



# Karrinyup Primary School

## Positive Behaviour Expectations & Pastoral Care Guidelines

2023



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## Welcome to Karrinyup Primary School

Karrinyup Primary School welcomes all members of the community to a safe and friendly environment where everyone has the right to be respected and has a responsibility to respect each other. Our aim is to support the physical, social, intellectual and emotional development of all students. Using a range of evidence-based frameworks, programs and strategies, KPS provides a safe, inclusive and caring learning environment where belonging and connectedness are paramount.

Staff and students are expected to always be polite and friendly at all times with common courtesies explicitly taught and role modelled.

## Pastoral Care at Karrinyup

At Karrinyup we acknowledge the need to promote and teach values across all year levels. Whilst good values education is a precursor to a friendly and safe school, it is also essential when educating our students to be productive and valuable citizens in the future.

Karrinyup Primary School aims to:

- Provide the school community with clear Positive Behaviour Expectations & Pastoral Care Guidelines which is positive, supportive, and preventative .
- Strengthen interaction between school and families through parental contact and collaboration.
- Implement Pastoral Care Guidelines embedded in good teaching practices aimed to achieve a calm, student-oriented atmosphere where teachers spend more time engaging students in learning, and less time on managing behaviour.
- Implement a whole-school Positive Behaviour Flow Chart focused on preventative strategies, clearly outlining the steps for students, parents, teachers and administration which reinforce positive behaviour at all times.

## Positive Behaviour Supports (PBS)

PBS is a whole school framework which helps schools to create a positive learning environment. Our school ARKS program, which has been collaboratively developed, guides the behaviour of everyone; staff, students, parents and community members.

At Karrinyup Primary School:

- We are **ACCOUNTABLE**
- We are **RESPECTFUL**
- We are **KIND**
- We **STRIVE**



## We are

### Accountable

Organised  
Engaged  
Responsible

## We are

### Respectful

Courteous  
Polite  
Inclusive

## We are

### Kind

Friendly  
Supportive  
Helpful

## We

### Strive

Self Motivated  
Persistent  
Resilient

## Our Learning Areas

- Ask for help.
- Look after our belongings.
- Are responsible for our actions and accept the consequences.
- Return to class immediately when the siren goes.
- Be ready to learn and have the materials needed.

- Listen to each other.
- Use inside voice.
- Use peoples' names.
- Wait our turn.
- Consider others.
- Accept other peoples' thoughts and opinion.

- Include others in our activities.
- Use kind words and actions.
- Support others

- Have a growth mindset and positive self-talk.
- Set and work towards our goals.
- Attempt all tasks set by the teaching staff.
- Celebrate excellence and effort.
- Always do our best.
- Start your work quickly.
- Listen to and read teachers feedback and learn from our mistakes.

## Our School Grounds

- Wear our hat.
- Be honest about our actions.
- Tidy up after ourselves.
- Stay within set boundaries.
- Look after our peers and seek adult help if needed.

- Apologise if we hurt others.
- Take turns & follow rules of games.
- Return to class on time.
- Line up to collect lunch.
- Walk on hard surfaces.
- Put rubbish in the bin.

- Cooperate with others.
- Be aware of others who need a friend.

- Show good sportsmanship by encouraging others.

## Our School Property

- Use devices and equipment with care.
- Return sports equipment.
- Use equipment for the intended purpose.

- Take care of equipment.
- Use manners when borrowing and returning.

- Help pack away.
- Take turns and share equipment.
- Help others use equipment.
- Be patient and wait our turn.

- Use technology appropriately.

## Our School Community

- Come prepared for excursions.
- Stay with our group.
- Use road safety rules.

- Keep the environment clean.
- Greet & address visitors.
- Be polite to all guests.
- Use appropriate language.

- We greet each other and use each others names.

- Actively participate in fundraising activities and community events.

## All the Time

- We keep our hands and feet to ourselves.
- We use manners including please, thank you and excuse me.

- We help others in need.
- We are on time.

- We follow the school dress code.
- We follow instructions .



# POSITIVE BEHAVIOUR SUPPORT FLOWCHART

In line with the ARKS Framework (PBS), classroom and specialist teachers are required to establish clear boundaries and expectations with their classes which are child-friendly and age-appropriate.

Teachers are expected to support students in identifying appropriate and inappropriate behaviours and to encourage ownership and accountability. These expectations must be clearly displayed in classrooms

and referred to when addressing behaviours, along with the ARKS Framework.

