



Parkhill Primary School Community Essential Agreement

We care for ourselves, each other and our environment.
We show respect by speaking with kindness and listening to understand.

We value learning time.

We show unity by helping each other and ourselves.
We are honest and take responsibility for our actions.

We are persistent and have high expectations.

We strive to be positive role models.

Parkhill Primary School Community Essential Agreement is underpinned by the following beliefs:

- Better outcomes when students are engaged and connected
- Building relationships is a skill that is taught
- Building relationships to reduce bullying
- Schools DO make a difference e.g. via relationships with teachers and peers
- Connected kids experience lower stress, truancy, suicidal behaviour, violence, substance use and later sexual activity
- Connectedness and learning begin with relationships

CHILD SAFE STANDARD 2: COMMITMENT TO CHILD SAFETY

Parkhill Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Parkhill Primary School has zero tolerance for child abuse.

Parkhill Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Parkhill Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

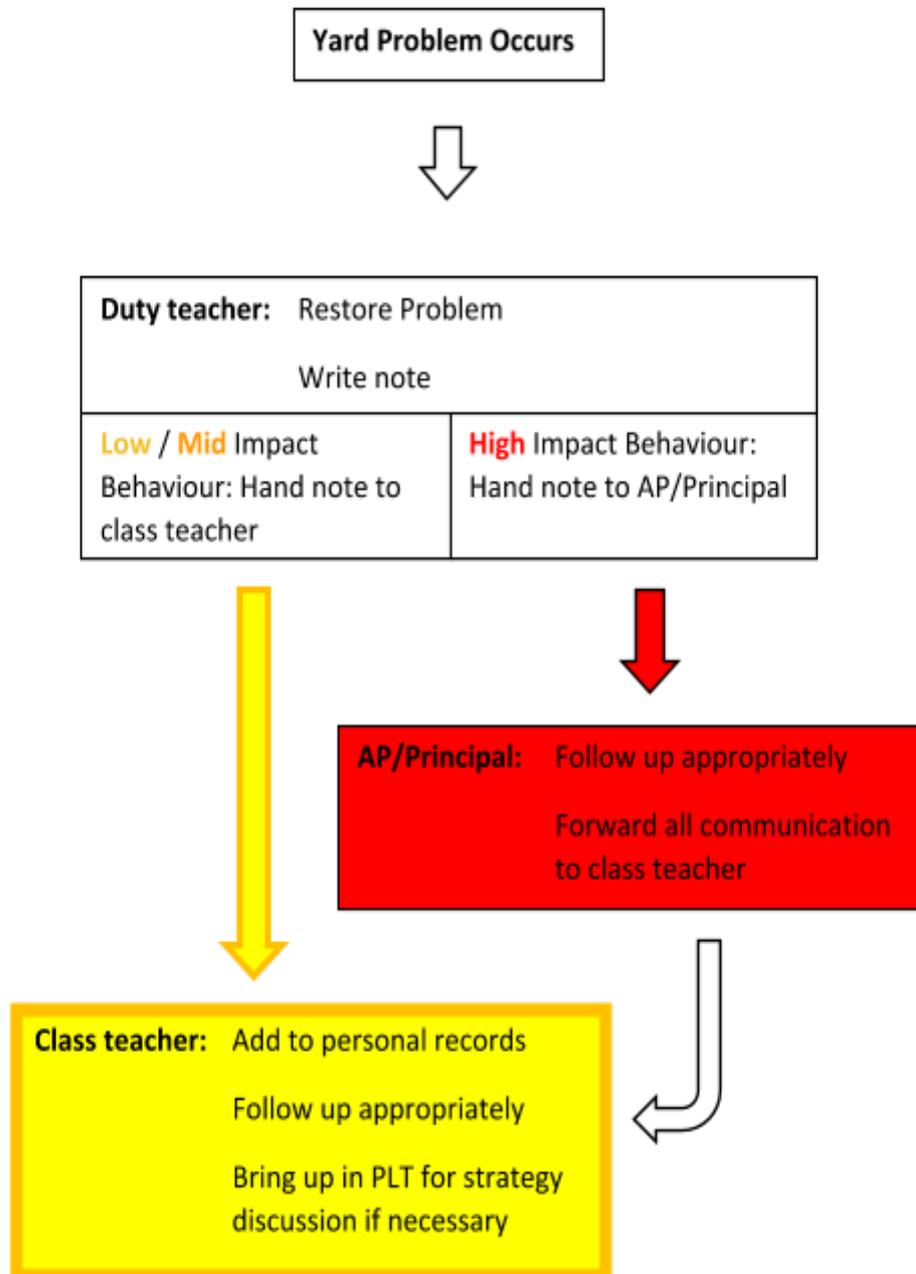
The following table outlines examples of behaviours, typical responses and actions which may be taken. It also outlines who will take responsibility for the management of such behaviours/incidents and or situations. At Parkhill we categorise into Low, Moderate and High impact behaviors. The impact of such behaviours is on the safety, wellbeing and learning needs of all students in our community.

