



Government of South Australia
Department for Education and
Child Development

Tarlee Primary School

Behaviour Management and Bullying Policy

Ratified by Governing Council: 2015
Reviewed: 2015
Next Review date: 2016

This policy is part of a series of inter related policies for the safety and wellbeing of students, parents, volunteers, visitors and any other person who come onto the school site.

This policy should be read in conjunction with these other site policies:

- Student Wellbeing Policy
- Cyber Safety and Anti Bullying Policy
- Acceptable use of Technology and the Internet
- Complaints Policy
- Mobile Phone Policy

Statement:

At Tarlee Primary School, we believe that:

Teachers have the right to teach

All behaviours have logical consequences

Rules maximise safety and learning

Learning is the right of every person

Everyone has the right to feel safe

Everyone has the right to be treated with respect

Rationale:

- Tarlee Primary school will have a safe, caring and orderly learning environment, where all students, staff, parent/s and visitors have the right to be treated with courtesy and respect.
- All students, staff and visitors have a right to feel safe at all times. Tarlee Primary School is a 'Bully Free Zone' and as such bullying of any description is not tolerated on any level.
- Every single member of the school is responsible for maintaining the safety of all people. All students, staff, parent/s and visitors have the right to be treated with courtesy and respect. At all times teachers have the right to teach and all students have the right to learn. Behaviour which interferes with these rights will not be tolerated.
- Our school rules and consequences should be just, clear, reasonable and kept to a minimum: based on restorative justice principles, so that all students are able to understand, accept and follow them. Students need to be given opportunities that

enable them to be responsible for their own behaviour and to develop problem solving skills.

- Rules keep all members of the community safe and come from being Caring, Considerate, Courteous, Co-operative and using Common Sense. The behaviours we expect from the school community members are based on our school values|: Respect, Quality learning, Safe Environment and Positive Relationships.
- That the rules, behaviour code and consequences are borne from consultation with the Students, their families and caregivers, staff, school leadership and governance and in compliance with the overriding Department of Education and Child Development Policies. The behaviours we expect from school community members are based on our school values of Respect, Quality learning, Safe Environment and Positive Relationships.
- Students, staff and parents are part of the decision making process and therefore all members of the school community are expected to actively support and use the processes outlined in this policy.

Tarlee Primary School Rules:

Move around in a safe and respectful manner

Treat others and property with care and respect

Speak to others respectfully and in an appropriate manner

Cooperate with others and respect their rights too

Keep ourselves and others safe at all times

Problems need to be solved in a fair manner;

If this is hard seek help from an adult in the school

Aims

- To provide a safe, caring, stimulating learning environment in which the rights of all children to learn and teachers to teach are supported and protected.
- To develop in children an acceptance of responsibility for their own behaviour and develop commonly agreed expectations and consequences related to student behaviour.
- To promote a success oriented school so that children have the support and opportunities to increase their experiences of academic social and physical successes.
- Empowered confident

STRATEGIES

- Staff established a set of behavioural expectations at school in consultation with parents and students.
- Develop Discipline-consequence procedures for responsible / irresponsible behaviour.
- Negotiate responsibilities and consequences with staff, students and parents.
- Reinforce and model responsible behaviour by staff / students and visitors.
- Provide the opportunity for the students to discuss and develop responsible relationships.

ACCEPTABLE BEHAVIOUR

The beliefs and guidelines outlined in this policy lead to all students displaying acceptable behaviour in the school and wider community.

As a school community we need to promote and reward acceptable behaviour. In order to achieve this each class teacher has their own programme of rewards and awards. These vary from a simple smile to a printed award, point system, a particular favour (like free time, special time on a computer, etc) to a simple 'prize-type' reward or similar.

