

Gladstone Primary School



STUDENT BEHAVIOUR BULLYING AND VIOLENCE POLICY AND PROCEDURES

STUDENT BEHAVIOUR BELIEFS

We Believe that:

- Our school should provide a safe, caring, orderly, stimulating learning environment in which the fundamental needs of the members of the school community are fulfilled and learning proceeds without undue interruption.
- Staff, parents and students should work together as a cooperative team to develop and promote consistent behavioural expectations and consequences.
- Appropriate behaviour is best achieved through a success-oriented learning environment catering for the needs of all children regardless of race, ethnicity, gender, ability, physical or mental impairment – social or economic status.
- The students ultimately are responsible for their own decisions and behaviour, that these have an effect on others and that the students must accept consequences of their behaviour.

BULLYING AND VIOLENCE BELIEFS

At Gladstone Primary School we believe that

- bullying and violence are deliberate, hurtful gestures, words or actions, which are one off or a repeated abuse of power (bullying).
- they involve behaviour which is physical, verbal, sexual, indirect, racial/cultural, cyber, bystander, psychological/emotional or relational.
- bullying and violence include a range of conduct that causes another person/persons to feel embarrassed, offended, humiliated, hurt, insulted, ridiculed, angry or afraid.
- They can have serious long-term effects on the health and wellbeing of young people

BEHAVIOURAL EXPECTATIONS

Our school believes in the partnership between home and the school sharing the responsibility for promoting acceptable behaviour at Gladstone Primary School. Below is a series of automatic behavioural expectations.

We will respect Gladstone Primary by:

- caring for school facilities
- behaving appropriately at school and school functions
- being courteous and helpful to visitors and new students

We will respect ourselves and our property by:

- acknowledging our skills and abilities
- looking after our health, fitness and appearance
- dressing cleanly, appropriately and safely
- taking pride in doing our best
- being polite

- protecting and respecting our belongings
- being honest

We will respect others and their property by:

- accepting others as individuals
- respecting others' wishes
- listening to others' points of view
- using polite language
- being friendly and helpful
- respecting others possessions
- respecting and maintaining the environment

VALUES EDUCATION AND THE RESPONSIBILITIES OF STUDENTS AND ADULTS IN THE SCHOOL COMMUNITY

WE EXPECT STUDENTS TO:

- Follow and model our school values.
- Have input into the formulation and review of school values and behaviours expectations through Student Voice and/or class meetings.
- Use restorative justice principals to resolve issues.
- Be responsible for their own actions, complete reflective tasks to resolve issues and fix problems.

WE EXPECT PARENTS/CAREGIVERS TO:

- Support the behaviour policy by communicating with the school any behavioural concerns regarding their children.
- Encourage their children to follow all school values.
- Encourage their children to use reflective and restorative principals.
- Participate in the development, implementation and review of the Student Behaviour Management Policy and school values.

T.R.T.S ARE EXPECTED TO:

1. Support the Behaviour Policy by:

- Checking for information about class rules, duties, students with special requirements, systems and classroom management procedures.
- Being familiar with the School Behaviour Policy.
- Doing rostered yard duties.

2. Ensure that students adhere to school values by:

- Being familiar with class and yard procedures.
- Reinforcing appropriate behaviour consistently.
- Implementing consequences and rewards consistently.

3. Establish and maintain a supportive classroom atmosphere by:

- Being familiar with and following classroom rules, expectations and consequences
- Recognising that classroom management strategies, reinforcements and consequences need to reflect the Behaviour Management Policy.
- Model appropriate behaviour in line with our school values.
- Written feedback to class teachers about behaviours and work during the day to enable follow-up.

4. Seek the assistance of other teachers and leadership when appropriate

OTHER ADULTS (ANCILLARY STAFF AND VOLUNTEERS) ARE EXPECTED TO:

- Support the Policy.
- Reinforce appropriate behaviour when needed.
- Communicate behavioural issues with teaching staff / leadership.
- Ensure confidentiality is upheld.
- Model appropriate behaviours in line with our school values.

WE EXPECT TEACHERS TO:

1. Ensure that students adhere to the school code of conduct by:

- Explaining expectations, code of conduct and consequences to students.
- Ensuring the new students are informed of rules, consequences and expectations for yard and class behaviour.
- Reinforcing appropriate behaviour.
- Implementing consequences consistently and equitably.
- Clearly displaying class and yard code of conduct.

