

Student Behaviour /Anti Bullying Policy & Procedures

Effective Behaviour Management

- Student behavior management begins in the classroom.
- Clarity and consistency help students to make appropriate choices.
- Teacher and students set up behavior expectations and consequences and the teacher supports the students in regulating the class.
- Curriculum to address student safety and wellbeing is taught including Friendly Schools, Children Protection etc.
 - Grievance Procedures are known and promoted.

School Values

Respect Responsibility Persistence.

We demonstrate the values of the school by:

Thinking of others, believing in ourselves and treating people how we would like to be treated.

Telling the truth and expecting the truth from others.

Looking after ourselves and others and taking pride in everything we do.

Looking after our belongings, other property and being in control of our own behaviour.

Having a go and trying our best at all times.

Student Code of Conduct

Attend school and participate fully in lessons.

Develop responsibility for themselves as learners.

Respect the rights of other students to learn and of teachers to teach.

Contribute to school decision making.

Will not engage in harassing or bullying behaviour.

Potential behaviour issues are best managed by early intervention in the class/yard by the teacher.

Level 1 Behaviours

These include:

- Late to class after breaks.
- Off task behaviours such as talking to other students, not listening, gazing around the room, not beginning work promptly etc.
- Swinging on chairs.
- Wearing incorrect uniform.
- Pulling faces.
- Using others' property without permission.
- Arguing with other students.
- Not following a first instruction.
- Littering.
- Running in corridors/around buildings.
- Not following yard rules.
- Touching others.

Consequences 1 – 5

Immediate Consequences:

- 1.** Warning – request to stop or logical consequences like picking up papers, school service, apologizing, correcting or making good whatever has been done.
- 2.** Time out in the classroom (3-15 minutes)/sit out in the yard if behaviour occurs at play.
- 3.** Extended time out in the classroom (up to 60 minutes) or no yard play for half of lunch (in the Time Out room) if behaviour occurs at play.
- 4.** Time out in Behaviour Support Classroom (minutes determined by teacher) or no yard play for whole lunch (in the Time Out room) if behaviour occurs at play.
- 5.** If behaviour continues or comes under the Level 3 category of serious behaviours the students must be referred to the office for both yard and classroom incidents.

Escalating behaviour is best managed by the teacher so it does not continue in the classroom/yard.

Level 2 Behaviours

- Harassing other students (calling names, putdowns, continually touching, annoying etc).
- Mild verbal abuse.
- Continually not following instructions.
- Minor graffiti – writing on books, ruler etc.
- Arguing with the teacher.
- Back chatting teacher.
- Rough play in the yard
- Bullying including Cyber bullying.
- Any continuation (within a short time) of level 1 behaviours after being told to stop.

Consequences 2 – 6

2. Time out in the classroom (3-15 minutes)/sit out in the yard if behavior occurs at play.
3. Extended time out in the classroom (up to 60 minutes) or no yard play for half of lunch (in the Time Out room) if behaviour occurs at play.
4. Time out in Behaviour Support Classroom (minutes determined by teacher) or no yard play for whole lunch (in the Time Out room) if behaviour occurs at play.
5. If behaviour continues or comes under the Level 3 category of serious behaviours students must be referred to the office for both yard and classroom incidents.
6. A member of the Leadership Team will speak with the student, investigate if required and decide on a consequence possibly in consultation with other leadership.

*Refer to Appendix 1 re. Bullying
and Grievance Procedures.

When things go wrong or the behavior is more serious.....

Level 3 Behaviours

- Violence to other students or staff – physical assault.
- Extreme verbal abuse – torrent of abuse profanities/threats.
- Serious attacks on property – throwing chairs, kicking over desks, breaking windows etc.
- Arson.
- Stealing – deliberate and significant.
- Graffiti – on school buildings – property.
- Continual bullying including Cyber bullying.
- Sexual Assault.

Consequences 6 – 8

6. A member of the Leadership Team will speak with the student, investigate if required and decide on a consequence possibly in consultation with other leadership.
7. Level 3 behaviours may require, take home, internal suspension or external suspension for 1 – 5 days.
8. Exclusion for period negotiated between Leadership, Inter Agency Student Behaviour Management Coordinator and family.

*Refer to Appendix 1 re. Bullying

and Grievance Procedures

Student Behaviour Management Procedures

These processes are the day to day guidelines that support Behaviour and Anti Bullying. They are based on the right of everyone in this school to feel safe and able to learn and teach. Every person at this school has a role and responsibilities in regard to student behavior and these processes.

