



# Student Behaviour Plan

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## DEPARTMENT OF EDUCATION POLICY STATEMENT

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

### Policy Rules

Principals must, in accordance with the *Student Behaviour Procedures*:

- document a whole school plan to support positive student behaviour.
- implement the documented whole school plan to support positive student behaviour; and
- provide individual student behaviour support where the need is identified.

### Procedures

**The principal will document a whole school plan to support positive student behaviour that includes:**

- a school code of conduct stating the behaviours that students are required to learn and maintain at the school;
- the roles and responsibilities of staff in implementing whole school behaviour support;
- teaching and classroom management strategies that support positive student behaviour including:  the management of the school environment to promote positive student behaviour;
  - the school's strategy for communicating to parents on students' behaviour;
  - the school's strategy for deciding on the application of disciplinary measures;
  - the school's approach to coordinating with external agencies where required;
  - measures to address:
    - all forms of bullying;
    - aggression;
    - drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
    - the presence of weapons on school sites;
    - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;
- the rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules; and
- the strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

**The principal will:**

- consult with the school council/board on this planning;
- review whole school behaviour support planning at least annually, and whenever school data indicates the need; and

- report at least annually to the school council/board on the school's performance in behaviour support.

**The principal must implement the documented whole school plan to support positive student behaviour in ways that:**

- make the best interests of the child a primary consideration;
- consider the safety and wellbeing of all school staff and all other members of the school community;
- maintain a positive school approach and the good order of the school;
- incorporate personalised adjustments based on student need;
- maintain cohesion of behaviour support for students across contexts and teachers;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- are culturally, developmentally and psychologically appropriate;
- support the growth of self-regulation and peer-regulation and reduce the need for adult intervention;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies;
- respond to the assessment of school behaviour data; and
- comply with the requirements detailed in the *Positive Behaviour* website.

<http://det.wa.edu.au/supportforschools/detcms/navigation/positive-behaviour/>

**The principal must provide individual student behaviour support where the need is identified through:**

- monitoring students whose behaviour needs are not adequately met by the whole school support plan;
- advice received from regional and Statewide Services staff, as required;
- liaising with external agencies or experts, as required;
- information received from the student and his/her parent(s) to inform the personalised behaviour support plan; and
- reviewing records of enhancements in behaviour support and their outcomes.

## **DEFINITIONS**

### **BEHAVIOUR**

A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.

### **BEHAVIOUR SUPPORT**

The educational support a student receives from the school in order to learn and maintain identified behaviour.

### **PARENT(S)**

A person or persons who at law have responsibility for the care, welfare and development of the child, whether long term or day to day.

### **SCHOOL'S CODE OF CONDUCT**

The school's code of conduct describes the behaviours that students are expected to learn and maintain.

### **STUDENT**

A person who is enrolled at a Department of Education school.

### Background

In order to be effective, all staff working at Beaconsfield Primary School must be familiar with the school's *Student Behaviour Plan*, which incorporates the Department policy and procedures, and what it implies in terms of how they work with students in managing their behaviour.

At Beaconsfield Primary School we believe that all members of the school community have the right to feel safe. We do not condone violence or bullying. We believe that behaviour is contextual and that the relevance of learning and teaching experiences influences student behaviour. Critically, our ability to establish relationships between students, parents, staff and community members is paramount to resolving issues when they occur.

The building of positive relationships within our school community is of paramount importance for a sense of respect and commitment to be developed and maintained at school. Successful relationships foster positive self-concepts and attitudes, which lead to the achievement of meaningful outcomes. Relationships based on trust, mutual respect and a demonstrated caring approach by school staff has a significant impact on the behaviour and attitude of our students.

