

Springvale Rise Primary School

BEHAVIOUR MANAGEMENT & WELFARE POLICY

Purpose:

To maintain a fair, consistent and equitable approach to behaviour management it is important that all staff have the same expectations for all children which will support the School Strategic Plan. The Behaviour Management practices of the school support procedural fairness and explicitly prohibit any form of corporal punishment.

Broad Aims:

- Provide a safe environment in which all children can work and play without interference.
- Encourage children to be responsible for their own behaviour.
- Expect a whole school approach to behaviour management. (Restorative Practices)
- See student services personnel when appropriate.
- Inform and involve parents when necessary.

Specific Aims:

- Encourage staff to use a positive approach to behaviour management.
- Expect children to act in an appropriate manner and follow school rules to foster a safe class and playground environment.
- Enable children to accept the consequences of their behaviour.
- Involve children in setting classroom rules and consequences.
- Have all parents see, read and sign the Student Code of Conduct.
- The school does not endorse corporal punishment in any capacity

Implementation:

Inappropriate behaviour regardless of whether it happens in the playground or in the classroom will incur some logical and consistent consequence.

School Rules:

Students will -

- Follow instructions from staff.
- Address staff by their correct title and surname.
- Wear school uniform at all times.
- Wear a hat during all outdoor activities during Terms 1 and 4. Failure to do so will result in the child being restricted to a shaded area in the playground.
- Place all rubbish in bins.
- Not bring valuable property, including electronic games to school. Student's mobile phones will be kept at the office for safekeeping during the day.
- Wear a helmet when riding a bike to school.
- Enter / leave school grounds via designated gates.
- Use the appropriate Children's Crossing.
- Not play in out of bounds areas.
- Act / play in an appropriately safe manner at all times.

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Unacceptable Behaviours:

- Fighting, spitting, bullying or any form of aggressive behaviour, including use of war toys.
- Throwing stones or dangerous objects - i.e. sticks.
- Leaving the school grounds without permission or playing in out of bounds areas.
- Riding bikes in the school grounds.
- Wetting themselves or other students during hot weather or having water fights at any time.
- Running in or around the school buildings.
- Climbing trees or structures other than playground equipment.
- Playing in the school garden.
- Being in school buildings without teacher supervision.
- Teasing and name calling.
- Swearing / name calling.
- Bringing glass containers to school.
- Jeopardising the safety of others through inappropriate behaviour.

Accepted Penalties for the Playground:

Major offence - e.g. physical contact - kicking, punching etc.

- Remove child to a restricted area for the remainder of lunchtime/recess.
- Ask other children in that area to move to another area.
- Child will fill out a "Reflection sheet" which will be sent home to be signed by parent and returned to the school.
- Child/ren will participate in a restorative discussion.

Minor/annoying offences - e.g. name calling, interference with games, swearing, etc.

A note book in which to record unacceptable behaviour will be placed in each first aid bag - to be filled in by the teacher on duty. This book will be monitored by the student welfare co-ordinator and Principal to detect recurring offenders who will be brought to the attention of the welfare committee and/or a guidance officer.

Teacher on duty will engage the offender in some worthwhile task - e.g.

- picking up papers
- walking with yard duty teacher

If there is a change of teacher on duty then teachers need to communicate.

AT NO TIME WILL CHILDREN BE PLACED IN THE CORRIDOR OR FOYER OF THE SCHOOL BUILDING

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Accepted Penalties for the Classroom:

Generally these will be taken sequentially unless the behaviour is particularly severe.

1. Discussion followed by warning.
2. Verbal apology.
3. Written apology signed by the child.
4. A special program to reinforce a concept or a school rule.
5. Extra yard duty.
6. Required to repeat a given task to an acceptable standard.
7. Period of detention (not after school) - parent to be notified and acknowledgement sought.
8. Referral to the Principal.
9. Contact parent by telephone.
10. Parent interview.
11. Loss of Trust Licence - deprivation of privileges (which does not include curriculum areas).
12. Suspension procedures.
13. Expulsion in line with DET guidelines.

Anti-Bullying:

Philosophy:

Springvale Heights Primary School is committed to creating an environment in which all members of the school community feel safe and secure and will not be subjected to bullying or harassment.

Definition:

The term "bullying" describes behaviour that is repetitive, prolonged over time and indicating an imbalance of power. It may involve gestures, exclusion and extortion.

WHAT TO WATCH FOR

A significant imbalance of power - students who are much stronger physically, emotionally, or intellectually victimising weaker children.