As a school community, we have a variety of strategies which encourage and reward acceptable behaviour. For example:-

- Presentation of awards acknowledging positive behaviours at assembly.
- Students have an opportunity to choose the type of reward treat they would like to participate in, and the final choices are put to a vote, (*these could be events like, disco, a walk along the Riesling Trail, lunch at 'The Pines', bowling, pictures, movie and popcorn, free dress/crazy hair day, to name only a few things*).
- Students who do not receive any Rethinks for the term are eligible to participate in a special reward.

- *Students with rethinks remain supervised at school for the duration of the special reward).*

CLASS ROOM BEHAVIOUR

Each class has its own set of positively stated class expectations/rules based on the school rules and being caring, considerate, courteous, co-operative and using common sense. These rules and expectations are negotiated at the start of each year between the students and their class teacher.

Consequences

All consequences are in line with and form part of the overriding DECD policy which also includes Exclusion and Expulsion. These consequences **are not lock step** and are dependent on the type and seriousness of each incident, consequently a student could go from a warning to suspension; if the situation warranted.

In the cases when behaviour is dangerous, extremely disruptive, extremely abusive or violent, bullying or an act of wilful damage or criminal act, the student will be immediately removed from the area and either internal or external suspension of up to 5 days will be considered by the principal in line with departmental policy. In these cases the police will be contacted.

The possible Consequences of breaching SCHOOL or CLASS RULES are: -

- **REMINDER** – the student is reminded that their behaviour is not appropriate / acceptable; this can take the form of a look, gesture, spoken word or sound eg. Finger snap, clucking sound.
- **WARNING** - The student that has had a reminder but continues to act inappropriately will be given a warning. This is a verbal, clear instruction and warning specifically directed to the student (back answering **will not** be tolerated and will result in the next consequence).
- **THINK TIME** - The student that has had their reminder and warning (these may occur within a very short space of time, as the teacher will not be drawn into disruptive arguments, nor will they be expected to tolerate continual disruption or back answering). Student will sit in the class and fill out a Think Time Sheet stating:-
 - What their behaviour was,
 - What they should have been doing,
 - How or what they intend to do to help change their behaviour in the future.
 - What values they need to work toward acquiring.
 When sheet is completed the student gives the sheet to the teacher and returns to the task set for the lesson.

- **RE-THINK (1st Re-think)** - A student who persists in inappropriate behaviours will be removed from the classroom for time out in the administration area for a period determined by the teacher, (**no longer** than one period in length eg. start of day to recess / recess to lunch / lunch to end of day) to complete a Rethink Sheet stating:-
 - What their behaviour was,
 - What they should have been doing,
 - How or what they intend to do to help change their behaviour in the future.
 - What values they need to work toward acquiring.

This is sent home to the parent / care giver to be read and sign to indicate they have received the note and returned next school day.

The student will have work to complete while they are in think time.

- **Re- Think (2nd Re-think)** A student who persists in inappropriate behaviours will be removed from the classroom for time in the administration area for a period determined by the teacher, (**no less** than one period in length eg. start of day to recess / recess to lunch / lunch to end of day) and up to the rest of the day to complete a Rethink Sheet stating:-
 - What their behaviour was,
 - What they should have been doing,
 - How or what they intend to do to help change their behaviour in the future.
 - What values they need to work toward acquiring
- **Re - Think (3rd Re-think)-** A student who persists in inappropriate behaviours will be removed from the classroom for time in the administration area for a period determined by the teacher, (**no less** than two periods in length eg. start of day to recess / recess to lunch / lunch to end of day) and up to the rest of the day to complete a Rethink Sheet stating:-
 - What their behaviour was,
 - What they should have been doing,
 - How or what they intend to do to help change their behaviour in the future.
 - What values they need to work toward acquiring
- **INTERNAL SUSPENSION - (3 rethinks** in any one week) will result in an internal suspension for up to five days, determined by the Principal following consultation with the teacher. (Parents will be notified by telephone where possible and a written notice will also be sent home).
 - The student will report to the office when entering the School in the morning.
 - Work will be set by the Class Teacher to complete while the student is on internal suspension