School operates on the belief that all students have the right to work in a safe, caring and productive learning environment. **Students, staff and visiting members of the community have the right to feel safe at all times and have the responsibility to collaboratively support a positive learning environment.**

**The *Student Behaviour Plan* document acknowledges individual differences amongst students and provides for a flexible process for teachers and administrators responding to behaviour issues,** ranging from everyday classroom misconduct to serious breaches of the School Code of Conduct. **At Beaconsfield PS we favour a predominantly non-punitive approach to behaviour and strongly encourage staff to adopt a positive, preventative and remedial approach to resolve behaviour issues.** Approaches that are directed towards helping students to learn appropriate classroom and school yard behaviour are preferred.

**We acknowledge that all parties including staff, administrators and parent/carers or family need to share responsibility for encouraging students to demonstrate appropriate behaviour.** All teachers will have students with challenging behaviours in their classes. This plan seeks to facilitate clear understandings about processes, structures and procedures related to behaviour management and to outline the support that teachers can expect from the rest of the school community in the behaviour management process.

## Principles

The following principles, consistent with those articulated by the Department of Education, will guide Beaconsfield Primary School in its management of all student behaviour:

- Student social and emotional wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on teaching appropriate behaviours, early intervention and prevention.
- Teachers use of appropriate Australian (WA) curriculum, providing engaging learning programs and classroom management strategies that support positive student behaviour.
- 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 and engagement with parents.
- Teachers provide individual student behaviour support where the need is identified.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

## School Values

To make sure that everyone can learn at Beaconsfield Primary School, we have agreed on the following values:

RESPECT      VALUING OTHERS      HONESTY      DOING YOUR BEST

Some examples of how the values might look:

RESPECT	VALUING OTHERS	HONESTY	DOING YOUR BEST
Respect own and others' belongings	Use encouraging words and actions	Take ownership for your actions	Work towards your goal
Be tidy and organised	Work together	Ask for help	Have a go
Put rubbish in the bins	Hand up to speak	Speak up for others	Be prepared and organised
Use equipment appropriately	Consider the needs of others	Be responsible	Be punctual
Follow teacher instructions	Value differing ideas	Telling the truth	Learn from your mistakes
Respect other people	Be welcoming		Stay on task
Walk bikes through the school premises	Stay in your own space		Be attentive

## Reference

*Student Behaviour Policy & Procedures*, effective January 2016, Department of Education.

## School Code of Conduct

### EXPECTATIONS - It is expected that all members of the Beaconsfield Primary School community will:

- work responsibly and diligently to ensure achievement of full potential of students
- display respect and courtesy towards self and each other
- respect possessions, property and the school environment
- be punctual, prepared, well presented and correctly equipped
- acknowledge and respect the rights of others

### RESPONSIBILITIES

**All members of the School community have the responsibility to:**

- model respectful, courteous and honest behaviour
- keep the School environment neat, clean and safe
- ensure that their behaviour is not disruptive to others
- ensure that their actions show respect for their environment and do not discredit their School
- each person to acknowledge his or her own uniqueness and be encouraged to develop self respect and dignity
- ensure each person is encouraged to achieve his or her personal best in all undertakings and to respect the achievements of others.
- work towards building positive relationships with the School community

### RIGHTS

**All members of the School community have the right to:**

- be treated with respect, courtesy and honesty
- work and socialise in a safe and supportive environment
- work in a purposeful and non-disruptive environment
- be proud of their environment and their School
- express individuality in a manner appropriate to the environment
- be given the opportunity to achieve his or her personal potential

### Reference:

*'The school principal will document a whole school plan to support positive student behaviour that includes:*

- *a school code of conduct stating the behaviours that students are required to learn and maintain at school'.*

*Student Behaviour Policy & Procedures, effective January 2016, Department of Education.*

## Responsibilities and Rights

### Students have the RESPONSIBILITY to:

- ensure that their behaviour is not disruptive to their own learning and that of others
- behave in a way that protects and cares for the safety and well being of others
- work towards developing positive relationships with staff and students

### Students have the RIGHT to:

- learn in a purposeful and supportive environment
- a meaningful and engaging education
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy and honesty

### Staff have the RESPONSIBILITY to:

- model respectful, courteous and honest behaviour
- provide rewarding, relevant and engaging learning opportunities
- ensure that the School environment is kept neat, tidy, safe and secure
- work towards establishing positive relationships with students
- ensure good organisation and planning
- report student progress to parents.