Roles

Teachers

Teachers have responsibility for:

- Creating and managing a purposeful, collaborative and challenging classroom learning, social and physical environment.
- Making the school values, codes of conduct and rules clear to students and to support them in developing the capacity to abide by these.
- Managing conflict and differences between students in their care.
- Using a variety of strategies to engage all students.
- Implementing the appropriate consequences for students' behavior choices.
- Working effectively with Interagency support staff and leadership to support students and their families.
- Documentation of behavior information, student support and records as required.

Ancillary staff

Ancillary staff have responsibility for:

- Setting clear expectations for students with whom they may be working.
- Being familiar with class and yard rules that apply to students in their care.
- Reporting any problems they may have to the class teacher.

Counsellor

The school counsellor is responsible for:

- Working cooperatively with the whole school community to create a safe and supportive learning environment and to bring about change in negotiated areas.
- Supporting all staff in their endeavours to fulfill their roles in relation to student behavior management.
- Leadership in the area of Child Protection and students at risk.
- Leadership in teaching and learning to assist others in the management of student behavior, wellbeing and safety.
- Working cooperatively with the Principal and Deputy Principal in developing intervention and case management for students who have reached step 5 and onward.
- Liaise with Interagency support staff to enable most effective support structures for students, staff and families.

Principal/Deputy Principal

The Principal and Deputy Principal have responsibility for:

- Ensuring that the school environment is a safe and supportive one where every member of the school community feels safe.
- Ensuring that the school has clear behaviour management policies and processes in place and clearly communicated to the school community.
- That staff have access to professional development necessary to build their capacities to manage student behaviour.
- That staff have access to performance management processes that can build their capacities to manage student behavior effectively.
- That all students are dealt with fairly and that the principles of natural justice are applied in the school.
- To manage any critical incidents involving student behavior and any consequences that arise from this.
- Working with the counsellor in developing intervention and case management for students who have reached step 5 and onward.
- Liaise with Interagency support staff to enable most effective support structures for students, staff and families.
- Ensuring that the records regarding student behavior are well maintained.

Interagency Student Behaviour Support Coordinator

Has responsibility for:

- Supporting the school in applying the processes around student exclusion.
- Supporting teachers and leadership (Principal, Deputy Principal and Counsellor) in their roles within the school.

Overview

- Staff will be responsible for developing positive behavior amongst the groups of students with whom they work.
- Every member of staff will have a set of negotiated rules that reflect the school values, student code of conduct and yard/class rules. They will be displayed in an appropriate place.
- Yard rules which include designated play areas, out of bounds areas etc will be displayed and made clear to all staff and students.
- Staff will have rostered yard duty times. The role of staff is to closely supervise yard behavior and movement in line with the rules. Staff shall practice positive intervention in the yard, being alert to possible problems and attempting to resolve issues before they escalate. All staff will abide by the Skin Protection Policy while on yard duty; they will carry yard bags containing basic first aid supplies, yard award slips and a behaviour report book. They will also wear a reflective vest supplied by the school to make them visible to students. In case of emergency, teachers will summon assistance by sending a responsible child with a red card to the office.
- Leadership will be responsible for induction of new staff and students in the behavior management policy and processes.

Consequences for appropriately demonstrating school values, student code of practice and yard/class rules:

Each class will have its own celebration or acknowledgement system that has been negotiated with students and may include such practices as:

- A points system leading to a celebration or award.
 - Stickers, certificates, prizes etc.
 - A positive step system
 - Year Level Assemblies.
- There will be scope for students on individual behaviour plans to have specific and modified access to the above type of acknowledgements.
- There will be acknowledgement and celebration of positive behavior in the classroom and yard through Whole School Assembly.
- There will be access to a range of non curriculum based special events such as excursions, camps, SAPSASA, District Sports etc for students who continually demonstrate appropriate behavior choices.

Consequences for students choosing not to demonstrate the school values, student code of practice and yard/class rules:

Staff will apply the consequences as outlined below depending on the level of student inappropriate behavior. There are three levels of inappropriate behavior which can be described as below.

Level 1 Consequences 1 - 5	Level 2 Consequences 2 - 6	Level 3 Consequences 6 - 8
Late to class after breaks. Off task behaviours such as talking to other students, not listening, gazing around the room, not beginning work promptly. Swinging on chairs. Pulling faces. Using others' property without permission. Arguing with other students. Not following a first instruction. Littering. Running in corridors/around buildings. Not following yard rules. Touching others.	Harassing other students (calling names, putdowns, continually touching, annoying etc). Mild verbal abuse. Continually not following instructions. Minor graffiti – writing on books, ruler etc. Arguing with the teacher. Back chatting teacher. Rough play in the yard. Bullying including Cyber bullying. Any continuation (within a short time) of Level 1 behaviours after being told to stop.	Violence to other students or staff – physical assault. Extreme verbal abuse – torrent of abuse profanities/threats. Serious attacks on property – throwing chairs, kicking over desks, breaking windows etc. Arson. Stealing – deliberate and significant. Graffiti – on school buildings – property. Continual bullying including Cyber bullying. Sexual Assault.