2. Establish and maintain a supportive classroom atmosphere by:

- Displaying class and yard codes of conduct.
- Modelling appropriate behaviour.
- Structuring classroom activities that will help in developing children's skills in conflict resolutions, problem-solving and decision-making.
- Keeping parent/caregivers regularly informed about children's behaviour, through direct contact. Persistent inappropriate behaviour requires phoning home to inform parents.
- Recognising and rewarding good behaviour.
- Informing TRTs, SSOs and volunteers of individual student's needs.
- Counselling students upon re-entry after inappropriate behaviour.

3. Support the Policy by:

- Doing rostered yard duties.
- Being consistent and equitable.
- Encourage and support students and their families to participate in the development, implementation and review of the Policy.
- Enlist the assistance of other teachers, leadership and student services personnel with students who do not respond to the class level consequences.

WE EXPECT THE PRINCIPAL TO:

1. Ensure that students adhere to the school code of conduct:

- At the beginning of the year and at other times when necessary, explain school expectations, rules and consequences to children.
- Reinforce appropriate behaviour.
- Implement consequences consistently.
- When dealing with a student who has broken the rules, discuss plans for alternate behaviours.

2. Support Behaviour Bullying and Violence Policy procedures:

- Regularly review Time-Out and suspension records and implement further action when appropriate.
- Ensure that information is passed on to relevant people, particularly parents.
- Ensure new staff and TRTs are given relevant information about the School Behaviour procedures.
- Ensure parents are informed when their child is suspended from the class and or school.
- Maintain records of internal/ external suspensions.
- Negotiate the involvement of agencies outside the school as appropriate and as necessary.
- Ensure school procedures are within the relevant and appropriate DECD policies.

3. *Support staff:*

- During planning times, ensure there is an opportunity to discuss classroom management and concerns about behaviour and ways of offering support.
- Where an urgent discipline issue needs to be dealt with during class time, the principal will deal with the issue or release a teacher for this purpose.
- Ensure an interview occurs with parents / teacher / student following external suspension from school.

GLADSTONE PRIMARY SCHOOL YARD CODE OF CONDUCT

TIME-OUT PROCEDURES FOR YARD BEHAVIOUR

- The Yard Time Out periods are up to the discretion of the yard duty teacher.
- Whilst on Time Out students to fill in 'Which Choice' sheet in Time Out area and duty teacher to discuss behaviour with student before they return to yard.
- Follow-up procedures will be at the principal's discretion.
- If a student refuses to go to time out, is violent or deliberately destructive, the yard duty teacher should send another student to the staffroom to get J:\Common\Policies & Procedures\Student Behaviour Policy 2012.docPrincipal's support.
- If time-out occurs towards end of playtime, duty teacher informs child of time needed to be served at next break and lets next duty teacher know who should be in the time out area.

GLADSTONE PRIMARY SCHOOL CLASSROOM CODE OF CONDUCT

School Values are established to keep students safe and to ensure a productive learning environment.

The following values are consistent across all classes.

Individual class teachers may define these values more specifically for their class needs and age-appropriateness.

The values will be displayed in the classroom and attention drawn to them when necessary.

Under each of these values is expected behaviours which underpin the way our students are expected to approach their learning responsibly while in the classroom setting.

School Values

Following Rules

Caring

Respect

Honesty

Forgiveness

CONSEQUENCES

Class consequences will be:

- Pre-known and stated
- Delivered in a matter of fact manner without argument
- Consistent

ACTS OF UNSAFE BEHAVIOUR, PHYSICAL OR VERBAL VIOLENCE WILL NOT BE GIVEN A WARNING

Standard consequences include:

1. Warning of school value broken
2. Class time-out minutes equal age plus 1. Choice sheet to be completed.

Re-entry

3. 2nd class time-out, for 10-20 minutes depending on the age of the student and the behaviour. Choice sheet to be completed.
4. School time-out, duration until the next break plus half of that break. Under the direction of the Principal or the Principal's nominee, student will continue to work or complete task sheet. Students to meet with Principal, teacher and student will also phone their parents to inform them of their behaviour.
5. Persistent, wilful inappropriate behaviour may result in take home or suspension.

NB. REFUSAL TO GO TO TIMEOUT AUTOMATICALLY ESCALATES TO THE NEXT STEP.

Negotiations with teacher and/or principal, as necessary.

If principal is not in school:

- For lesser problems, principal's nominee will negotiate re-entry.
- For serious problems, the principal's nominee will make phone contact with the principal for a decision.

TAKE HOME PROCEDURES

Take Home may be used in the following situations when:

- The learning of other students is significantly affected.
- Student refuses to go to school time out with principal.
- Student runs away from situation and refuses to go to school time out.