pause active – scan the room, move to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Gesture – a hand or facial gesture</li> <li>• Planned ignore – when what they are doing does not impact teaching or the learning of others.</li> </ul>
<b>Proximity</b> <ul style="list-style-type: none"> <li>• Move about the room while teaching or students are working.</li> <li>• Move toward the undesired behaviour.</li> <li>• Avoid eye contact at this time.</li> </ul>	<b>Communicate response type required</b> <ul style="list-style-type: none"> <li>• Hands/no hands.</li> <li>• Think, pair, share.</li> <li>• Call out/choral.</li> <li>• Write it and chin it.</li> </ul>
<b>Deal with the problem not the student</b> <ul style="list-style-type: none"> <li>• Communicate that the student is accepted, but the behaviour is not.</li> </ul>	<b>Plan for transitions</b> <ul style="list-style-type: none"> <li>• Explicitly teach and model the desired behaviour/expectation.</li> <li>• Who does what by when.</li> </ul>
<b>Deal with the allies first</b> <ul style="list-style-type: none"> <li>• Ask bystanders to move away.</li> </ul>	<b>Come on back</b> <ul style="list-style-type: none"> <li>• Praise when right.</li> <li>• Ask low key questions.</li> </ul>
<b>Private dialogue</b> <ul style="list-style-type: none"> <li>• Speak to the student about their behaviour privately or quietly when appropriate.</li> </ul>	<b>Classroom expectations</b> <ul style="list-style-type: none"> <li>• Establish and maintain clear and consistent classroom expectations.</li> </ul>

## Responding to Major Behaviours

All instances of major behaviour are reported to Admin.

When responding to major behaviours, then one or more of the following consequences may be implemented. The specific consequence(s) will consider the type of behaviour and surrounding circumstances, individual student factors (e.g. age, disability status, plans in place), student behaviour history and Department policy.

### Office Withdrawal

Time in the deputy's or principal's office to discuss the behaviour and to complete work.

### Restorative Conversations

An opportunity for aggrieved parties to engage in a respectful facilitated conversation to repair and restore relationships when harm has occurred. Conflict is seen as an opportunity to grow and learn and teach students to cope with challenges and be accountable for their actions.

### Natural Consequences

Consequence that logically align to the behaviour. E.g. student graffiti's a desk, student cleans the desk during recess or lunch time.

### Loss of Playground Privileges

If a student continues to infringe the rights of others or does not respond to low key responses and reset opportunities, then it may be appropriate to withdraw them from the playground at the next break time. They will be supervised by a staff member not on duty.

### Individual Plan

Plans that are developed in consultation with staff, the student and their parents to target a particular behaviour. These may include an individual behaviour plan, escalation profile or risk management plan.

**Parent Meeting**

A meeting between the principal and/or student's teacher and their parent. This may also include the student.

**Suspension and Re-Entry Plan**

The decision to suspend a student considers multiple factors including the child's age, disability status, type of behaviour, past behaviour history, intent, and Department policy. The length of a suspension takes these factors into account. On return, the student and their parent are required to attend a re-entry meeting where the student will be placed on a re-entry contract to regain their good standing.

**Referral to Additional Support Services (Tier 3)**

There are additional services that can provide students, staff and families with support to prevent or modify unproductive behaviours. These include School of Special Education Needs: Behaviour and Engagement; school psychologist, occupational therapist, child and adolescent mental health service. Parent consent is required for all referrals.

# Appendix 1 - Bullying

Bullying is described as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying behaviour can be:

- Verbal e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- Physical e.g., hitting, punching, kicking, scratching, tripping, spitting.
- Social e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- Psychological e.g., spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Cyberbullying is engaging in bullying through information and communication technologies. When this occurs outside of school (such as on social media and messaging platforms), parents will be encouraged to report the matter to police and/or the internet provider.

Single instances of nastiness and mutual conflict are not bullying.

Williams Primary School has a zero tolerance towards bullying.

All members of the school community share responsibility for, and contribute to, the prevention of bullying behaviour.

This is achieved by:

- Modelling and promoting appropriate behaviour and respectful relationships.
- Supporting students to become responsible citizens and to develop responsible on-line behaviour.
- Reporting all instances of bullying immediately to the classroom teacher, Deputy Principal or Principal.
- Promoting and modelling the responsibilities of a bystander.
- Working collaboratively with the school to resolve any instances of bullying if they do occur.

Bystanders are people who are aware of or witness, but are not involved in, an act of bullying.

Bystanders who witness bullying are expected to:

- Discourage the bully in an appropriate way.
- Support the person being bullied.
- Report the bullying or support the victim to report the bullying to an adult at the school.

# Appendix 2 – Behaviour Flow Chart

## CLASSROOM BEHAVIOUR



### Step 0 - Prevention and Support

- Prevention and support approaches (Low Key Classroom Management Strategies)

#### Minor Behaviours

- Disrupting the learning of others - talking, distracting etc
- Non-compliance
- Minor physical contact
- Answering back/minor verbal and/or disrespectful behaviour
- Work avoidance
- Technology/resource misuse

#### Step 1 - First Warning

- Warning/Rule reminder
- Name in Tracking Book and record behaviour in column 1 - no consequence.
- Low key, non-verbal or minimal verbal response (eg. 'the look', proximity, use of name)
- Reinforce the "Is it safe? Is it Fair? Is it Kind?" maxim and reminds students of class rule that has been broken. Praise and thank the student immediately upon display of appropriate behaviour

#### Step 2 - Second Warning

- Rule and consequence reminder
- Verbal instruction linked to the associated right being infringed or responsibility not being demonstrated (eg please stop talking to Sally and let her focus on her work; I expect you to play the game fairly)
- Record in tracking book next to name in column 2 - no consequence

#### Step 3 - Time out in class / reset

- Rule and consequence reminder
- Record in tracking book next to name in column 3
- Time out in class / opportunity to 'reset and reflect'

#### Step 4 - Buddy Class or Bench

- Rule and consequence reminder
- Record in tracking book next to name in column 4
- Buddy class or loss of Recess/Lunch time

#### Major Behaviours

- Verbal abuse/swearing
- Physical assault
- Intimidation/threatening
- Bullying
- Spitting/biting
- Fighting
- Discrimination
- Leaving school grounds
- Intentional property damage
- Inappropriate use of technology

#### Step 5 - Office Referral

- If unproductive behaviour continues, Record in tracking book next to name in column 5 and refer the child to Admin
- Reaching this step will result in the loss of one good standing point. Once all three have been lost the child will have their 'Good Standing' status removed.
- Parents to be notified.
- NB: Please refer to our Good Standing Policy for further information.