



WATTLE GROVE PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY



PURPOSE

At Wattle Grove Primary School we aim to:

Develop within our school, a positive environment which enhances an appropriate mode of behaviour.

Allow individual students the right to learn and teachers, the right to teach.

Develop and reinforce positive self-discipline.

Foster in students a knowledge of what is acceptable behaviour within the school and the wider community.

Ensure that no individual hinders the rights of others.

RIGHTS AND RESPONSIBILITIES

RIGHTS

Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Respect, courtesy and honesty.

Staff have the RIGHT to:

- Respect, courtesy and honesty.
- Work in a safe, secure and clean environment.
- Work in a purposeful and non-disruptive environment.
- Co-operation and support from parents.

Parents have the RIGHT to:

- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Access a meaningful and adequate education for their child.
- Be heard in a suitable forum on matters related to the rights of their child to an appropriate education.

RESPONSIBILITIES

Responsible students will:

- Ensure that their behaviour is supportive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well being of others.

Responsible staff members will:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with staff, students and parents.
- Ensure good organisation and planning.
- Report student progress to parents.

Responsible parents will:

- Ensure that their child attends school.
- Strive to 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 adequate education for their children.
- Support the school's BMIS Policy.

CODE OF CONDUCT FOR WATTLE GROVE PRIMARY SCHOOL COMMUNITY

This Code of Conduct reflects the values of the Wattle Grove Purpose Statement.

As a member of the Wattle Grove Primary School Community,

- 1. I will be responsible and respectful.**
- 2. I will be cooperative.**
- 3. I will look after property (personal, school, other).**
- 4. I will play and work in a safe manner.**
- 5. I will speak appropriately and politely.**

Teachers need to discuss and explicitly teach each rule with their class and the specific behaviour associated with each code.

GOOD STANDING

At Wattle Grove Primary school, all students commence with and retain good standing while exhibiting behaviours that align with the school's values, beliefs and the Code of Conduct as articulated in the school's Behaviour Policy.

Loss of good standing

- Loss of good standing occurs after a series of behaviours or suspension that are not aligned with the school's Code of Conduct and/or a student behaviour plan. These behaviours will include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school behaviour policy after a series of behaviours or suspension will have privileges removed such as being banned from school activities eg social/ sporting, as determined by the Principal.
- Discussions with the student and/or their parent/carer will be conducted to highlight the issues that led to the loss of good standing.

Re-instate good standing

- A student's good standing may be reinstated at the discretion of the Principal after identified areas for improvement with explicit strategies and desired outcomes have been achieved.
- A re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes will be developed.

CLASSROOM BEHAVIOUR

Positive Consequences

1. Wattle Grove Honour Certificate/Awards.
2. Letter of Commendation.(Principal/Teacher choice)
3. "Lunchie" token – students may be rewarded with a "Lunchie" for good behaviour. Students place their "Lunchie" in the box at the office. Each "Lunchie" will earn 5 factions points. A "Lucky Lunchie Draw" will take place each assembly, with the 3 winners receiving a free canteen lunch!!
4. Faction Shield awarded to the Champion Faction for each term.
5. Teacher initiated rewards – stamps, stickers, phone calls to parents and certificates etc.
6. Values Certificate – Nominated by class teachers.(Teacher choice)

Negative Consequences

Class Procedures

Steps:

1. Verbal warning and name recorded on B/board.
2. Isolation in class (x).
3. Isolation in another class (xx) with reflection sheet and work.
4. Sent to Administration with documented slip (xxx).

Administration Procedures

When a student is sent to Administration during the course of one term, the following consequences will apply:

Steps:

1. The student will do Playground Duties accompanying the duty teacher during the next recess or lunch. (if applicable) (Parent notified).
2. Student will receive 2 Time-Outs during the following lunch session and parent notified. (Time Out by the staffroom/resource centre.)
3. Student will receive five time-out lunch sessions. (Parent notified)
4. Student will receive In-School Suspension for 1 day. (Discretion of Administration.

***** Severity Clause – Administration reserves the right to bypass this process.**

PLAYGROUND BEHAVIOUR

Positive Consequences

1. Wattle Grove Primary School Honour Certificates/Awards.
2. Letter of Commendation.
3. "Lunchie" token – students may be rewarded with a "Lunchie" for good behaviour. Students place their "Lunchie" in the box at the office. Each "Lunchie" will earn 5 faction points. A "Lucky Lunchie Draw" will take place each Assembly, with the 3 winners receiving a free canteen lunch!!
4. Faction Shield awarded to the Champion Faction for each term.