An unequal level of emotion - the victim is extremely upset - usually crying - while the bully, who is perfectly calm, may query the 'fuss'. Such comments as "I didn't do anything", or "What's the big deal?" are common.

Repeated verbal or physical abuse by one student or a group of students upon an individual student or a group of students.

TYPES OF BULLYING

Physical Aggression

(direct) - pushing, shoving, hitting, kicking, spitting, throwing stones, pulling down pants, lock the victim up.

(Indirect) - getting another person to carry out any of the above actions on a victim.

Verbal Aggression

(direct) - name calling, taunting, teasing about appearance/culture/family, threats of violence or physical harm e.g. "I'm gonna get you after school".

(Indirect) - persuading another person to verbalise any of the above. Spreading malicious rumours.

Intimidation

Threats to reveal personal information that would embarrass the victim. Daring their victim to do something - such as stealing - that they know could get the child into trouble. Defacing a victim's property e.g. clothing, books, bag. Extort the child's possessions, such as toys, lunch money, and clothing.

IMPLEMENTATION

1. All teaching staff will be responsible for ensuring that the school environment is safe and secure and that any bullying or harassment is acted upon immediately. All students will be responsible for respecting their peers and their rights and to take appropriate action if bullied.
2. The Assistant Principal or Head of Student Welfare, in consultation with students, teachers and parents, will be responsible for the development of procedures for handling bullying incidents.
3. The Assistant Principal will be responsible for the compilation of statistics relating to the suspension of students, including bullying or harassment.
4. At the beginning of each term teachers will revise with children how to identify bullying behaviour and strategies for dealing with a bully.
5. The Campus Principal will be responsible for supporting staff to implement this policy with professional development activities, ie. new staff.
6. All staff will be responsible for the development of curriculum and teaching strategies to address issues relating to this policy and related procedures.

BULLYING - DON'T SUFFER IN SILENCE

SELF PROTECTION STRATEGIES FOR THE VICTIM

1. To be alone is be vulnerable - stay with the group.
2. Stay in sight of peers and adults.
3. Stay calm - be firm and clear - look them in the eye and tell them to stop.
4. If the situation continues - walk quietly, quickly and confidently away - dramatic reactions only encourage and entertain the bully.
5. Try to arrive (at school) earlier or later and choose a different route.
6. Leave expensive items at home. If asked to lend an expensive item make an excuse.
7. If you have a nickname, try to get used to it. Learn to be able to laugh at it. Joining in helps to stop the bullying and aids integration into the group.
8. Avoid provocation.
9. Always tell someone about the bullying straight away.
10. At home - rehearse keeping calm, walking away and laughing off taunts.

AFTER YOU HAVE BEEN BULLIED

1. Tell a teacher or another adult in the school.
2. Tell you family.
3. If you are scared to tell a teacher or an adult ask a trusted friend to go with you.
4. Keep on speaking until someone listens.
5. Don't blame yourself for what has happened.

CLEAR INFORMATION

- what has happened to you
- how often has it happened
- who was involved
- who saw what was happening
- where it happened
- what have you done about it already

DEALING WITH THE BULLY

- Should be counselled about the possible effects of bullying on others.
- Should receive a clear message about the unacceptability of the offending behaviour.
- Need to understand the consequences of the bullying behaviour.
- Parents may need to be involved.

Staff Support

Professional Development will be on going to support staff in behaviour management - e.g. assertive Discipline / Restorative Practices.

Where necessary provide new staff members with training in Mandatory Reporting procedures. A mentor program will be established to enable members of staff to receive support from a chosen colleague.

As an aid to staff welfare the Principal will provide CONFIDENTIAL support on both a personal and professional basis.

STUDENT SUPPORT

Staff will make a special effort to observe and assist students with problems. When it is deemed necessary the help of student support services will be sought. Staff will be aware of and act in accordance with the Mandatory Reporting procedures. At the commencement of each school year Buddy System will be established between newly enrolled Prep children and Grade 6 children to help the new students settle into the school.

The school Welfare Officer will work with children requiring support or assistance to modify their behaviour

PARENT SUPPORT

The Principal or Student Welfare Co-ordinator will inform and involve parents of children who are having problems. Parents will be assisted in seeking help from community services. Parents will be offered in-service when and where required.

EVALUATION

- Monitoring entries in unacceptable behaviour note books.

- Observations by classroom and yard duty teachers.
- A minor review of the policy will be conducted annually.
- A major review will be carried out in 2017 in accordance with the AIP / School Strategic Plan.

RESOURCES

School Strategic Plan

AIP

This policy was ratified by School Council in

April 2017