Teachers will use photographs/visuals to support students to meet behaviour expectations.

Student behaviour is linked to their emotional regulation and students need to be provided with opportunities to self or co-regulate to prevent behaviour escalation.

## LEVEL 1: LOW KEY RESPONSE

Teachers reinforce desired behaviours supporting students to identify expectations and modify their behaviour accordingly. Minimal disruption to the teaching and learning program should occur.

## LEVEL 2: OPPORTUNITY TO RESET

Teachers continue to reinforce desired behaviours. Students are given a formal warning and encouraged to re-set. Teachers continue to support students to emotionally regulate.

## LEVEL 3: IN CLASS REGULATION

Students are removed from class activity and provided with a safe space within the classroom to reflect and regulate their emotions. This may be a quiet place where interaction with peers is removed and may include the use of a regulation station where students have access to calming activities, sensory tools or zones of regulation toolkit. Teachers use age-appropriate strategies to address the behaviour and to support students to reengage in the class activity.

If a student refuses to participate in In Class Regulation, teachers use their discretion and refer students directly to administration for review.

## LEVEL 4: REFLECTION CLASS

If the behaviour continues, students are referred to a pre-negotiated reflection class (another classroom) for an age-appropriate period of time.

If a student refuses to go to reflection class, they are immediately referred to administration.

If a student reaches this level, teachers are required to record the behaviour in Compass Chronicles. Teachers are responsible for following up with parents. Administration should be informed if a student is regularly reaching this level.

## LEVEL 5: ADMINISTRATION REFERRAL

If inappropriate behaviour continues, a student refuses to engage in Level 3 or 4, or a student's behaviour is extreme, they are referred to Administration; Deputy or Principal. If a student refuses to leave the class, a Deputy or Principal will assist in the classroom. For urgent assistance from administration, a red card is sent to the office.

Administration will record the behaviour and any follow-up actions in Compass Chronicles and, if required, supervise loss of play times. Administration will contact parents in consultation with classroom teacher.

Students will be returned to class only when administration indicates they are suitably regulated. If a student is required to spend an extended period of time in the office, classroom activities or tasks may be requested from the classroom teacher.

## SPECIALIST TEACHERS

Follow levels 1, 2 & 3. Students continuing to demonstrate inappropriate behaviour following In-Class Regulation are referred to administration. Where repeated referrals for support are made, the teacher is required to develop an Individual Behaviour Plan (IBP) best suited to the learning context reflecting the needs of the student.

## PLAYGROUND

- Staff always wear a reflective vest and broad-brimmed hat while on duty
- Staff always carry a duty bag
- Inappropriate behaviour is dealt with by the duty teacher where possible or referred to admin.
- If support is needed for a serious behaviour while on duty, a red card can be sent to administration for support (this is in the duty bag).
- ARKS rewards can be used to reward appropriate behaviour

## PLEASE NOTE THE FOLLOWING:

- Everyday is a new day and all students are to be welcomed to class with a clean slate.
- The application of these processes apply to all staff and students.
- Yelling / loud or intimidating voices / reactive behaviours will not be tolerated. These behaviours are not conducive to positive learning and are not condoned in any form.







**LEVEL 1:  
LOW KEY RESPONSE**



**LEVEL 2:  
OPPORTUNITY TO RESET**



**LEVEL 3:  
IN CLASS REGULATION**



**LEVEL 4:  
REFLECTION CLASS**



**LEVEL 5:  
ADMINISTRATION REFERRAL**

Specialist Teachers follow Levels 1,2 & 3 then to level 5



## PLAYGROUND

- Inappropriate behaviour is dealt with by the duty teacher where possible or referred to admin.
- ARKS rewards can be used to reward appropriate behaviour



## Classroom Expectations

Teachers work collaboratively with their students to establish a set of classroom rules and expectations which are driven from the ARKS Framework (PBS). Classroom rules and expectations will be visible in all classrooms in a child-friendly and age-appropriate way. The ARKS Framework and KPS Behaviour Flow Chart will also be clearly displayed in all classrooms.

Teachers explicitly teach positive behaviours (manners and courtesies) and work collaboratively with students to model and maintain these target behaviours. The use of “please”, “thank you” and “excuse me” will be positively reinforced. Teachers will support students to modify undesirable behaviours.

