

# WILLIAMSTOWN PRIMARY SCHOOL



## OUR VALUES

**\*Respect**  
**\*Fairness**  
**\*Personal Best**

## The Code of School Behaviour Education

Included in this policy:

1. Beliefs & Rationale
2. Behaviour Policy — Roles and Responsibilities
3. Behaviour Procedures
4. Anti-Bullying and Harassment Policy
5. Class Procedures / Consequences
6. Yard Procedures / Consequences – further class or yard consequences
7. Student Responsibilities in the yard and oval
8. Grievance Procedures
9. Anti-Bullying Practices and procedures - Resource for staff

# The Code of

# School Behaviour Education

## 1. Beliefs and Rationale

At Williamstown Primary school we believe students can reach their full potential when:

- ❖ the learning environment is stimulating, and the learning is relevant and engaging
- ❖ all feel safe, supported and cared for by everyone and are listened to, valued and accepted
- ❖ the play and learning environment is free from bullying
- ❖ interactions between everyone are positive
- ❖ individual rights and needs are catered for and valued
- ❖ students take responsibility for their own behaviour and learning and make appropriate choices
- ❖ a strong partnership between home and school is fostered
- ❖ social justice principles and practices are upheld to support all students (regardless of cultures, family backgrounds, gender or socio-economic status) to be able to access information and resources, build relationships and be empowered to make decisions about their learning

Our rationale of the behaviour education policies and procedures is our aim to:

- ❖ encourage students to take responsibility for their own actions
- ❖ set guidelines which help students, parents, staff and the wider community promote a safe, harmonious and positive environment in which our students can reach their full potential.
- ❖ Ensure both staff and students know and understand the importance of positive mindsets in supporting the best environment for learning

## 2. Behaviour Policy – Roles and Responsibilities

### Staff, students, parents, community and visitors will:

- ❖ act in a respectful manner on our school grounds
- ❖ uphold the school's practices and procedures in behaviour education and management
- ❖ take responsibility for their own actions
- ❖ use positive language and behaviour
- ❖ use appropriate grievance procedures to resolve issues and concerns

### Teachers will:

- ❖ ensure students have a clear understanding of school values, school expectations and procedures
- ❖ regularly teach and reinforce the skills, strategies and language to make appropriate behaviour choices for both social and learning situations
- ❖ teach and reinforce the Child Protection Curriculum and coping strategies, including conflict resolution skills and strategies, resilience strategies and grievance procedures
- ❖ uphold high standards in maintaining Duty of Care in the classroom, yard and on excursions
- ❖ be vigilant and proactive in addressing behaviour issues as they arise, before they escalate
- ❖ model and consistently reinforce the school values and behaviour code with students and parents
- ❖ communicate concerns about individual student's behaviour to parents, other staff and leadership, so that we can work together to develop special measures to support students as needed
- ❖ follow this Behaviour Education and Management policy and procedures when responding to student behaviour
- ❖ teach Positive Education practices
- ❖ implement the "Student Self-Referral" process where students make request to leadership if needed
- ❖ ensure teaching of the definition of harassment and bullying to support students

### Students will:

- ❖ use behaviour that reflects the school's values—Respect, Fairness and Personal Best
- ❖ be involved in class learning and discussions about school values and how to use behaviours that reflect our values
- ❖ take responsibility for their own behaviour, by acting within the school values and behaviour expectations and by accepting consequences for inappropriate behaviour
- ❖ use appropriate skills and strategies taught to manage their own behaviour successfully and resolve issues with others (e.g. using Wheel of Choice, Peer Mediators, 5-Point Scale, Feelings Cards)
- ❖ not be bystanders to inappropriate behaviour, but use appropriate helping strategies
- ❖ use the "Student Self-Referral" process to leadership to discuss their concerns or to gain support in resolving an issue that other staff have not been able to help them with
- ❖ demonstrate persistence to achieve Positive Behaviour outcomes
- ❖ use the Grievance Procedures to seek support

### Leadership will:

- ❖ support staff in understanding and following their Duty of Care to students
- ❖ make the Williamstown PS Behaviour Management Policy available to the school community
- ❖ keep appropriate documentation in order to liaise with staff, parents/caregivers, students, DECD services and other agencies
- ❖ model and positively reinforce the school values and Behaviour Education expectations