### Staff have the RIGHT to:

- respect, courtesy and honesty
- teach in a safe, secure and clean environment
- teach in a purposeful and non-disruptive environment
- co-operation and support from parents.

### Parents have the RESPONSIBILITY to:

- ensure that their child attends school regularly
- 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
- participate positively in their child's education

### Parents have a RIGHT to:

- access for their child a meaningful and engaging education
- be informed of course and curriculum material
- be informed of the whole school plan to support positive student behaviour.
- Be informed about the school's strategy for communicating to and engaging with parents on students' behaviour.
- be informed of decisions affecting their child's health and welfare
- be informed of their child's progress
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education

## Roles and Responsibilities of School Staff

### Classroom Staff

- Develop teaching and classroom management strategies that support positive student behaviour.
- Display and discuss:
  - ✓ School Values
  - ✓ School Code of Conduct
  - ✓ Rights and Responsibilities
- Warn students of their inappropriate behaviour and inform them of likely consequences.
- Accurately record/document students' misbehaviour and correctional strategies.
- Develop, implement and review (in collaboration with the parents and administration team) Personalised Behaviour Plans and Personalised Education Plans [or Individual Education Plans].
- Effectively engage with parents regarding student behaviour.
- Consistently apply the school's *Student Behaviour Plan*.
- Contribute to a review of the school's *Student Behaviour Plan*.
- Take an active role in providing pastoral care for students.
- Develop partnerships with parents/caregivers to enhance the pastoral care of students.

### Administration team

- Ensure consistency in the implementation and maintenance of the *Student Behaviour Plan* throughout the School.
- Ensure review of the school's *Student Behaviour Plan* on an annual basis in collaboration with all staff.
- Management of the communication strategy to ensure all members of the school community are aware of and understand the *Student Behaviour Plan*.
- Coordinate interagency support for students, when required.

### Principal

- Promote a positive School environment.
- Consult with the school board on the planning of the school's *Student Behaviour Plan*.
- Review whole school behaviour support planning at least annually, and whenever the school data indicates the need.
- Report at least annually to the school board on the school's performance in behaviour support.
- Suspend a student from the school according to the school's *Student Behaviour Plan*.

