

BEHAVIOUR MANAGEMENT POLICY

FLOREAT PARK PRIMARY SCHOOL



SCHOOL PURPOSE

The purpose of Floreat Park Primary School is to promote the cognitive abilities of each student so that they can maximise their educational opportunities, develop social, physical and creative abilities and skills and therefore they can be prepared for the opportunities, responsibilities and experiences of life.

AIMS

Floreat Park Primary School aims to:

- Create a positive environment within the school and classroom so that the teachers and students can work together in harmony;
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected;
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment;
- Establish a set of rules that protect the rights of all individuals;
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

OUTCOMES DESIRED

- Students will recognise acceptable behaviour and be aware of the consequences of unacceptable behaviour.
- Staff and students will have the support to manage conflict without resorting to violence.
- Staff will have the necessary skills and confidence to educate students about violence, bullying and harassment and its prevention.
- Students and staff will have the knowledge, skills and attitudes necessary to deal with violent and potentially violent, bullying and harassment situations.
- The wider community will support prevention initiatives in the school.

SCHOOL CODE OF CONDUCT RIGHTS AND RESPONSIBILITIES

<p><u>Students have the RIGHT to:</u></p> <ul style="list-style-type: none"> . Learn in a purposeful and supportive environment . Work and play in a safe, secure, friendly and clean environment; . Respect, courtesy and honesty <p><u>Staff have the RIGHT to:</u></p> <ul style="list-style-type: none"> . Respect, courtesy and honesty; . Teach in a safe, secure and clean environment; . Teach in a purposeful and non-disruptive environment; . Cooperation and support from parents. <p><u>Parents have the RIGHT to:</u></p> <ul style="list-style-type: none"> . Know of 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 an appropriate forum on matters related to the rights of their child to an appropriate education. 	<p><u>Students have the responsibility to:</u></p> <ul style="list-style-type: none"> . Ensure that they are punctual, polite, prepared and display a positive manner; . Ensure that their behaviour is not disruptive to the learning of others; . Ensure that the school environment is kept neat, tidy and secure; . Behave in a way that protects the safety and well being of others. <p><u>Staff have the RESPONSIBILITY to:</u></p> <ul style="list-style-type: none"> . Model respectful, courteous and honest behaviour; . Ensure that the school environment is kept neat, tidy, and secure; . Establish positive relationships with students. . Ensure good organisation and planning; . Report student progress to parents. <p><u>Parents have the RESPONSIBILITY to :</u></p> <ul style="list-style-type: none"> . Ensure that their child attends school and is punctual. . Ensure that the physical, social 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. . Demonstrate respect and consideration to rights and welfare of others . Treat all persons associated with the school with respect and courtesy . Make appointments in advance of expecting to gain an interview . Discuss issues or concerns about the school, staff or students through the correct procedures . Follow school procedures governing entry and behaviour on school grounds.
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CODE OF CONDUCT for PARENTS / VISITORS

APPROACHING THE SCHOOL

These guidelines aim to:

- Provide a guide in order that concerns are dealt with in an open and fair manner.
- Ensure that the rights of students, staff and parents are respected and upheld.
- Support sensitivity and confidentiality
- Help reach an agreed solution.

CONCERN	APPROPRIATE ACTION
The academic progress of your own child	Directly contact the child's teacher either by note, by phone or at an appropriate time to discuss any issues
The welfare of your own child	For minor issues directly contact your child's teacher to clarify information. For more serious concerns, contact school office. State nature of concern and arrange a suitable time to talk with class teacher or appropriate staff member. To convey information about change of address, telephone number, emergency contact, custody details, health issues etc. Please contact the office.
Actions of other students	Contact the class teacher for a class room problem. Contact a deputy principal for playground problems.
School policy or practice	Contact office. State nature of concern and make an appointment to speak to a deputy principal or appropriate staff member.
Actions of a staff member	Contact the teacher directly in the first instance.

A code of conduct for parents and visitors ensures that everyone who visits the school site is able to do so in a safe and harmonious manner and to ensure that students, staff, parents and other visitors are not subjected to hostile or violent behaviours.

Any person contravening this Code of Conduct is advised that the provisions of the *School Education Act 1999 and its amendments* will be followed if any of the following occur:

- Actual physical assaults or threatened physical assaults on students, staff, parents or community members at the school or during the course of school activities
- Behaviour in the presence of students, staff, parents or other visitors to the school that causes alarm or concern to the students, staff, parents or other visitors
- Use of offensive language (ie swearing) in the presence of students, staff or other visitors to the school
- Any interruption to the learning environment of the school such as entering classrooms without permission.