- Have separate recess and lunch times from the rest of the students.
- A re-entry meeting with parent/s, student and principal will be required before the student can re-enter the classroom.
- If a student has had **THREE Internal Suspensions**, in one term the school may refer the student to the behavioural support unit guidance officer.
- Severe disruptive, abusive, violent, bullying or illegal behaviour may result in immediate suspension of students and in the case of illegal behaviour, possible notification to the police.
- **EXTERNAL SUSPENSION**- means that the child does not attend school for up to five days with school work set to be completed at home while under suspension.
 - A re-entry meeting will be organised during the suspension to enable the student, parent/s, teacher, support staff and principal to develop a personal behaviour plan for the student will be required before the student can re-enter the classroom.
 - Students on suspension from school are not allowed to enter school grounds except to attend with their parent/s or care giver a re-entry meeting or other appointment.

SCHOOL YARD BEHAVIOUR

The main rules which come from being caring, considerate, courteous, and co-operative; using common sense are:

- Acting and playing in a safe manner.
- Do not leave the prescribed playing areas without a teacher's permission.
- Respecting each other's feelings and property.
- Getting along.

Consequences:

The consequences of breaking these rules are below. Please refer also to the Bullying, and Harassment Section below.

- **Rule reminder** - talk about appropriate behaviour / walk with teacher.
- **Time out** - for duration set by teacher on duty; sitting in a safe place away from others for the remainder of the play period.
- **Rethink** - completed and sent home to parents and removed from the yard for the remainder of the play period and the next.

- **THREE RETHINKS** - in 1 term result in yard suspension for period of time set by the Principal / teacher. Student will have a separate play period from the rest of the students. They will still be able to borrow sports equipment and make use of the school yard.

If the yard behaviour of a student is such that it is of serious concern for their or the safety of others, the school will refer the student to the behavioural support unit guidance officer.

APOLOGY:-

Apologies are to be given, when you have done something that requires such. Apologies need to be either spoken or written, in a manner and tone that indicates to the recipient that the apology is a genuine one. An apology does not have to be accepted.

- Apologies need to include the name of the person the apology is to, and what the apology is for.
- The reply should be; "I accept" or "I don't accept".
- *Inappropriate behaviour is not OK! So don't say "Ok" This gives the impression they can do it again.*
- If the apology is not accepted, it needs to be stated, why it is not accepted, eg. *'I don't think you mean it'.*

BULLYING /HARASSMENT

Bullying/Harassment is: -

Physical and psychological actions by a person or group, which are intended to hurt another person or group. These actions are repeated over a period of time with someone getting hurt. The bully means to hurt their student / person affected by the behaviour and enjoys the distress of their student / person affected by the behaviour.

BULLYING behaviours INCLUDES:-

Name-calling, teasing, demands for possessions or money, damaging, removing or hiding belongings of others, excluding or isolating someone on purpose, physical violence, put-downs, verbal abuse, written or pictorial messages, spreading of stories and lies about others (gossip), other actions that are meant to hurt another person. Cyber bullying includes some of the above behaviours transmitted through the use of electronic media of any description.

At Tarlee Primary school we have a **ZERO TOLERANCE** policy to Bullying.

To achieve this we will:

Educate and empower and support students, staff, families in understanding what is bullying, its effects on others and strategies to reduce its occurrence and deal effectively with and help all parties involved.

Consequences for Bullying Behaviour.

All reported cases of Harassment and Bullying will be dealt with on an individual case basis. Staff will first establish that bullying or harassment has actually occurred and at this point, normal class or yard behaviour consequences apply.

A report will be entered into the Harassment/Bullying Report Book.

The student / person engaging in the behaviour will apologise to the student / person affected by the behaviour verbally and in writing and a copy of the apology will be attached to the entry in the Harassment/Bullying Report Book.

Any subsequent behaviour which is found to be Bullying will be treated as a serious breach of school rules and will attract a Re-think.