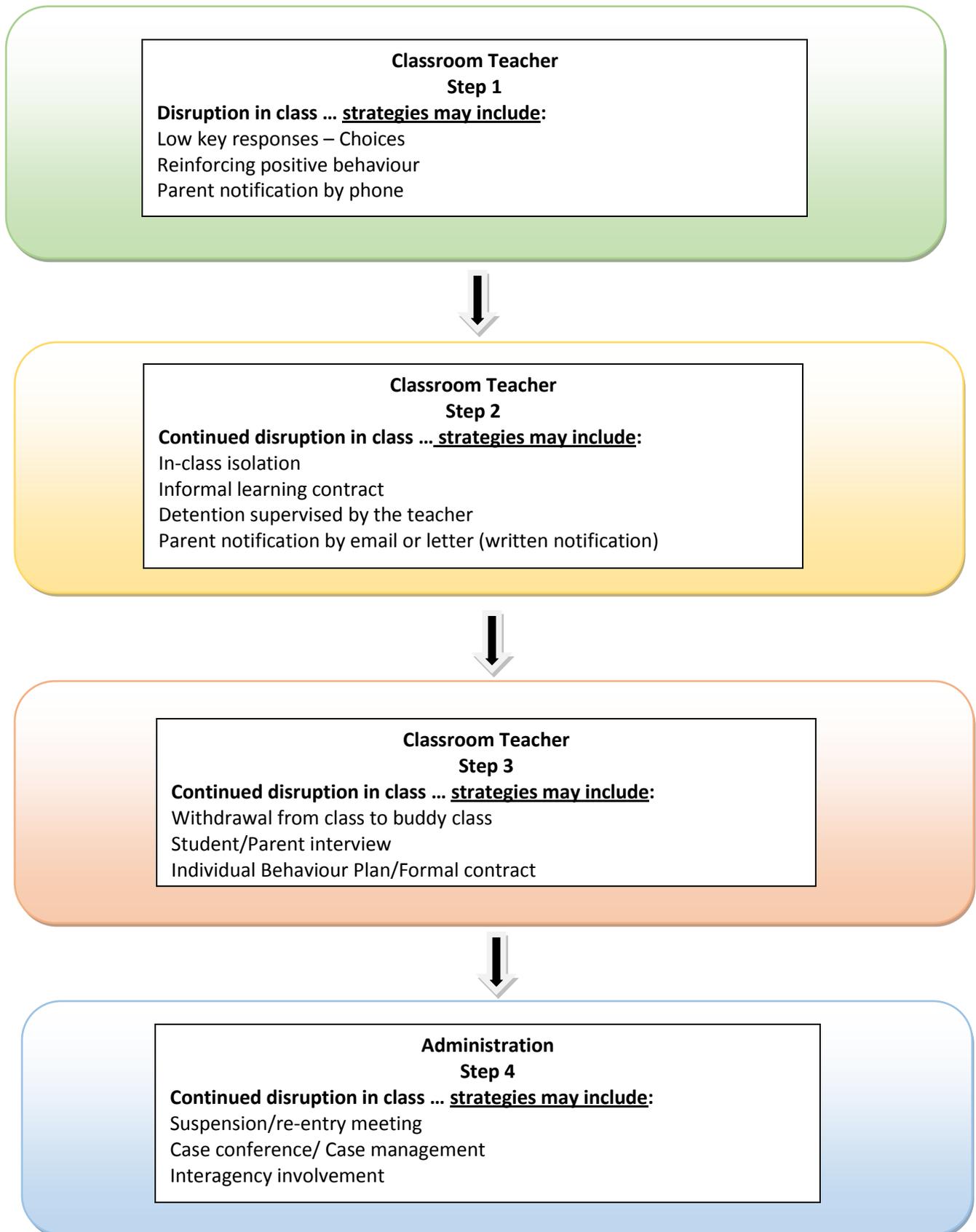
### Reference:

*'The school principal will document a whole school plan to support positive student behaviour that includes:*

- *The roles and responsibilities of staff in implementing whole school behaviour support'.*

*Student Behaviour Policy & Procedures, effective January 2016, Department of Education.*

## Behaviour Escalation Flowchart



## **Processes and Procedures**

Most student misbehaviour can be prevented by:

### ***A safe and positive classroom environment***

The most important and effective classroom management procedure is the conscious and proactive building of a safe and positive classroom environment. Most students will be less likely to misbehave when they feel understood and valued and empowered, when they feel that the teacher has made an effort to get to know them as individuals by building a rapport with them (winning over) and when they find course content interesting and engaging. It is also important that positive behaviour is regularly given recognition. This should be through verbal feedback as well as through in-class rewards such as Reward Points, Acknowledgment Slips, Letters of Commendation, or recording positive behaviours on *Integris*.

### ***Building a deep understanding of the school code / classroom expectations***

In the first weeks of the year staff assist students to interpret the school's Code of Conduct and develop a deep understanding of its implications. They also help their class to develop a code of behaviour that supports the school's Code of Conduct and outline their personal expectations regarding behaviour in their classroom. (Explicit teaching)

Students need to have a clear understanding of the expectations we have of them and how this should guide their behaviour. Staff need to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour.