Negative Consequences

Playground procedures

Steps:

1. Warning by Duty Teacher (Documented on slip)
2. Minor misdemeanours – dealt with by Duty Teacher.
3. Major misdemeanours – recorded on documented slip. Student walks with teacher and reports to Office for Administration at end of recess/lunch with documented slip.

Administration Procedures

Steps:

1. Student will receive "Time-Out" during the following lunch session and parent notified.
Time Out by staffroom/resource centre
2. Student will receive 2 time-out lunch sessions. (Parent notified).
3. Student will receive 5 time-out lunch sessions. (Parent notified).
4. Student will receive In-School Suspension for 1 day. (Discretion of Administration.)

***** Severity Clause – Administration reserves the right to by pass this process.**

MODIFIED PROCEDURES FOR SPECIALIST /RELIEF TEACHERS.

Class Procedures:

Steps:

1. Verbal warning and name recorded on blackboard.
2. Sent to Administration with documented slip.

GUIDELINES FOR SUSPENSION / EXCLUSION.

The Principal may authorise the suspension of a student in cases of either repeated misbehaviour or of serious misbehaviour including students fighting or publishing videos of fighting.

The Principal may recommend the exclusion of a student if a student has made intentional physical contact with a staff member.

Parents will be contacted and invited to discuss the student's behaviour and the issues involved regarding a decision of suspension or a recommendation for exclusion is made.

APPENDIX 1 – ANTI-BULLYING POLICY

A SAFE ENVIRONMENT FOR ALL

Definition

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion, over a period of time. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.¹

BULLYING IS WRONG. Nobody has the right to hurt other people by:

- *name calling*
- *racist remarks*
- *spreading rumours*
- *using put-downs*
- *taking their possessions*
- *throwing things*
- *hitting or kicking*
- *or doing anything that is intended to be upsetting*
- *intentionally excluding others*
- *shadowing*

The school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind including cyberbullying. Cyberbullying is bullying that is carried out through the internet or other mobile device technologies.

Our safe working environment is outlined in our statements of an individual's rights. Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment.

Bullying refers to a wilful conscious desire to hurt, threaten or frighten someone on an ongoing basis. It can be physical or verbal in nature.

This school will not tolerate such behaviour in any circumstances, and with the collaborative support of the whole of its community has developed the following action plan.

SUPPORT FOR VICTIMS

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will do something about it. The victim and assailant will be involved in the resolution process. Both parties will be counselled separately. The administration and class teacher will oversee the resolution process over a period of time.

PREVENTION

Teachers will incorporate into the curriculum a personal development program including role play, classroom meetings and cooperative group activities, to assist students to develop assertive rather than aggressive ways of dealing with situations of conflict. (These programs include: stop, think and do/ virtues/ Collaborative learning team -grievance process).

PARENT SUPPORT

The school will:

- request that parents cooperate with the year teacher in any resolution process;
- involve professional help, where necessary; and
- have information and education nights for parents.
- request parents to inform the school of any incidents of bullying of their child.

¹ *Behaviour Management in Schools* policy, Department of Education
Reviewed in 2019

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community.	<ul style="list-style-type: none"> • Are safe and supported in the school environment; and • Are treated with respect. 	<ul style="list-style-type: none"> • Establish positive relationships; and • Respect and accept individual differences.
Administrators	<ul style="list-style-type: none"> • Are supported in developing and implementing the school's plan to prevent and effectively manage bullying. 	<ul style="list-style-type: none"> • Provide leadership in resourcing the school's prevention and effective management of bullying; • implement the school plan; • ensure parents are informed of the school plan; and • support staff to implement the school's plan.
Staff	<ul style="list-style-type: none"> • Feel safe and supported in the workplace; • access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention; • are informed of the school's plan on bullying; • are treated with respect in the workplace; and • access to professional learning in preventing and effectively managing bullying. 	<ul style="list-style-type: none"> • Promote and model positive relationships; • participate in implementing the school plan to counter bullying; • identify and respond to bullying incidents; • teach students how to treat other with care and respect; • teach students how to respond effectively to bullying; • promote social problem solving with students; and • respect and accept individual differences.
Students	<ul style="list-style-type: none"> • Access to curriculum that supports the building of resiliency; • are informed of the school's plan on bullying; and • if involved, are provided with support to stop bullying. 	<ul style="list-style-type: none"> • Treat others with care and respect; and • identify and respond effectively to bullying.
Parents	<ul style="list-style-type: none"> • Expect children to be safe and provided with a supportive school environment and treated with respect; and • are provided with access to information on the prevention and response strategies related to bullying. 	<ul style="list-style-type: none"> • Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying; • encourage children to report bullying incidents; and • are aware of school plans and support school in effectively managing bullying.
Wider community: including other professionals	<ul style="list-style-type: none"> • Strategic inclusion in prevention and bullying incident management. 	<ul style="list-style-type: none"> • Provide support and input into the school's approach to preventing and managing bullying.