To reinforce appropriate behaviours, staff will use a combination of:

- Verbal Praise
- Stickers/stamps/individual class incentives
- Merit Awards at assemblies for either the demonstration of the ARKS, academic excellence or improvement.

## Playground Expectations

The ARKS Framework and expectations for behaviour are to be demonstrated by all students in the playground and all outdoor spaces, including before and after school whilst on school grounds. Students are expected to play kindly and fairly, always demonstrating good sportsmanship and behaviour.

Students are not permitted to:

- Play or be in the bush on the external areas of the oval (beyond where the grass is mown)
- Run within the internal school grounds (pathways and verandas)
- Fighting of any kind, including "play fighting"

## Extreme Inappropriate Behaviour

In the unlikely event of an extreme behaviour that causes significant harm to another student or staff member, students will be suspended. This includes physical or verbal abuse towards other students or staff. The length of suspension is at the discretion of the Principal. A student can only return to school after a meeting has occurred between the Principal, student and caregivers.

Following a period of suspension, the student and the parent/guardian will be required to attend a meeting with the Principal and or Deputy Principal to:

- Review the suspension incident. Discussion will focus on the ramifications of the incident; the breach of the school's code of behaviour; the effect on the student's education; and any unresolved problems or concerns.
- Examine requirements for the student's re-entry to normal class;
- Consider any behaviour change strategies; and
- Develop a “Behaviour Management and Education Plan” if required.



## Good Standing

Good Standing is underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness are key to creating learning communities based on mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

### Good standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's ARKS Framework and Behaviour Expectations.

### Loss of good standing

Loss of good standing occurs after a suspension or series of behaviours not aligned with the school's Behaviour Expectations. Loss of good standing could result in a loss of opportunities; excursions, carnivals, camps etc. depending on timing and circumstances.

### Shared responsibility

In partnership with students, their parents/carers and the school community, we share expectations and responsibilities for student behaviour.



**The nationally agreed definition of bullying used by Australian schools is :**

***Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or physical harm. It can involve an individual or a group misusing power over one or more persons who feel unable to stop it from happening.***

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious or hidden. Bullying behaviour is repeated, or has the potential to be repeated, over time.*

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

**For our students, we use the following definition:**

When someone says or does something:

- Unintentionally hurtful and they do it once, that's **RUDE or CARELESS**
- Intentionally hurtful and they do it once, that's **MEAN**
- Intentionally hurtful and they keep doing it – and that person is more powerful than their target, that's **BULLYING**

**Bullying can include:**

Verbal: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.

Social/Relational: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the person.

Physical: Includes violent actions towards another person which involved hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.

Cyber: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.

**Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullying by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.**



MEMBERS	RIGHTS	RESPONSIBILITIES
<b>All students, teachers, parents, wider school community</b>	<ul style="list-style-type: none"> <li>are safe and supported in the school environment</li> <li>are included</li> <li>are treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>positive role modelling and demonstrate respect for all people</li> <li>participate and contribute to school positive behaviour programs</li> <li>build positive relationships</li> <li>demonstrate respect and tolerance towards others</li> </ul>
<b>School leadership</b>	<ul style="list-style-type: none"> <li>is supported by the school community in developing the school's plan to prevent and effectively manage bullying</li> <li>is supported by the school community in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>fosters a safe and supportive climate across the school</li> <li>provides leadership in resourcing the school's plan</li> <li>ensures plans are clear and publicly available to the school community</li> <li>ensures the school community is informed of the plan</li> <li>implements the plan</li> <li>supports staff to implement the strategies and programs under the plan</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>feel safe and supported in the workplace</li> <li>are informed by school leadership of the school's plan on bullying</li> <li>have access to professional learning in preventing and effectively managing bullying</li> <li>have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>promote and model positive relationships</li> <li>participate in developing the school plan</li> <li>identify and respond to bullying incidents</li> <li>deliver the strategies and programs to students in responding to bullying effectively</li> <li>promote effective bystander behaviour</li> <li>promote social problem-solving</li> <li>use appropriate terminology when referring to bullying and the students involved</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>have access to curriculum that supports the building of resiliency and social skills</li> <li>are informed by staff of the school's plan on bullying</li> <li>are provided with supports by staff to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>understand and value the concepts of inclusion and tolerance</li> <li>identify and respond effectively to bullying</li> <li>are aware of themselves as bystanders</li> <li>seek help for themselves and others as needed</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>are treated with respect</li> <li>are confident their children are provided with a safe and supportive school environment</li> <li>are provided with access to information on the prevention and management of bullying by the Principal</li> <li>are informed by the Principal of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>support and encourage children to treat others with respect and tolerance</li> <li>model appropriate behaviours and teach children appropriate social skills including conflict resolution</li> <li>act in accordance with the school plan if they observe/ know about bullying</li> <li>encourage children to report bullying incidents</li> <li>work effectively with the school in responding to bullying</li> </ul>
<b>Wider Community, inc other professionals</b>	<ul style="list-style-type: none"> <li>are strategically included in bullying prevention and management</li> </ul>	<ul style="list-style-type: none"> <li>provide support and input into the school's approach to preventing and managing bullying</li> <li>strengthen the school's anti-bullying messages</li> </ul>