### ***Low Key Responses***

Most misbehaviour can be addressed by low-key responses from staff. These can include making the choice to ignore the behaviour to prevent drawing attention to it, making minimal verbal or non-verbal interventions and using 'proximity' or having a quiet private dialogue with the student. At this stage of the process, staff make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in the class.

### ***Giving Choices***

If a student continues to display inappropriate behaviour despite the above, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their behaviour. This clarifies the communication between teacher and student and makes it harder for the student to blame the teacher for the problem.

Effective choices

- Have logical or natural consequences (i.e. are related to the behaviour); and
- Are not be seen as a punishment; and
- Can be given as immediately as possible; and
- Are not given as an ultimatum; and
- Can be delivered in a positive or neutral tone; and

- Are able to be followed through; and
- Do not back students into a corner.

It can be difficult to come up with effective choices in the heat of a conflict. Teachers should prepare for these situations by having consequences already planned. This minimises the chances that a conflict will become heated and punitive with resulting damage to the relationship between teacher and student.

*Some examples of a choice:*

- *The classroom rule is no personal electronic equipment during class time. It is either in your bag or on my desk until the end of class. You can choose.*
- *You can choose to do your work quietly where you are or at this desk over here. Make a decision please.*

## **Behaviour Agreements**

### ***Informal Agreements***

When a student has not responded to other interventions, it may be useful to set up an ‘informal agreement’ to help the student learn appropriate behaviour. The informal agreement is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to address that behaviour over time. It includes a ‘consequence’ (not a punishment) as part of the agreement to help students monitor and change their behaviour.

### ***Formal Agreement***

When a student has not responded to the interventions outlined up to this point or is persistently defiant, it may be necessary to set up a formal contract. This is reserved for serious and persistent breaches of behaviour codes. Unlike an informal agreement, a formal contract is not negotiated with the student. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour. The teacher should continue to try to win the student over at the same time as implementing the terms of the contract. It is not intended to be punitive. If used in this way it will not be effective. The aim is to place responsibility for the behaviour where it belongs - with the student. *They are choosing to misbehave and must accept the predetermined consequence.*

Formal Contract
Usually would have 3 or 4 stages (level of consequence) depending on level of defiance.
Student would usually start fresh each day with consequences immediate and not carrying over beyond that day (unless suspended).
Beaconsfield PS would like parents be involved prior to contract being set up wherever possible. Their involvement could include removing student from school immediately after a phone call to avoid suspension. Suspension situations are rare at Beaconsfield PS.

## **Detention**

Beaconsfield Primary School accepts the use of detention by teachers in the following circumstances:

- As an intervention strategy, applied in accordance with the intent of the school's *Student Behaviour Plan*
- Students may not talk or socialise in any manner while on detention.

Students who are legitimately absent on the day of their detention must complete the set detention at the nearest possible date following the one they missed.

It is the responsibility of the staff member assigning detention to:

- Notify the student and the parent/caregiver of the detention, its reason and duration.
- Provide the parent/caregiver with an alternative consequence should detention not be desired.
- Follow up the students and arrange appropriate consequences should the student not turn up or be late to detention.
- Ensure appropriate records are maintained.
- Supervise the detention.
- Ensure students have adequate time to eat their lunch, get a drink, go to the toilet and where possible, 'burn off some energy'.

## **In-school Suspension**

Beaconsfield Primary School accepts the use of in-school suspensions in the following circumstances:

- As a strategy, applied in accordance with the intent of the school's *Student Behaviour Plan*.
- Other consequences as determined/directed by the Principal or delegated representative.

### ***Reasons for In-school Suspension***

Behaviours are most likely to result in a period of in-school suspension include:

- Consistently not following rules and instructions.
- Violation of school's Student Code of Conduct.

### ***Rules of In-school Suspension***

- Students may not talk or socialise in any manner while on in-school suspension.
- Students may go to the toilet while on detention, but must be accompanied by a staff member to the toilet block.
- Students will have a separate recess and lunch time whilst on in-school detention.