#### Continued: Leadership will:

- ❖ support staff to develop a common understanding and use of language in the implementation of the behaviour management policies and procedures
- ❖ monitor staff to ensure they provide an inclusive, relevant and engaging curriculum
- ❖ monitor and analyse trends in behaviour management data, and identify areas for action to address needs
- ❖ ensure there is a common understanding of the Behaviour Education policy, through induction with staff and new families, and ongoing training and review processes.
- ❖ discuss Behaviour Education consequences with students and parents / caregivers
- ❖ inform the community and Governing Council of programs and relevant data
- ❖ communicate with staff the status of students regarding suspension, re-entry, exclusion and ensure teachers follow up on behaviour plans
- ❖ case manage students with high level behaviour issues

#### Parents / caregivers will:

- ❖ be aware and supportive of the school values, Behaviour Education policy and other relevant policies, and encourage their children to uphold them
- ❖ use the Grievance Procedures appropriately if they are concerned about any decisions regarding their child's behaviour (Grievance Procedures flowchart is published annually in term One in newsletter)
- ❖ advise their child/ren to speak with staff if they are feeling unsafe or have any questions or queries
- ❖ not approach other adults or children at school, but seek support from staff to resolve issues
- ❖ act respectfully, calmly and responsibly at all times on school grounds
- ❖ support all children to ensure we have a safe school for all individuals, not only their own children
- ❖ keep the lines of communication open with the school to resolve issues positively
- ❖ use the positive language and strategies of the classroom and yard to reinforce positive choices and behaviour

## 3. Behaviour Procedures

#### Developing and acknowledging appropriate behaviour:

- ❖ Teachers ensure school values, class and yard expectations are established and displayed in all classrooms
- ❖ Setting up for success programs are used by each teacher at the beginning of each year with reminders throughout the year
- ❖ Effective communication between home and classroom and school is maintained
- ❖ Ongoing recognition of appropriate behaviours through class recognition, assemblies and awards
- ❖ Proactive Positive Education programs and strategies are explicitly taught as part of core expectations
- ❖ All students, staff, parents/ caregivers and community members are vigilant, model and promote a positive school culture

#### Managing inappropriate behaviour:

- ❖ Documentation is maintained by staff as relevant to the inappropriate or concerning behaviour
- ❖ Effective, timely communication between home and school is implemented
- ❖ Implementation of the school's agreed Behaviour procedures—these procedures do not necessarily follow in a linear pattern but are taken on a case by case basis, age appropriate and dependant on the behaviour in line with agreed DECD and school procedures.
- ❖ Students who are sent to the office for time out for their behaviour will have their behaviour form sent home and a copy will be kept for school records, including documentation on the DECD system
- ❖ Implementation of the DECD Discipline Policy (available at [www.decd.sa.gov.au](http://www.decd.sa.gov.au)) which includes take home, suspension and exclusion, forms the basis of school processes

## 4. Anti-Bullying and Harassment Policy

### What is harassment and Bullying?

This is behaviour that targets an individual or group, that offends, humiliates, intimidates or creates a hostile environment. It is an ongoing pattern of behaviour, (verbal, physical, social, emotional, sexual, racial or cyber). It may be intentional or unintentional, i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.

Conflict or fights between equals and single incidents are not regarded as bullying. Bullying of any form or for any reason can have long term effects on those involved, including bystanders.

### At Williamstown Primary School we believe that:

- ❖ students should be able to learn and play in a safe harassment-free learning environment
- ❖ students should each behave in a manner that demonstrates respect for themselves, for others and for school and personal property
- ❖ students should become responsible for, and accountable for all their own behaviour choices
- ❖ protective behaviour skills should be modelled, taught, encouraged and also acknowledged

### Aim

We aim to establish a community in which *everybody* feels valued, respected and safe, and where individual differences are appreciated, understood and accepted.

### Rationale

Harassment and bullying are unwarranted and about power and take many forms such as:

- ❖ social
- ❖ physical
- ❖ verbal and non-verbal
- ❖ racial
- ❖ cyber-bullying
- ❖ sexual
- ❖ emotional / mental

Harassment and Bullying in any form is unacceptable. Any form of harassment or bullying can harm children and stop them from getting the best out of their schooling. We, as educators, have a responsibility to provide teaching and learning environments that are free from harassment and bullying, and that encourage students to develop attitudes and skills that discourage, challenge and confidently report harassment or bullying in all forms.