Immediate Consequences:

1. Warning (classroom or yard) – request to stop or logical consequences like picking up papers, school service, apologizing, correcting or making good whatever has been done.
2. Initial time out in the classroom (time from 3-15 minutes depending on age) or yard sit out if behaviour occurs at play.
3. Extended time out in the classroom (up to 60 minutes with parent notification via diary) or Time Out room for half of lunch (15 minutes with parent notification via Time Out room note) if behaviour occurs at play.
4. Sent to Behaviour Support Classroom for a period of time determined by the teacher (with parent notification via diary) or Time Out room for the whole lunch (with parent notification via Time Out room note if behaviour occurs at play).
5. Decision made that student requires time in the office. Office Referral slip filled out and sent to the front office. Students must be informed that this is happening. Leadership will collect students from the classroom as soon as possible. Leadership will read the behaviour slip, investigate if required and decide on consequences. Parents notified via office note and/or phone call.
6. If behavior is a single incident at Level 3 leadership will be contacted for immediate intervention. If they are not able to safely defuse the situation they may physically remove the student, contact parents, remove other students and teacher from the classroom, contact the police etc. An Office Referral form must be completed ASAP. Leadership will determine consequences and notify parents.
7. Level 3 behaviours may require take home, internal suspension or external suspension for 1 – 5 days.
8. Exclusion for period negotiated between Leadership, Inter Agency Student Behaviour Management Coordinator and family.

NB. Behaviour records/parent notifications are expected as part of the Behaviour Policy so that parents are continually kept informed and provided with an opportunity to support the classroom teacher in modifying inappropriate behaviour. Records also provide back up when leadership intervention is required, particularly when suspension and/or exclusion is likely.

Appendix 1

Bullying at school.

What is bullying?

Definition of Bullying

Bullying is the systematic abuse of power. Bullying is deliberate, hurtful gestures, words or actions which are repeated over time.

Bullying:

- may involve hitting, kicking, pinching (physical); name-calling, teasing, threats (verbal); notes, graffiti, text messages, sending filmed or photographed images, comments on social networking (visual/written); stand-over tactics, gestures (psychological); rumours, putdowns (social exclusion); physical, verbal or nonverbal sexual conduct (sexual).
- may be done directly (e.g. face to face) or indirectly (e.g. via the internet or mobile phones)
- involves the misuse of power and may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- has an element of threat
- can continue over time
- is often hidden from adults
- will be sustained if adults or peers do not take action.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection, and may be subject to investigation under the Equal Opportunity Act 1984.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time. This may constitute an assault, which is a police matter. Leadership are obliged to report incidents of violent assault to SAPOL.

What will the school do about incidents of bullying?

All DECD schools work within the guidelines of the School Discipline Policy:

DECD, school communities, services and agencies work together to create learning communities which are:

- *safe*
- *inclusive*
- *conducive to learning*
- *free from harassment and bullying*

At Two Wells Primary School Anti-bullying and grievance procedures are part of the school's Student Behaviour Management Policy and Procedures. As previously stated, a range of consequences may be used for students who bully including time spent out of the classroom or playground, take-home, suspension etc.

What will staff do about incidents of bullying?

- Be familiar with the school's Student Behaviour Management Policy and Procedures, including the Student Grievance Procedure (as per Appendix 2)
- Be available to listen and act upon reports of bullying.
- Treat all reports of bullying seriously.
- Report incidents of bullying.

What will students who are bullied do?

- Communicate as soon as possible after the event, either face to face or in written form if preferred, with an adult they trust e.g. staff member or parent.

What will students who witness bullying do?

- Behave like a positive bystander by not encouraging the bully through their presence or actions. Tell the bully/bullies to stop if they feel able.
- Encourage the victim to safely leave the situation by walking away and then reporting the incident.

What will parents do about incidents of bullying?

- If you suspect bullying encourage your child to talk about it with you, their teacher, counsellor etc.
- Make an appointment to discuss the bullying with the school.

Useful websites and resources on dealing with bullying:

National Safe Schools Framework – Resource Manual MCEECDYA 2011

<http://www.bullyingnoway.gov.au/>

<http://www.decs.sa.gov.au> >Parents and Community>Health and Wellbeing>Bullying and harassment.