Students who are legitimately absent on the day of their in-school suspension must complete the set in-school suspension on their return to school.

***It is the responsibility of the administration member assigning in-school suspension to:***

- Notify the student and the parent/caregiver of the in-school suspension, its reason and duration.
- Provide the parent/caregiver with an alternative consequence should in-school suspension not be desired.
- Follow up the students and arrange appropriate consequences should the student not turn up for in-school suspension.
- Ensure appropriate records are maintained.

## Suspension

Beaconsfield Primary School accepts the use of student suspension procedures as an effective behaviour management strategy for students in serious or persistent breaches of the school's Code of Conduct.

Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of reflection between the incident and the resolution process. This provides an opportunity for students, parent/caregiver, and school staff to think about the incident and behaviours, enabling a considered, positive resolution and re-entry plan.

### ***Reasons for Suspension (extracted from DoE Policy Document)***

The following behaviours are most likely to result in a period of suspension:

- Physical assault, intimidation, verbal abuse or harassment of staff
- Physical assault, intimidation, verbal abuse or harassment of other students
- Wilful offence against property
- Violation of school's *Student Behaviour Plan*
- Substance misuse
- Illegal substance offences
- Other

### ***Imposing a Period of Suspension***

The Principal is responsible for issuing all suspensions.

- Students can be suspended from between 1 and 10 days depending on the type, frequency and severity of the offence.
- Prior to imposing a proposed period of suspension the behaviour /incident must be fully investigated.
- The student/s is to be given the opportunity to respond to the behaviour/incident: and
- The parent/caregiver will be notified and given the reason/s for the proposed suspension and given the opportunity to respond and discuss possible alternative consequences that may be imposed. At the discretion of the School, it may be possible to negotiate an alternative to suspension in some circumstances.
- Students suspended will be sent straight home after their parent/caregiver has been contacted and agree to collect the student from the School.
- A copy of the Suspension Notification will be posted home / sent with the student, and placed on the student's file. The Suspension Notification must contain:
- The reason for the suspension from the School (including specific details and exact language where applicable)
- The duration of the suspension and the date that the student may return to the School
- A contact name at the School that parents may contact
- Information regarding any specific conditions attached to the suspension
- During the period of suspension parent/caregiver is responsible for the student and he/she may not enter school grounds under any circumstances.
- A student's *Good Standing* level will be affected as a result of the suspension.

### ***Education Instruction for Students Suspended from School***

Any student who is suspended from the School will be provided with a package of work to be completed during the period of suspension. This package will be appropriate to the student's needs.

Suspended students will be provided with the opportunity to complete assignments or assessments conducted during the period of suspension.

### ***Return from suspension***

On return from suspension a student must return with his/her parent/caregiver, unless an alternative arrangement has been made. At the Return from Suspension meeting, IBMP/IEP etc. will be developed in collaboration with student, parent/caregiver, external agencies (if appropriate) and relevant school staff.

The student should submit their completed "suspension package" of school work.

**The incident or issue, which led to the suspension, must be resolved before the child is able to resume normal classes.** At this point strategies should be implemented to prevent future re-occurrences of the behaviour/s. A restorative process will be used providing the student/s with the opportunity to make a positive resolution to the issue.

### ***Role of the Principal***

The Principal shall monitor and review all suspensions.

Parents/caregivers and students have the right of appeal regarding all suspensions. To appeal a suspension the parent/caregiver must first have met and discussed the suspension with the Principal. If the parent/caregiver is not satisfied with the outcome from that meeting they appeal by contacting the Regional Executive Director, South Metro Regional Office, Sue Cuneo, phone 93369563.