Common Understandings About Bullying

Types of Bullying

Bullying takes many forms and can include:

- ❑ **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.
- ❑ **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 from their social connections, 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.
- ❑ **Cyber Bullying:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and 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 to Bullying:** *Bullying also involves the concept of "bystanders".* A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Wattle Grove need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Terminology

The Department of Education and Training promotes the use of affirmative language that supports the values of the *Curriculum Framework*. The terms "bullies" and "victims" are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include "bullied students", "students who are bullied", "victimised students", "students who bully", "students who engage in bullying behaviour" and "students who bully others". This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

CONSEQUENCES

- ❑ When bullying is reported, both parties will be counselled and parents/teacher will be notified.
- ❑ The bully will be warned that such behaviour is unacceptable and will result in his/her name being placed in a "Bully Book" in the office.
- ❑ Further bullying results in isolation in Time Out.
- ❑ On return to the playground, the child is "tracked" for a week to ensure bullying behaviour is no longer occurring.
- ❑ Ongoing counselling provided for bullying child to alter pattern of behaviour.

School Strategies to Prevent and Manage Bullying

Whole-School Prevention Strategies

The whole school promotes an effective learning and teaching environment that allows positive aspirations, relationships and values to develop. The staff and students at Wattle Grove Primary School foster mutual respect; and encourage all students to take responsibility for their own behaviours and the consequences of their actions. Teachers will incorporate into the curriculum a personal development program including role play, classroom meetings and cooperative group activities, to assist students to develop assertive rather than aggressive ways of dealing with situations of conflict. (These programs include: stop, think and do/ virtues/ Collaborative learning team -grievance process.)

Whole school prevention strategies at Wattle Grove Primary School include:

- a shared leadership where a whole school pastoral care approach is promoted;
- a school culture that seeks to be proactive and restore relationships damaged through conflict;
- an awareness-raising and plan to deal with specific forms of bullying in particular cyber-bullying and racism;
- a well-resourced and skilled student services team;
- a close collaboration with parents and the wider community on bullying;
- promote and develop active, trusting relationships among all school community groups;
- professional learning for staff and parents addressing bullying prevention and management;
- professional learning for staff and parents on identifying the signs of a student being bullied,
- social competency development curriculum;
- positive staff role modelling;
- buddy classes to build student relationships across year groups;
- providing incentives for respectful behaviour; and
- a collection of appropriate information so that preventative strategies can be monitored for success and changed if ineffective.

Classroom prevention strategies at Wattle Grove Primary School include:

- the use of cooperative learning strategies with students;
- an effective classroom behaviour management plan that encourages empathy, social problem solving (to resolve peer based conflict) and positive action;
- developing a trusting and inclusive classroom environment; and
- reinforcing good examples of communication and conflict resolution;

Playground prevention strategies at Wattle Grove Primary School include:

- a coordinated, highly visible and active approach to playground supervision;
- an identification of and supervision adjustments to high-risk situations;
- organised activities during break times that encourage positive peer relations and networks;
- recognising and reinforcing positive playground behaviour and positive social relationships;
- recording and managing playground bullying incidents; and
- providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

Targeted Early Intervention Strategies

Early identification of bullying behaviours is vital if our school is to be effective in managing bullying. It is understood that those who are engaged in bullying and are bullied can experience long term effects.