SCHOOL RULES

Students must:

1. Show respect for the rights of other people including; the care of their property and by displaying socially acceptable behaviour at all times.
2. Consider the safety of others when playing games. Do not throw sticks, stones or other objects likely to cause harm.
3. Only play non-violent games in school and MacLean Oval areas. Fighting and rough games where extreme physical contact is required are not allowed.
4. Only enter rooms if the classroom teacher is present.
5. For your safety, enter and exit from school by the appropriate small gates. Bicycles, scooters and skateboards are to be walked or carried on school grounds or on footpath directly outside the school.
6. Only run in open areas away from the buildings, passageways and verandahs including the verandah of the new classrooms.
7. All food is to be eaten in the undercover area (Years 1-5).
Years 6/7 will be exempted at all times of the year weather permitting. (Excepting purchases from the canteen, that are to be eaten in the Undercover Area.)
Year 6/7 to sit to the west of the music room for lunch
8. Keep the school in a neat and tidy condition. All food scraps and rubbish to be put into bins.
9. Move away from the Canteen servery areas after making purchases.
10. Not interfere with the chains on the roller doors in the undercover area.
11. Not bring Bubble Gum or Chewing Gum on to the school property.
12. When representing the school, be in full school uniform

GUIDING PRINCIPLES for MANAGING STUDENT BEHAVIOUR

The following principles will guide schools in their management of all student behaviour:

1. Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
2. The use of appropriate curriculum and learning programs will encourage engagement by students.
3. Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
4. All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
5. Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
6. Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
7. School staff will demonstrate accountability for evidence-based decision making, reporting and referral to appropriate support and record keeping

POSITIVE CLASSROOM

1. Establish Positive Classroom Environment.
Encouragement of appropriate behaviour in classroom.

(Within the classroom the regular award of positive reinforcement utilising a variety of methods eg. stamps, stickers, special class certificates, bonus time, star pupil, group points, house points, etc is encouraging to the students to do their best.)

2. Establish Classroom Behaviour Standards
Clearly display the classroom behaviour standards.
Regularly remind the children of the behaviour standards and the positive consequences of adhering to them.

PROCEDURES FOR BEHAVIOUR MANAGEMENT of PRE PRIMARY STUDENTS

Proximity Praise / Reward

Where a student is misbehaving, praise at least one other student who is in close proximity for behaving appropriately; acknowledge the misbehaving student when they do something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity;
quietly enquire as to the reason for the misbehaviour.

Rule Reminder

Referral to displayed rules. Reinforcement or questioning of class rules.

Warnings

Verbal reprimands according to individual classroom procedures, stating the problem and clearly indicating required behaviour.

Loss of Privilege

The second time a rule is broken the student will lose a privilege.
For example, games, special activities. You must have privileges established in order to take them away.

Separation in Class (Time-Out)








Further infractions of class rules leads to a student being separated from other students / teachers in the classroom.

Detention

Students are detained for a brief period during normal breaks.

Non-attendance

Caregiver/s are advised by the Principal that their child cannot attend the session the following day or part of the day. This action is only for extreme cases.

-  Proximity / Praise / Reward
-  Rule Reminder
-  Warning
-  Loss of Privilege
-  Time Out (In class)
-  Detention
-  Non-attendance

PROCEDURES FOR BEHAVIOUR MANAGEMENT of YEAR 1-7

Proximity Praise / Reward

Where a student is misbehaving, praise at least one other student who is in close proximity for behaving appropriately; acknowledge the misbehaving student when they do something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.

Within the classroom, the regular use of positive reinforcement utilising a variety of methods eg. stamps, stickers, special class certificates, three C's certificates, Merit Certificates, bonus time, star pupil, group points, house points, etc is encouraging to the students to do their best.

Playground rewards can be in line with classroom practice.

Rule Reminder

Referral to displayed rules. Reinforcement or questioning of class rules.

Warnings

A verbal reprimand according to individual classroom procedures, stating the problem and clearly stating required behaviour.

Second time a rule is broken the student will lose a privilege or be sanctioned according to the classroom rules (you must have privileges established in order to take them away).

Separation within Class

Further infractions of class rules leads to a student being isolated from other students / teachers in the classroom.

Isolation

Disruptive student placed in another situation away from the classroom.

Class work must be provided.

Student must complete a "Think Sheet".

Notification must be forwarded to the parent and deputy principals alerted to action.