**In exceptional circumstances the Principal may permit variation from the school's *Student Behaviour Plan* in order to ensure equity and good order in the School.**

<http://beaconsfieldps.wa.edu.au/>

### **Reference:**

*'The school principal will document a whole school plan to support positive student behaviour that includes:*

- *The school's strategy for deciding on the application of disciplinary measures'.*

*Student Behaviour Policy & Procedures, effective January 2016, Department of Education.*

## **Creating a Positive Classroom Environment**

Initially, the management of student behaviour is the *fundamental responsibility of the classroom teacher*. The most effective form of classroom management is preventative. Staff who strive to involve students in the educational program in a positive way by encouraging and recognising contributions will have less behaviour management issues to deal with.

Many staff combine rewards and sanctions as a management technique. By rewarding desired behaviour and sanctioning behaviour which is not desired, student behaviour can be shaped to what is socially acceptable. Students respond to parameters (boundaries); they want to know what they can and cannot do. Staff should involve students in setting these parameters and thereby contributing to their self worth and valued presence in the decision making process.

A positive classroom environment is essential in order to create and maintain a cooperative and caring atmosphere in the School. Students who have confidence in their abilities do not present behaviour management issues.

### **Classroom Rules**

- Ensure that every student knows the classroom rules – and consistently apply stated consequences for breaches.
- Encourage student identification with the rules by involving students in the rule creation process and the rationale behind each rule.
- Periodically remind students of the rules in an informal way.
- Be consistent with enforcing the rules. If a rule is for no talking when the teacher is talking, then ensure that all deviations of the rules have a consequence.

### **Adequate preparation and Professional Development**

- Be prepared.
- Make a prompt start to lessons.
- Consider variety, interest and motivation.
- Provide lessons suited to student needs and abilities.
- Avail yourself of opportunities around you to enhance your own professional development and that of others.

### **Build Positive Relationships**

- Give students “the time of the day” (smile, say hello) both inside and outside the classroom.
- Always be courteous and expect courtesy in return.
- Be genuine and caring.
- Reinforce positive/acceptable behaviour where possible – use the Acknowledgement Slips, Letter of Commendation etc
- Be firm, but fair.
- Be consistent.

## **Knowing Students**

- Develop a rapport with students outside as well as inside the classroom.
- Be aware of what specific students are capable of – this includes verbal and written ability as well as specific skills, (e.g. reading to the class).
- Be aware of student weaknesses and dislikes (e.g. directing questions at a student who becomes anxious when receiving the focus of the whole class) would need to be avoided.

## **Create a Cohesive Classroom Group**

- Encourage a cooperative team effort.
- Endeavour to keep the environment 'warm and safe'. All students require a sense of belonging to the group as a whole.
- Involve your students; allow them to take responsibility.
- Do not accept "put downs" in any form.

## **Communication**

- Give students your individual attention by showing interest in what they have to say and tune into students' experiences.
- Share a little of yourself and your experiences where appropriate.
- Be empathetic.

## **Praise and Encouragement**

- Make it deliberate practice to encourage students and praise work/behaviour both individually and as a group (display work)
- Identify mistakes in a non-judgmental way. Avoid embarrassing the student.
- Encourage students to learn from their errors by ensuring that your criticism is constructive.
- Praise students' efforts in areas outside of your teaching subject (see the whole person).

## **Managing Behaviour Outside the Classroom**

All staff are involved in maintaining order around the school at all times.

It is important for teachers and students to understand and discuss school rules.

Duty teachers should be prompt, visible and actively supervising. They need to know the school rules and be consistent in their application.

When conflict arises in the school grounds:

- State the misbehaviour that you observe, tell the student that it is against the rules and advise the student of the consequences. This warning is usually enough.
- Avoid confrontation.

## **Blue slips**

Duty teachers can issue a blue slip to students that are misbehaving at recess and lunch times. The teacher advises the student of the blue slip but retains the slip and places it in the blue slip box in the staff room. A deputy principal will enter the blue slip information on *Integris*. Information relating to blue slips will be placed in the next day's daily notices. This will enable classroom teachers to monitor student behaviour and offer support as appropriate.