## Response to Bullying

Members of the school community have the right to expect that schools are safe and supportive learning environments. This expectation comes with a shared responsibility by the whole school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying. Positive role modelling and demonstrating respect for all people is crucial.

Our school takes a restorative practice approach to incidents involving interpersonal conflict or wrongdoing, which focuses on repairing harm and restoring positive relationships. Restorative practices are high in accountability and high in support.

Karrinyup PS utilises a seven-step response plan, adapted from Friendly Schools, as an outline of actions to be considered when bullying is reported. Research suggests the Co-LATE model is an effective tool for addressing items of a sensitive nature with students (such as bullying):

### Confidentiality

Listen

Acknowledge concerns

Talk about Options

End with encouragement

Responding to a bullying incident		
<b>RESPECT</b>	1. Co-LATE model	Listen to students involved to understand the situation and any history which may be relevant. This may include: - Bystanders - Staff - Families
	2. Assess Risk	Assess the level of risk or harm (consider the frequency, intensity, type and the duration of the bullying behaviour) associated with the incident.
<b>RESPOND</b>	3. Report	To appropriate staff (ie administration staff, classroom teacher, school chaplain)
	4. Record	Keep appropriate documentation.
<b>RECONCILE</b>	5. Selection of restorative techniques	Consider restorative technique options and who the most appropriate person to facilitate is.
	6. Implement plan	Implement restorative action and behaviour.
	7. Additional Support	Check in with all parties involved in the incident at regular pre-determined intervals. Offer additional support to those students who are experiencing difficulties adhering to the bounds of the agreed plan.



## Additional Support

The class teacher is always the first port of call if you are concerned about anything happening at school, or if something outside of school is, or could, impact on a child's learning or behaviour. Changes in family circumstances, living arrangements and illness can all possibly affect life at school.

Sometimes a Deputy or the Principal may be needed to support you and or your child; we are always here to listen and take necessary actions.

However, sometimes a little extra help is needed. The school has access to a School Psychologist and Chaplain to help.

The School Psychologist (SP) is at Karrinyup Primary School two days a week with priority being to support teachers in the development of appropriate learning programs, particularly for those children who have been identified as being 'at risk'. The SP works alongside teachers to identify individual needs making adjustments to teaching and learning programs. The School Psychologist's role is also to support the school in risk management and unfortunate times of crisis.

With the support of Youthcare and funding from the Federal Government, the School Chaplain provides individual counselling support to students, families and staff. Depending on the circumstances and reason for referral, sometimes a quick "hello" is needed, other times the Chaplain will spend longer with individuals.







### Friendly Schools Plus

Friendly Schools Plus is a school wide program to reduce bullying and foster a caring culture for students. It focuses on social emotional learning for students, focusing on 5 key areas:

- Self-awareness
- Self-management
- Social decision-making
- Relationship skills
- Social awareness



### Zones of Regulation

The Zones of Regulation framework provides a systematic approach to teach students the skills to build awareness of their feelings and utilise tools and strategies for emotional regulation. There are four zones categorising feelings:

- Blue zone: sad, bored, tired, sick
- Green zone: Happy, focused, calm, proud
- Yellow zone: Worried, frustrated, silly, excited
- Red zone: overjoyed, elated, panicked, angry, terrified



### Protective Behaviours



### Protective Behaviours

Protective behaviours is a personal safety program that teaches children skills and strategies to identify, respond to and seek assistance in a range of unsafe situations. Curriculum resources have been developed for schools, focusing on building resilience and giving children essential life skills to manage a wide range of potentially unsafe situations.