Behaviour Management and Bullying Policy

This policy will be monitored by school staff and reviewed annually in consultation with the School Board.

Policy Review Date: December 2015
Policy Statement

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Piara Waters Primary School is dedicated to educating the whole student as a respectful and responsible citizen of today and tomorrow. We place the highest value on academic and social success and strive to provide our students with proactive and safe learning and teaching environments. Our staff continually model positive behaviours to our students and endeavour to foster strong partnerships with families and communities.

The staff at Piara Waters Primary School believe that a clearly defined behaviour management policy, which is understood by parents, students and teachers is essential for the effective operation of the school. The policy is to be adopted by the whole school community. The development of this policy has been produced in consultation and collaboration with the staff, students, parents and School Board.

This policy specifies a charter of the rights and responsibilities for students, staff and parents. To protect our rights and to encourage responsibility, the policy also states behavioural expectations, specific procedures for managing various levels of student behaviour and bullying, as well as preventative systems to encourage and reward positive student behaviour. A particular focus on early intervention is prominent with the policy. This policy is to be read in conjunction with our Friendly Schools Plus website as additional, complementary and regularly updated information is provided on this site.

Piara Waters Primary School aims to proactively promote positive and responsible student behaviour, which ultimately is self-managed. Through consistent application of this throughout the school, students will be familiar and understand school expectations with a focus on being responsible for the management of their own behaviour and the importance of treating others with respect.

Background and Rationale

The management of student behaviour is embedded in the teaching and learning process. There is a need to create a safe and positive learning environment which:

- Promotes pro-social behaviour and positive social interactions amongst staff and students;
- Provides opportunities for students to learn and practise appropriate social behaviours and self-discipline; and
- Encourages appropriate and fair sanctions for students who display inappropriate behaviours.

Piara Waters Primary School will provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students will be provided with opportunities to develop appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff and through the curriculum. This will be reinforced consistently in a manner which enhances their understanding of responsible and respectful social behaviour.

Guiding Principles

The following are the principles on which our behaviour management policy is based upon:

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

The principles stated in this policy are also underpinned by the elements stated in the National Safe Schools Framework 2010

Rights and Responsibilities of School Community Members

Members of our school community have the right to expect that our school is a safe and supportive learning environment. This expectation comes with a shared responsibility by the whole school community to prevent and effectively respond to behaviours that have the potential to affect student safety and wellbeing.

Piara Waters Primary School will focus on ensuring all members of the school community have explicit knowledge of their responsibilities and support to develop the required skills to fulfil them. It is through each school community member fulfilling their responsibilities that the rights of all are supported.

The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context. The following is a framework outlining the rights and responsibilities at Piara Waters Primary School.