Detention (Classroom / Playground Misdemeanours)

Students are detained for periods during morning recess and lunch breaks and may be required to complete a "Think Sheet". They are supervised in the detention room by a teacher. The principal or the deputy principals are notified and must approve assignment of a student to the detention room. Students, as a consequence of playground misdemeanours may be detained on the "bench" outside the girls' toilet.

Limited Playground Area

When required, children who continue to display inappropriate playground behaviour may be directed to spend their play times in a defined playground area. The aim is to facilitate a graduated return to full playground access. The principal or the deputy principals are notified and must approve assignment of a student.

In-school suspension

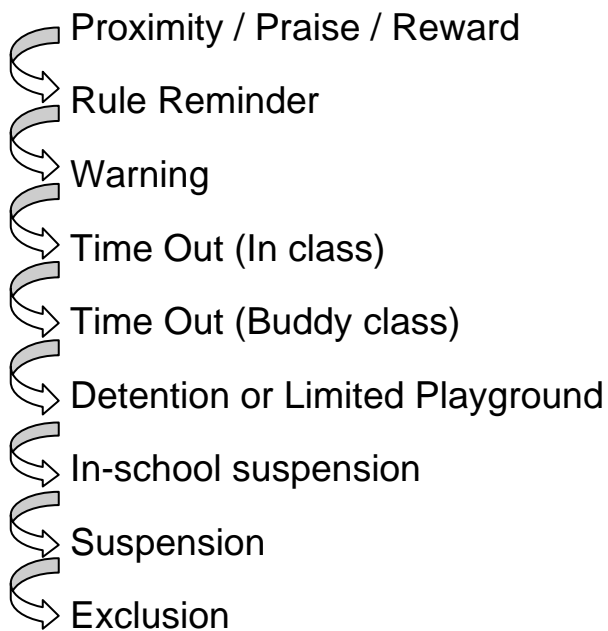
Student remains at the school but is isolated from other school students.

Suspension

End of line management procedure which is used at the discretion of the school administration and in accordance with the regulations as tabled in the Education Act 1999..

Exclusion

Formation of exclusion panel according to the regulations as tabled in the Education Act 1999.



CONSEQUENCES TO MISBEHAVIOUR IN THE PLAYGROUND

1. Student seated (“benched”) outside Computer Room immediately and if serious misdemeanour to attend Time Out in Detention Room the next day. (following Parent contact)
** Teacher warning noted in file.
2. Required to copy out School Rules and complete a Behaviour Journal entry.
3. Complete other set work.
** Serious breaches of the Code of Behaviour will be dealt with by the Deputy Principals.

RESTRICTED PLAYGROUND AREA

When required, children who continue to display inappropriate playground behaviour may be directed to spend their play times in a defined playground area. The aim is to facilitate a graduated return to full playground access.

OUT OF BOUNDS AREAS

1. The bank below the school oval (south-west side) across to the Chandler Avenue boundary fence.
The bank above room 12 across to the Boundary fence (east side).
The bush area outside the school boundary facing Howtree Place.
The bank and path to the east and north of the new block, unless accompanied by a teacher.
2. All lawn areas to the front of the school, unless under teacher direction.
3. McLean Oval unless under teacher supervision. The banks on north and west sides of oval are out of bounds.
4. Behind the old school toilets / and McLean Oval change room / toilets.
5. Boys and girls toilets – to the opposite sex.
6. The Library, Computer Room and Dungeon unless supervised.
7. The Staff Room unless directed by a teacher.
8. Upstairs Corridors during recess and lunch periods.

BULLYING AND HARASSMENT

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Its aim is to provide a supportive climate and to encourage responsibility to others so that students feel safe and confident in telling someone if they are being bullied, or know someone who is being bullied.

WHAT IS BULLYING?

A persistent and wilful, conscious desire to hurt, threaten or frighten. It can be physical and/or verbal in nature and can include racial, religious and sexual harassment, rude gestures, intimidation, social isolation and extortion. It must be recognised that bullying is ongoing in nature and that bullies are reinforced by another's pain, fear and humiliation.

Harassment

The perception by a person of being persistently disturbed, tormented or manipulated by another. This leads to the person feeling offended, humiliated or intimidated.

Violence

Any action (physical, verbal, social or psychological) used against a person, that is injurious, unjust or unwarranted.