Example behaviour	Responsibility	Initial Response	Action
<p>LOW IMPACT BEHAVIOURS</p> <p>Slouching on the mat</p> <p>Rocking on chairs</p> <p>Wandering during learning time</p> <p>Calling out / shouting</p> <p>Annoying touching</p> <p>Fiddling not listening</p> <p>Not walking in line</p> <p>Taking wrappers outside</p> <p>Littering</p> <p>Climbing trees</p> <p>Not wearing hats outside</p> <p>Disagreements (non-physical)</p> <p>Excluding (once off)</p>	<p>Teacher in charge at the time</p> <p>or</p> <p>Teacher witnessing behaviour</p>	<ul style="list-style-type: none"> ● Silent cues: eye contact / expression / physical presence ● Reverse psychology (exclaim about students doing right thing) ● Verbal reminder (refer to essential agreement / high expectations / repeated mantras / humour) ● Discussion and unpack “why” (positive language) 	<ul style="list-style-type: none"> ● Movement break (learning engagement strategies) ● Positive carrot ● Move student (front of class, front of line) ● Deduct points (table / dojo / house) ● ‘Fix’ problem (eg, pick up rubbish if littering) ● Walk with yard duty teacher ● Unpack problem during recess / lunch (restore what went wrong / apologise) ● Remove student (from playground, eg no hat no play)

Example behaviour	Responsibility	Initial Response	Action
<p>MODERATE IMPACT BEHAVIOURS</p> <p>Calling out in class (repeated)</p> <p>Poking/prodding</p> <p>Pushing</p> <p>Disrespectful talking back</p> <p>Inappropriate language</p> <p>Put downs</p> <p>Taunting / Baiting / Provoking</p> <p>Loitering outside toilets</p> <p>Encouraging others to make bad choices</p> <p>Refusing to follow instructions</p> <p>Out of bounds</p> <p>Repeated low-impact behaviours</p> <p>Excluding (repeated)</p> <p>Harassing, eg following / spying</p>	<p><u>Classroom/Specialist Teacher</u></p> <p>*Link discussion to PLT Leader and classroom teacher</p> <p>*specialist teacher to call parents if behaviour is occurring in their class and call is required, otherwise classroom teacher to call</p>	<ul style="list-style-type: none"> • Stronger silent cues • Raised / quiet voice • Quick restorative chat • Restrict play (eg, walk with teacher) • Move students (eg, send to buddy class) • Blue slip 	<ul style="list-style-type: none"> • Record incident and file • Monitor behaviours regularly • Apology letter / speech • Call parent • Create social / behavioural goal, review and conference • Restrict play
<p>HIGH IMPACT BEHAVIOURS</p> <p>Extreme language</p> <p>Overt sexual talk / behaviours / indecent exposure</p> <p>Bullying / Cyberbullying</p> <p>Threatening with or using a weapon</p> <p>Ongoing verbal threats</p> <p>Absconding</p> <p>Theft</p> <p>Vandalism</p> <p>Discriminative slurs</p> <p>Ongoing taunting / baiting</p> <p>Physical fighting with injury</p> <p>An action with intent to injure</p> <p>Violence or intimidation of adults</p> <p>Substances</p> <p>Ongoing refusal</p>	<p><u>AP / Principal</u></p> <p>*Link discussion to classroom teacher and specialists</p> <p>*AP / Principal to call parents</p>	<ul style="list-style-type: none"> • Immediate communication to AP / Principal • Call for back-up • Remove from class / playground • Reverse lock-down (remove class from situation) 	<ul style="list-style-type: none"> • Record incidents and file • Contact parents (phone call or meeting) • Restorative conference with documented goals / outcomes • Apology letter / speech • Behaviour contracts in collaboration with parents • Suspension (internal / external) • Expulsion • Notify region / police

**this is a list of examples and is not definitive, list compiled by Parkhill Staff 2019*

When incidents or behaviours are reports or observed on the yard/playground/oval the follow processes are followed by all staff at Parkhill Primary School to ensure consistent effective management.



When incidents or behaviours are reports or observed on the classroom/indoor learning spaces the follow processes are followed by all staff at parkhill Primary School to ensure consistent effective management.

Classroom Problem Occurs



Class / Specialist Teacher:

- **Low / Mid** Impact Behaviour: Add to personal Records
Follow up appropriately
Bring up in PLT if necessary
- **High** Impact Behaviour: Inform AP/Principal ASAP



AP/Principal: Follow up appropriately
Forward all communication to relevant teachers



Class teacher: Add to personal records
Follow up appropriately
Bring up in PLT for strategy discussion if necessary

See appendix for supporting policy documentation

Bullying Prevention Policy -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Bullying-Prevention-Policy.pdf>

Child Safe Standard 2 -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Child-Safe-Standard-2-Commitment-to-Child-Safety.pdf>

Child Safe Standard 3 -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Child-Safe-Standard-3-Code-of-Conduct.pdf>

Complaints Policy -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Complaints-Policy.pdf>

Duty of Care Policy -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Duty-of-Care-Policy.pdf>

Statement of Values and School Philosophy -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Statement-of-Values-and-School-Philosophy-2018.pdf>

Student Wellbeing and Engagement Policy -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Student-Wellbeing-and-Engagement-policy-2018.pdf>

Yard Duty and Supervision Policy -

<https://parkhillps.vic.edu.au/wp-content/uploads/sites/7/2014/10/Yard-Duty-and-Supervision-Policy.pdf>