Targeted early intervention strategies at Wattle Grove Primary School include:

- the development of effective bystander behaviour through the curriculum;
- identifying early signs of relationship issues within year groups and across the school (e.g. class meetings and social problem solving);
- proactive teaching of pro-social behaviour to identified students;
- actively providing other options for individual students experiencing unsafe areas or times at the school;
- referring identified students to appropriate specialist support staff;
- assisting in repairing and rebuilding trust and relationships between identified students and others;
- providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff;
- setting up buddy systems for vulnerable students;
- using whole school behaviour management strategy methods for identified students eg friendly reminders of appropriate cooperative behaviours; and
- identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs.

Intervention for Bullying Incidents

The school will:

- request that parents cooperate with the year teacher in any resolution process;
- involve professional help, where necessary; and
- have information and education nights for parents.
- request parents to inform the school of any incidents of bullying of their child.

Consequences:

- When bullying is reported, both parties will be counselled and parents/teacher will be notified.
- The student will be warned that such behaviour is unacceptable and will result in his/her name being recorded on SIS-Behaviour.
- Further bullying results in isolation in Time Out. On return to the playground, the child is "tracked" for a week to ensure bullying behaviour is no longer occurring.
- Ongoing counselling provided for bullying child to alter pattern of behaviour. This may involve the Principal, Parents, Deputy Principal, Class Teacher and/or Chaplain.

Support for victims

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will do something about it. The victim and assailant will be involved in the resolution process. Both parties will be counselled separately. The administration and class teacher will oversee the resolution process over a period of time.

APPENDIX 2 – MOBILE ELECTRONIC DEVICES (MEDs) Smartphones, Tablets and Laptops

Wattle Grove Primary School prohibits the use of personal mobile electronic devices during school hours. These devices include personal mobile phones, tablets and laptops.

If a student does bring a mobile electronic device to school, they are to leave it switched off and in their school bag. If the mobile electronic device is taken out of the school bag, it will be taken to Administration where it will be kept until the end of the day. Parents will be notified.

The student is responsible for collecting their mobile electronic device at the end of the day.

APPENDIX 3 – WEAPONS IN SCHOOLS

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.

If a student is found to be in possession of a weapon, staff will send an EMERGENCY RED CARD to administration to notify. The school will activate the Emergency Management Lockdown procedure.

Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the School Education Regulations 2000⁵.

APPENDIX 4 - Wattle Grove Primary School Health and Wellbeing Policy

Wattle Grove Primary School plays a vital role in supporting the mental health and wellbeing of all students and staff in an inclusive learning environment. The School has a responsibility to effectively promote the mental health and wellbeing of students and to support students with mental health difficulties.

Purpose

The purpose of this policy is to outline the support available to students who may be suffering from mental health difficulties and to document the process to be followed should a student be deemed to be at risk either to themselves or to the School Community.

Definition

For the purposes of this document, mental health is defined as a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

Support Systems for Students

Wattle Grove Primary School has a Psychologist, Chaplain and Health and Wellbeing Coordinator on staff to assist both students and staff who may be suffering from mental health difficulties arising out of their school or personal lives. Any member of staff can refer a student to see the School Psychologist or Chaplain through the Administration Team.

Reviewed in 2019

All students are encouraged to speak with any staff member should they have concerns or worries, however, the staff member should refer that student to the School Chaplain or Psychologist should they feel the student is suffering from mental health difficulties.

The School makes available various programs throughout different year levels including peer support, peer counselling, anti-bullying, cyber bullying, Values and resiliency programs. Parent seminars on such topics are also run to assist parents/guardians in supporting their child's wellbeing and positive mental health.

At Risk Students

If a student is thought to be at risk of self-harm or the harming of others, the following steps are to be taken immediately.

- The concerned staff member is to immediately inform the Principal or Deputy Principal and consult with and/or inform the School Psychologist and Chaplain. This may involve the staff member walking the student across to Administration or finding someone to do so.
- After assessing the mental health of the student, the School Psychologist is to advise the Administration and reporting teacher of the recommended course of action which may include:
 - the student being sent home with parents/guardian directed to collect their child
 - referral to a psychiatrist or psychiatric facility,
 - further and formalised assessments,
 - reporting to the Department of Health Services,
 - reporting to the Police.

If a student is found to be self-harming whilst at School, the observing staff member is to immediately seek medical assistance, then consult the Administration

- Given medical clearance, parents/guardians will be contacted to ensure that the student will arrive safely at home.
- It is at the discretion of the Principal, in conjunction with the parent/guardian and school psychologist, as to when the student may return to school and what requirements may be put in place to ensure that the school's duty of care to the student and the wider School Community is maintained.