CHARACTERISTICS OF BULLYING BEHAVIOUR

Nature	physical and/or psychological
Location	covert or hidden activity rather than open or obvious to staff.
Intent	pre-meditated and calculated rather than thoughtless and accidental
Number involved	one person or a group
Duration	regular and longstanding – may even extend over several years

Examples of Bullying Behaviour

Physical	(punching, hitting, kicking, pinching, pushing)
Verbal	(snide, threatening, defamatory or derogatory Comments)
Social	(exclusion from group)
Psychological	(intimidatory verbal and non-verbal language)

Note

Racism is an example of bullying behaviour that warrants special mention. It may take the form of any of the types of bullying behaviour described above. The school takes a particularly strong stance against racist behaviour, and seeks to educate students to tolerate, accept and learn from people of different ethnic and cultural backgrounds.

Signs that a student is being bullied

Class or School attendance	(poor, not wanting to attend)
Academic	(progress appears to diminish)
Physical	(loss of appetite, self-mutilation, nausea)
Emotional	(tantrums, psychosomatic illness, feeling (of isolation, or rejection, withdrawn)
Social	(no friends, poor interaction with peers)

DETECTION STRATEGIES

At School

1. Class sociograms.
2. Class or whole school surveys.
3. Through policy and practice, communicate to students that to report bullying is the right thing to do : something will be done if it is reported.
4. Active 'duty of care' by teachers.
5. Use of effective reporting systems for positive response when bullying occurs.

PREVENTION STRATEGIES

- . Creation of a positive and supportive climate in the school.
- . Incorporation into curriculum of a personal development program including role play, classroom meetings and co-operative group activities to assist students in developing assertive rather than aggressive ways of dealing with situations of conflict.
- . Promotion of acceptance, and support for, individual differences.
- . Promotion of ideas of mutual responsibility for welfare of others.
- . Emphasis on the positive options –
 - (a) students know that they can talk to staff and seek help with any problems that may arise through peer bullying.
 - (b) students as bystanders must act (persuade/intervene/report) as opposed to ignoring bullying.
 - (c) parents are to be encouraged to discuss matters of suspected bullying at school with staff.

MANAGEMENT OF STRATEGIES

A policy statement on bullying issued to each family clearly stating school's position on bullying, what bullying is and ideas as to what students can do if they are bullied.

- . No blame approach (Staff to be trained).
- . Mediation – students, staff.
- . Peer mediation.
- . Parental involvement and feedback.
- . Conferencing – student, parent staff.
- . Counselling eg school psychologist.
- . Addressing of underlying problems.
- . Use of Restorative practices (Staff to be trained)

Consequences – see stages in Behaviour Management from Stage 4.

CYBER BULLYING POLICY

Cyber bullying is covert psychological bullying involving the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal Web sites and defamatory online polling Web sites, to support deliberate, repeated and hostile behaviour, by an individual or group, that is intended to harm others. (Bill Belsey 2007 www.bullying.org)

There are two kinds of cyber bullying, direct attacks (messages sent to children directly) and cyber bullying by proxy (using others to help cyber bully the victim, either with or without the accomplice's knowledge.) Anonymity on the internet makes it easier for cyber bullying to occur and more difficult to prevent.

CHILD HEALTH PROMOTION RESEARCH CENTRE FINDINGS:

- 9.4% WA Year 8 students sent hurtful messages on the internet during the past term.
- 12.6% Australian school students sent hurtful messages using SMS
- 14.8% received hurtful messages through the internet
- 30% who bully and/or are victimised also cyber bully or are cyber bullied face-to-face.
- Reality merges into cyber space: events occurring during the day continue into the evening.
- Internet may be the primary method of harassment or used to continue offline bullying behaviours.

EFFECTS OF CYBER BULLYING

- Students 'connected' can be bullied at any time.
- Signs of being cyber bullied are similar to conventional bullying
- Preliminary findings suggest cyber bullying may have more negative long term effects because:
 - deliberate, persistent and anonymous
 - can be accessed, forwarded and used repeatedly

CYBER BULLYING PREVENTION STRATEGIES.

As cyber bullying often is instigated or continued off campus it is important that both parents and schools work together.

SCHOOL	HOME
Mobile telephones to be kept at the school office during instruction hours.	Parents to keep the school informed of cyber bullying incidents involving students at this school.
Staff to closely supervise internet use.	Parents ensure their children never give out personal information or passwords.
Staff to work with parents to stop and remedy cyber bullying situations.	Parents ensure their children don't open a message from someone they don't know.
School to reserve the right to discipline students for actions taken off-campus if they are intended to have an effect on a student or they adversely affect the safety and well being of a student while at school.	They encourage their children to tell a trusted adult about the cyber bullying. Parents ensure their children don't reply to messages from cyber bullies. Parents ensure their children don't erase messages from cyber bullies (evidence).
Staff to educate students on cyber ethics and the law.	Parents keep computers with internet access in an open, commonly used space.