Minimum consequence of a Bullying Re-think:

- Removed from the classroom/yard into the administrative office area.
- Principal/Teacher will make every attempt to contact a parent/caregiver to inform them of the incident.
- Student will be required to complete a re-think form which will be sent home to parent/caregiver.
- Student will remain in office for the rest of the day.
- Counselling or other social welfare program.
- Participation in a whole school Anti Bullying Program
- Social skills development program.
- Referral to the DECD Behaviour coach

Other consequences of Bullying or continued Bullying behaviour may include:

- Internal suspension (consider a 3rd Re-Think)
- External Suspension
- Exclusion from the school
- Expulsion from the school

In a situation that involves violence or where a criminal act has been committed, the parents and police will be informed, in line with DECD policy.

These consequences are not lock step and are dependent on the type and seriousness of each incident, consequently a student could go from warning to suspension if the situation warrants.

Students are encouraged to talk with parents about things that happen at school. However when it involves BULLYING we ask that you encourage children to report it quickly to a trusted adult at school or report it yourself ASAP; the sooner the better. This more than anything else, helps to put a stop to the problem, and re- Empower the student / person affected by the behaviour before it can become a major issue, and even more traumatic for the targeted person.

The procedure we encourage students to follow if they have a problem and help to put a stop harassment/bullying is:

- Tell the student / person engaging in the behaviour to "stop!.....(*what it is they want them to stop doing*). If the behaviour is violent or threatening, tell an adult straight away.
- If this has been done on two separate occasions, with no success, seek help from a teacher, or other school adult and tell them what you have already tried, (A.S.A.P. is the most effective).
- If a student does not feel they are able to do this alone and feel they needed support from a friend or a school adult, this is acceptable.
- If you see or hear anyone being harassed or bullied you must report it to a teacher or other school adult and tell the student / person engaging in the behaviour to stop.
- If the student is unhappy with the outcome of a conflict with another student or teacher, they can use the school grievance procedures.
- Apologies are to be given when you have done something that requires such.
Through this process the student / person affected by the behaviour is empowered rather than disempowered.

BEHAVIOUR AT SPECIAL EVENTS / PROGRAMMES

While students are participating in school based programmes outside of the normal classroom programme, i.e. excursions, performances, camps, LAP, swimming lessons, etc., students will demonstrate courtesy and respect to the persons conducting the event/programme.

In the case of students being disruptive or disobedient the class teacher is to be informed and classroom consequences will apply.

The student is to be removed from the event/programme and return to be negotiated by student, supervisor and teacher.

If a student or students behaviour whilst on an excursion or camp, is such that it is seriously detrimental to the health, safety, wellbeing and enjoyment of the other students, staff or community members; and continues after all reasonable steps have been taken, they will be sent back to school, to the care of the parent or nominated emergency care person.

1. Principal informed and if able will collect student and return them to school/home.
2. Parent/emergency contact person contacted to collect student and take home.
3. Where parents are unwilling to collect the student the principal will make reasonable arrangements for the transportation of the student to their home /emergency contact person's care / parents place of work eg. Taxi.

SUPPORT FOR STUDENTS and STAFF

During staff meetings time will be allocated for the discussion of Student wellbeing, their educational, social, emotional and behavioural needs. In this way all staff that need to know, are aware of any issues will be able to access and provide valuable support to the students and each other. Staff will access training and development when the need arises to enhance their own knowledge and enable them to facilitate the student's social, emotional, educational and behavioural needs.

To ensure student learning outcomes are enhanced through appropriate behaviour choice, teachers and staff will:

SCHOOL RESPONSIBILITIES

- At the start of every year the whole school will work through the school rules, expectations and consequences.
- Re-establish the class behaviour expectations for the year.
- Acknowledge and reward responsible positive behaviours from all students.
- Explicitly teach a number of strategies for conflict resolution.
- Explicitly teach a number of strategies to combat bullying behaviours and practise these strategies to build up resilience and make clear to students that they have a range of responses and strategies to choose from if they are bullied.