Rights and Responsibilities of School Community Members

<table>
<thead>
<tr>
<th>Members</th>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| All students, teachers, parents, wider school community | • are safe and supported in the school environment  
• are actively involved  
• are treated with respect | • participate and contribute to school positive behaviour programs  
• build positive relationships  
• demonstrate respect and tolerance towards others |
| School leadership | • is supported in managing the school’s plan to prevent and effectively manage bullying  
• is supported in implementing the strategies and programs | • provides leadership in resourcing the school’s plan  
• ensures the school community is informed of the plan  
• implements the plan  
• provide parents with timely communication regarding behaviour |
<table>
<thead>
<tr>
<th>Staff</th>
<th>under the school's plan</th>
<th>incidents and frequent updates regarding behaviour progress where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• feel safe and supported in the workplace</td>
<td>• supports staff to implement the strategies and programs under the plan</td>
</tr>
<tr>
<td></td>
<td>• are informed of the school's plan on bullying</td>
<td>• work collaboratively with staff and parents within a case management approach</td>
</tr>
<tr>
<td></td>
<td>• have access to professional learning in preventing and effectively managing bullying</td>
<td>• to provide opportunity for staff to participate in the CMS program</td>
</tr>
<tr>
<td></td>
<td>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)</td>
<td>• to provide professional learning opportunities around Friendly Schools Plus and associated sessions for all staff</td>
</tr>
<tr>
<td></td>
<td>• Report all incidences of concerning behaviour as per school processes and procedures.</td>
<td>• ensure new staff are provided with professional learning as part of induction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to model the different methods for dealing with bullying incidents with staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• maintain records of behaviour incidents (Integris - Behaviour Module)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• promote and model positive relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• participate in developing the school plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify and respond appropriately to student mis-behaviour and bullying incidents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• deliver the strategies and programs to students in responding to bullying effectively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• provide parents with timely communication regarding behaviour incidents and frequent updates regarding behaviour progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop behaviour management plans in consultation with leadership team, LSC, student and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• promote effective bystander behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• promote social problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• work collaboratively with leadership team and parents within a case management approach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use appropriate terminology when referring to bullying and the students involved</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to attend CMS training and commit to engaging in the professional discourse and reflection around this.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to attend professional learning around Friendly Schools Plus and associated</td>
</tr>
<tr>
<td>Students</td>
<td>Parents</td>
<td>School Board and Wider community: including other professionals</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>• have access to curriculum that supports the building of resiliency and social skills</td>
<td>• are treated with respect</td>
<td>• are strategically included in planning, prevention and management of bullying behaviour</td>
</tr>
<tr>
<td>• are informed of the school’s plan on bullying</td>
<td>• are confident their children are provided with a safe and supportive school environment</td>
<td></td>
</tr>
<tr>
<td>• are provided with support within a safe and respectful school environment</td>
<td>• are provided with access to information on the prevention and management of bullying</td>
<td>• provide support and input into the school’s approach to preventing and managing bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• understand and value the concepts of inclusion and tolerance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify and respond effectively to bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• are aware of themselves as bystanders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• seek help for themselves and others as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• demonstrate the five school values</td>
<td></td>
</tr>
</tbody>
</table>

**Code of Conduct**

Our expectations around behaviour and conduct are broadly captured in our school vision:

**COMMUNITY        COLLABORATION        CONTEMPORARY**
Students - Staff - Parents - Wider Community

Working together in recognition of our individual and collective rights, responsibilities and expectations to ensure students feel safe, supported and protected is highly valued at Piara Waters Primary School. This can be achieved through a whole school and wider community approach towards developing students social and emotional skills and their awareness, understanding and demonstration in the following behavioural expectations:

- Demonstrate **respect** for self, others and the environment
- Actively **participate**
- Engage collaboratively
- Take responsibility
- Show generosity

The outcome of these 5 school values is: *Positive Relationships.*

The Behaviour Expectations Code of Conduct document specifies desired behaviours in key locations around our school, which is guided by the 5 school values listed above. The code of conduct supports the way appropriate behaviour is understood by students, encouraged and taught by staff at the school.

**School Strategies to Prevent Student Behaviour and Bullying**

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Piara Waters Primary School implements a diverse range of processes, strategies and programs for preventing and effectively managing negative student behaviour and bullying. Piara Waters Primary School uses the following levels of strategies to effectively prevent negative behaviour and bullying.

- Whole school prevention and positive reinforcement strategies
- Classroom level prevention and positive reinforcement strategies
- Whole school playground prevention and positive reinforcement strategies
- Targeted early intervention strategies

Ongoing planning, monitoring and review of the school’s processes, strategies and programs will ensure the school’s effectiveness in preventing and managing bullying.

**Whole School Prevention and Positive Reinforcement Strategies:**

- PBIS Intervention Strategies Primary, Secondary, Tertiary
- Audit the school once two years using the Friendly Schools Plus *Map the Gap* survey tool to identify the effectiveness of our policies, practices and initiatives.
- Staff, Student and Parent Surveys conducted annually (Term 4) to establish what all members of our school community feel about the practices in place at our school.
- Friendly Schools Plus mobile banners and posters used as reminder tools within the school to remind students appropriate ways to respond to incidents of bullying.
- The development of a positive reward system that encourages students across the school to engage in socially desirable behaviours.