## **Gold slips**

Duty teachers can issue gold slips to students who demonstrate the school values in class, at recess and lunch times. The gold slip is given to the student to place in their faction bag. A school officer will enter the gold slip information on *Integris*. At each assembly, students who have been awarded a gold slip have the opportunity of receiving a reward, which acknowledges their efforts.

## **Duty staff**

In cases where a serious incident has occurred, calmly tell the student to report to the Front Office (you may have to accompany the student) and refer the matter to the administration team.

While on duty, staff should:

- discourage students from running in areas where it is dangerous;
- discourage students from accessing out of bounds areas;
- indicate to students who use bad or inappropriate language that it is unacceptable. It is important that staff do not ignore bad language during break times;
- ask students to pick up litter, rather than walk over it or ignore it;
- intervene in potentially dangerous behaviour such as play fighting or throwing of objects; and
- record incidents of violation of the school's Code of Conduct

## **Bullying**

Bullying is any unwanted behaviour, be it verbal, physical, visual or emotional which causes harm or distress to another over any period of time.

It can be:

- physical aggression;
- the use of put-down comments or insults;
- name-calling;
- damage to a person's property;
- deliberate exclusion or extortion;
- the setting-up of humiliating experiences; and
- written abuse, for example: sending nasty notes, emails or other forms of social media.

## **Responsibilities of Staff**

Beaconsfield Primary School values positive relationships between staff, students and the wider community and commits to preventing and managing bullying. Staff at the school recognise that everyone in the school community has a responsibility to prevent bullying. Educating students so that they are empowered to keep themselves safe is an important preventative strategy.

All staff should:

- Support students who report that they are being bullied.
- Be vigilant in identifying students who are being bullied.
- Assist bullies with strategies on changing their behaviour.
- Record incidents of bullying to allow for monitoring.
- Take bullying seriously whether in or outside the classroom.
- Be on time for duty and actively supervise whilst on duty.
- Address all acts of bullying.

To prevent bullying, processes available to staff and students include:

- Self managing skills explicitly taught in the Health Education curriculum.
- Protective behaviours student professional learning for all Kindergarten to Year 6 students.
- Explicit teaching of social skills as defined in the curriculum.
- Relationship and belonging activities.
- Modelling of appropriate behaviour to students by staff.

### **Process for addressing 'Bullying'**

When bullying is identified, the school staff use a range of processes appropriate to context. If students experience bullying, they should approach a trusted, supportive adult, to seek immediate assistance or advice. If the report is verified, the school will view the matter seriously and will take appropriate action, which may include but is not limited to:

- Investigating the incidents/allegations of bullying.
- Consequences – detention or suspension.
- Counselling.
- Safety planning.
- Restorative practices with parents/caregivers or students.
- Individual Behaviour Plans.
- Risk Management Plans.
- Case conferences with parents/caregivers or students.
- Parents/caregiver meetings.
- Mediation with parents/caregivers or students.
- Relationship building activities between parents/caregivers or students.
- Peer mediation.
- Suspension.
- Police notification.

Feedback will be provided to parents/caregivers in regard to actions taken by the school to resolve the issue.

If students or parents/caregivers feel the issues are unresolved, they are encouraged to be persistent, and keep relevant school personnel informed of any ongoing issues. Action plans will continue to be put into place, until the matter is resolved.

## **Relevant Legislation or Authority**

*School Education Act 1999 – Sections 89 to 96, 223.*

*School Education Act Regulations 2000 – Regulations 38 to 46*

## **Related Department of Education Policies**

*Child Protection*

*Dress Requirements for Students*

*Duty of Care for Students*

*Emergency and Critical Incident Management*

*Records Management*

*Risk Management*

*Student Attendance*

*Students at Educational Risk*

*Students Online*

## **Other Related Documents**

*Complaints Management Toolkit*

*Talking with My School*

*Effective Teaching*