- We encourage students to be assertive in solving problems for themselves, wherever possible in a peaceful manner, and to seek help when they find this difficult.
- *Work through a number of 'role' plays involving different Situations and problems in order to learn positive ways to deal with different situations.*

STAFF RESPONSIBILITIES

To ensure student learning outcomes are enhanced through appropriate behaviour choice, all teachers and staff will:

- Communicating with students and their parents / caregivers regularly.
- Respect the rights of individual students and their individual and special needs.
- Support students to achieve academically, socially, emotionally and physically.
- Ensure a strong and positive relationship exists between the teacher and students; based on mutual warmth, admiration and understanding.
- Provide a safe, supportive student learning environments in which students achieve success in their learning, provide students with positive reinforcement and respect.
- Make special provisions for students with disabilities.
- Treat students with equity and equality.
- Be fair and consistent with positive and negative consequences. Follow up on low level behaviours
- Acknowledge and positively reinforce responsible behaviours from all students.
- Work to modify inappropriate behaviours, not simply punish them.
- Show tolerance and inclusivity with students and families from different backgrounds.
- Value cultural and background differences.
- Be non-judgemental or biased in opinion.
- Support students to achieve academically, socially, emotionally and physically.
- Value and utilise the SRC in consultation processes, Seek feedback about school behaviour management.
- Use the SRC as peer mediators.
- Make concrete, positive efforts to eliminate all forms of Bullying/ Harassment. Working with all parties concerned to develop the best out comes for all involved.
- Ensure students and parents have access to appropriate complaints procedures; School grievance procedures publicised and made available.
- Medication is administered to students if and when required according to school guidelines

PARENT RESPONSIBILITIES

Ensuring the relationship between home and school is positive and productive, to prevent emotional conflict in students by:-

- Communicating with school teachers or staff regularly.
- Keep the school informed about matters affecting student's lives.
- Make an effort to understand what the school is trying to do. If you can, express your support for its aims and the values it expresses.
- Encourage your children to cooperate fully, join in all school activities and take pride in the buildings, grounds, property and the school community as a whole.
- See the school as 'your' school. Encourage your children to see it the same way.
- By all means offer constructive criticism and suggestions, but direct your comments to the right people. Don't 'Bad Mouth' the school in the general community.
- Show an interest in the school, become involved in the school and its activities when you are able. Go to and take a friend. for example: Parent teacher evenings, Special celebrations, sports events, concerts, picnics, information nights working bees etc, Classroom help, Special projects, Join in on committees, clubs or just activities, Support the school and school projects.
- Have high expectations-of conduct as well as achievement.
- Give moral guidance. Know your values and demonstrate them clearly both in what you say and do.
- Show tolerance and inclusivity with students from different backgrounds.
- Be positive about school, teachers and learning.
- Talk to your child about school, and if there are any doubt, questions or misunderstandings come into the school quietly to clear them up; model good Complaints Procedures and problem solving techniques.
- Support students to achieve academically, socially, emotionally and physically.
- Supporting the school behaviour code.
- Using the school's grievance procedures to make a complaint.

STUDENT RESPONSIBILITY

Students are an integral part of the school and they too, have responsibilities as members of the school community.

Remembering the maxim:

'Treat others, the way you would like to be treated'.

This is encouraged by:-

- Cooperate with teachers, and other school adults, visiting instructors.
- Be guided in your behaviour by the school rules, values and expectations.
- Follow all reasonable directions, Treat others with respect.
- Take responsibility for our own actions while at school.
- Settle disputes peacefully whenever possible.
- Ask teachers, other trusted school adult or a student mediator to help in solving problems.

- Show respect, tolerance and kindness with students from different backgrounds.
- Respect the rights of others students and their individual and special needs.
- Speak kindly and respectfully to each other.
- When sharing ideas and opinion, speak clearly and respectfully in order to avoid put downs or attacking others.
- Think about and act for the safety of yourself and others.
- Treat belongings and resources with respect. Look after your own property, the property of others and that of the schools.