A whole school token system rewards the 5 school values. The tokens will be given to students who are displaying the specific behaviours as outlined in the Behaviour Matrix document. Receiving a token will contribute to an overall faction points total and also include individual recognition. Five token equal a reward from the reward board chosen by the student.

- Students are able to be sent to the office by the class teacher to be placed into the “Gold Book.” This strategy targets specifically excellent results or effort applied to the class work.

**Classroom Level Prevention and Positive Reinforcement Strategies:**

- Staff to use Values reward tokens as an incentive and acknowledgement of positive behaviour in classrooms and to promote the importance of the 5 school values.
- Display of key FSP messages and social skills around the school through student work samples, posters and displays.
- Whole School teaching of the Friendly Schools Plus program in each classroom 1 hour a week using the age-appropriate FSP Resource books in a developmental and sequential manner.
- All classes will use the “THINK” approach when dealing with incidents where poor choices have been made. The “THINK” model requires students to reflect on their behaviour and consider the outcomes of the choices made.
- From years 1-7, students who reach Step 3 of our Classroom Management Process will need to complete a FSP Reflection sheet. This will allow for goal-setting and solutions focussed outcomes to improve the student/s behaviour in the schools five school values. Staff member will then set a review date with the student to determine what progress they have made towards that goal. This should be seen as a one-to-one discussion, guided by Restorative Justice Questions.

**Whole School Playground Prevention and Positive Reinforcement Strategies:**

- Recognise and reinforce positive playground and pro-social behaviour;
- An assessment of the schools physical environment once every two years. This will include mapping locations of bullying incidents, reviewing the physical environment and providing opportunities and resources that encourage positive behaviours.
- Staff and student leadership coordinating activities with students to reinforce key social skills and positive relationships.
- Staff to consistently apply whole school duty procedures

**Targeted Early Intervention Strategies**

Piara Waters Primary School will commit to identifying and responding to student behaviours early. Early identification and effective responses reduce the associated risks and potential long term harms caused by student mis-behaviour and bullying. Targeted early intervention strategies include:

- raising awareness around specific forms of bullying, such as cyber-bullying and racism;
- PWPS bullying prevention website
- identify and target early signs of problematic peer relationship issues within the school community;
- identify individuals and groups at risk that require targeted programs;
- teach effective bystander behaviour to targeted groups or for specific situations;
- teach pro-social behaviour to identified students and groups;
- provide high supervision areas for students with higher support needs;
- provide effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.
- School collection of books related to social skills located in the library.

**Intervention approaches include:**

- the *Method of Shared Concern*;
- *Group Support Approach* (formerly referred to as the *No Blame Approach*);
- motivational interviewing;
• Co-LATE Model - teacher interview process;
• social problem solving approaches;
• community conferences;
• small group and individual conferences;
• cooperation circles; and
• Bullying First-Aid - teacher response/interview.

Planning, monitoring and review processes include:

At Piara Waters Primary School we will assess the effectiveness of the processes, strategies and programs we have in place to address student mis-behaviour and bullying. These will include:

• setting a timeline for review and updating;
• using appropriate assessment tools to measure current bullying issues and the school’s progress towards achievement targets (snap-shot measures);
• gaining input from all key sectors of the school community;
• using existing data to monitor changes over time (longitudinal measures);
• making adjustments to the selected strategies and programs based on the data;
• reviewing available resources (including human resources) to ensure accessibility and suitability to the strategies and programs being implemented; and
• communicating any changes to the whole-school community.

Procedures for Managing Negative Student Behaviour

Piara Waters Primary School’s overall approach to managing student behaviour is underpinned by our conceptual Behaviour Management Model. The model visually represents our philosophy towards the management of student behaviour and how this connects with our overall school vision and behavioural expectations. Our procedures for dealing with student mis-behaviour are also specified.

If a student has been identified as demonstrating misconduct against the five school values, staff will manage student behaviour within classrooms using the following steps:

1. Classroom Management Strategies (CMS Low-Key Techniques)
2. Class Warning System
3. In Class Time Out – complete class (1-6) Reflection Sheet
4. Class Buddy System
5. Administration support – “Teacher is the Key”

Severe Behaviour Clause – Administration

Students at Educational Risk (SAER) and Behaviour Management

Students whose behaviour does not sit within the expected developmental range and is not responsive to the whole class behaviour system, may be referred for the support of the SAER team. Prior to the SAER team’s involvement the class teacher will have discussed their concerns with the parent. At this point it may be decided that an Individual Behaviour Plan is put into place and monitored by both teacher and parents. Where expected progress is not made, the teacher may consider a referral to the SAER team. The role of the SAER
team will be to work collaboratively with the teacher and parents to support improvement in the student's behaviour.

**Whole School Approach to Social and Emotional Teaching and Learning: Friendly Schools Plus Program**

**What Bullying is?**

*The definition used by most researchers today is: “Bullying is a repeated behaviour; that may be physical, verbal, and or psychological; where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is/are unable to stop this from happening”. CHPRC, 2012 (ECU).*

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Piara Waters Primary School take an educative approach to managing and preventing bullying through the Friendly Schools Plus Program. This whole school approach promotes the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments that enable our students to develop and maintain positive relationships and engage in behaviours that reduce or prevent bullying.

**The Aim of the Friendly Schools Program:**

At Piara Waters Primary School, we have committed to the Friendly Schools Plus program which is a whole school approach towards supporting students' unique social and emotional learning and fostering the prevention of bullying behaviours. This program is designed to address three key aspects of students' school experiences shown to be related to improve students social and emotional development:

1. Positive Peer Relationships
2. Teacher Child-Relationships
3. Explicit Teaching of Emotions, Social Knowledge and Social Skills

To support our students with developing their social and emotional competencies, we target 5 key Social and Emotional Learning areas across the school. [Click here for more information on these 5 SEL Areas](#).

For more information on Friendly Schools Plus and social and emotional learning at Piara Waters Primary School please visit our [Friendly Schools Plus](#) website.

**Procedures for Alleged Bullying**

Our approach in dealing with bullying is one of a constructive approach, which will involve consistent and solutions-focused discussions around the behaviour to empower the bully, victim and bystanders to reflect on their actions and experiences and to decide on mutually agreeable ways to deal with bullying and to engage in more socially productive behaviours in the future.

**The methods will include:**

- The Method of Shared Concern
- Support Group Method
- Motivational Interviewing and the Critical Thinking Line
- Co-LATE Model
Procedures for Reporting Bullying: The Victim and the Observer:

The victim and witness can report the bullying incident from one of the following means:
1. Make a report using the Friendly Schools: Online Reporting System.
2. Tell a staff member.
3. Speak to the pastoral care team.
4. Make a written report.
5. Talk to their parents.

We remind students who see bullying to:

Refuse to join in and walk away – don’t stand and watch.  
This can sound like: "That's bullying, that's not what we do in this school"

Report the incident to an adult.  
This can sound like: “I have seen some bullying behaviour and would like some help”

Invite the person to join your group.  
This can sound like: "We don't have to put up with bullying; come with me!"

Students Online – Cybersafety

All staff will ensure that they maintain an informed view of the relative risks and educational benefits of online activity. We will work with students to build responsible users of online material. This approach is predicated upon students being aware and in control of their positive online presence, while taking self-responsibility for any negative use. Clear and age-appropriate expectations around what constitutes responsible use of online services will be made clear to all students.

Misuse and Breaches of Acceptable Usage:

- The Principal and staff will take appropriate action in accordance with the Department of Education’s Behaviour Management in School’s policy and the school’s Behaviour Management and Bullying policy where there is an alleged misuse of online services or breach of acceptable use.
- The staff will take immediate and serious action to address issues involving cyberbullying. We will work with the Office of the Children’s eSafety Commissioner in order to address high level cyberbullying complaints. Some incidents will be more appropriately addressed by the school and parents working together.

Consent and Acceptable Usage Agreements:

- At the time of enrolment parents will complete a Consent Form providing media, internet and viewing permission.
- All students K-6 will complete an Acceptable Usage Agreement before accessing Department of Education provided online services. Students will be required to sign these with their parents every 2 years.

Documented Plans
Individual Behaviour Management Plans

School staff will develop a documented plan for an individual student when the student’s behaviour is considered to be at a level that is beyond the scope of the school’s behaviour management plan, or the school’s current management strategies are not effective.

Risk Management Plans

School staff will undertake risk management planning where a student’s behaviour is considered to present a physical risk to the safety of staff or students. This will be documented and be included in the student’s documented plan addressing behaviour.

Detaining Students During Recess, Lunch and After School

A staff member may detain a student during recess, lunch and after school as a consequence of a breach of school discipline. Regardless of the duration of the detention, staff will ensure that detention after school only takes place when:

- parents have been contacted to inform them of the reasons for, and the duration of, the detention; and
- the parent and the staff member have agreed on the way the student will return to the parent’s care following the detention.

When detaining a student during recess or lunch, staff will ensure that:

- alternative breaks are provided and students are supervised.

If duty of care requirements cannot be met in any of the above circumstances, an alternative sanction needs to be imposed. Staff must keep records of the use of detention. These will include the date and time of the detention and the length of the detention.

Mobile Phones

The use of mobile phones by students is banned anywhere on the school site. Exceptions may be granted for use of mobile phones within educational programs and under supervised use. Students are required to hand mobile phones to their classroom teacher at the beginning of the school day. Classroom teachers are to securely store devices and then distribute mobile phones back to students at the end of the school day.

A student may be suspended from school if found to be involved in recording, distributing or uploading inappropriate images of videos of students, parents or staff on school premises.

Use of Physical Contact and Restraint

Physical Contact to Care for a Student or to Maintain Order

School staff may use physical contact to care for a student or to manage their behaviour. It is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. Physical contact with students differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a
student or to maintain order. When attempting to maintain order it is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. However, it may become necessary for a staff member to use reasonable physical contact to maintain or re-establish order.

Physical restraint must only be used if a student is acting in a manner that places themselves at risk, the safety of any person or there is a risk of damage to property.

If it becomes necessary in emergency circumstances to use physical restraint, it will only be used with extreme caution. The use of restraint will be in line with the practice promoted by the Department's preferred training providers (PART and TeamTeach).

**Suspension of a Student from School**

Where appropriate, Piara Waters Primary School's preferred method of suspension is in-school suspension. This is to ensure that the education program of the students is maintained and targeted intervention focused on the principles of Restorative Justice is utilised.

The Principal can impose a suspension if one or more of the categories of suspension are breached.

The maximum period of out of school suspension is five days for a breach of school discipline and 10 days for a serious breach of school discipline.

Students must return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, if required, must be completed during the time the student is suspended. When required, this consultation will lead to the establishment of an individual behaviour management plan and or a risk management plan.

Staff must provide any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year with educational instruction during the period of suspension. Staff must inform parents of the education instruction made available and encourage parents to support the completion of these materials.

Information regarding the suspension must be entered into the school's information management system.

**Weapons**

Under the Weapons Act 1999, "it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon."

Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended immediately as per the School Education Regulations Act 2000 43(1b).

**Procedures:**

1. Staff to ensure immediate safety of students and if directed to, carry out the School's Lockdown Procedure.
2. Staff to contact administration immediately.

**If a staff member believes that a student may have a weapon concealed in their school bag or on their body, the Principal or Deputy Principal must be contacted immediately. The parent or Police will be contacted to establish procedures for searching of property.
Exclusion Orders

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline when the student’s behaviour:

- has threatened the safety of any person on the school premises or participating in an educational program of the school;
- is likely to cause or result in damage to school or personal property; or
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS</td>
<td>Classroom Management Strategies</td>
</tr>
<tr>
<td>FSP</td>
<td>Friendly Schools Plus</td>
</tr>
<tr>
<td>IBP</td>
<td>Individual Behaviour Plan</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>LSC</td>
<td>Learning Support Coordinator</td>
</tr>
<tr>
<td>PWPS</td>
<td>Piara Waters Primary School</td>
</tr>
<tr>
<td>SAER</td>
<td>Students at Educational Risk</td>
</tr>
</tbody>
</table>