## **Roles/Responsibilities:**

Staff, students and members of the school community will be familiar with, and uphold the school approach to harassment and bullying by:

- ❖ respecting ourselves and other people
- ❖ upholding the school's behaviour code
- ❖ taking responsibility for our own actions
- ❖ acting as respectful and responsible community members
- ❖ modelling appropriate behaviour and promoting a positive school environment
- ❖ demonstrating persistence to achieve positive outcomes

To support a harassment and bully free environment staff will teach:

- ❖ the Williamstown Primary School Values
- ❖ how to be successful community members
- ❖ the types of harassment/bullying and the role of bystanders in taking action
- ❖ Child Protection Curriculum – networking, persistence, rights and responsibilities, coping strategies including conflict resolution strategies and skills, resilience strategies and grievance procedures

If harassed or bullied students will:

- ❖ speak to the person, with the support of a friend, or use other strategies they have learnt
- ❖ seek support from peer mediators
- ❖ report the harassment to a staff member who will help them
- ❖ show persistence - never give up
- ❖ remember they have the right to feel safe
- ❖ follow grievance procedures

Teachers will:

- ❖ talk with the child and listen to what is being said and repeat the issue back to check for clarification
- ❖ speak to all people involved and record responses
- ❖ seek a resolution – counselling, negotiation
- ❖ speak to leadership and show records/ documentation if not resolved
- ❖ communicate with parents / caregivers about any ongoing issue and actions taken
- ❖ facilitate reconciliation conferences if appropriate
- ❖ follow grievance procedures
- ❖ regularly reinforce appropriate behaviour and revisit the definition of harassment and bullying

Leadership will:

- ❖ use the same practices as listed for teachers
- ❖ ensure policies are up to date and actioned
- ❖ ensure all staff know how to address bullying effectively
- ❖ record, monitor and analyse data and report to the governing council

If families / caregivers think their child is being harassed or bullied, they will:

- ❖ keep calm and reassure their child
- ❖ listen to their child and discuss safe and respectful ways to address the issue
- ❖ make a time to talk to their child's teacher about the problem, and keep in contact with the school with regards to actions being taken and resolutions
- ❖ only speak with the staff at school, and **not** approach other children or families
- ❖ talk with the school leaders for further support and give them time to sort through the issue
- ❖ follow grievance procedures
- ❖ model appropriate behaviour for resolving issues e.g. not slander staff, students, parents on social media

## 5. Procedures

### CLASSROOM PROCEDURES

- ❖ At the beginning of each year individual classes are expected to negotiate an agreed system for dealing with inappropriate class behaviours that are consistent with our school values and Positive Education Beliefs. Students then have an ownership of their class rules and have a deeper understanding of their rights and responsibilities. Class rules usually involve a class 'reminder system', including warning, class time out, and buddy class and office time out procedures.
- ❖ If inappropriate behaviour occurs during learning time, the class teacher will assess the situation and make a decision about an appropriate logical consequence where possible. Teachers reinforce our values and clearly identifying the inappropriate behaviour.
- ❖ Each incident is individually assessed with a logical consequence applied. There is flexibility within individual classrooms and teachers' preferred styles of working with students towards ensuring appropriate classroom and school behaviours.

### CLASSROOM CONSEQUENCES

#### Reminders / Timeouts

- ❖ Teachers use a variety of strategies within the class to re-engage students in their learning.
- ❖ Behaviour plans or set goals may be determined for individual students
- ❖ Special accommodations (e.g. special seating, resources, timers) will be used as required

#### Refocus / Buddy class slips

- ❖ These are used when buddy class procedures need to be enacted. Buddy class is another class where students sit to refocus (respite and / or calming time)
- ❖ If a student visits a Refocus / Buddy class, they may be spoken to about their behaviour by another teacher

#### Office time out

- ❖ Office Time Out slips are used if a student's behaviour is extreme and they need to be removed from the class immediately. The student will be returned to class by a member of the Leadership Team when the student has calmed down or work completed or when it is deemed appropriate.
- ❖ All office Time Out slips will be sent home to parents/caregivers.
- ❖ Students who display ongoing inappropriate behaviours may require individual development plans, which are negotiated with the student, class teacher and parents/caregivers. Someone from leadership may need to be involved through this process.

Students have the opportunity to access a variety of awards for outstanding behaviour.

## POSITIVE ACKNOWLEDGEMENTS

Class and Assembly Awards  
Stickers  
Recycling Awards  
Positive notes and phone calls home to parents  
Carmel Carnell Award (year 7)  
Leadership opportunities outside of the class (see below)

Students have the opportunity to practice and further develop leadership skills across the school campus.

## LEADERSHIP OPPORTUNITIES

Student Action Teams  
KMAC  
Road crossing monitor  
Peer Mediators  
Library Monitors  
SAPSASA Events  
Sports Day Leaders  
Peer Mentoring  
Office Helpers  
Buddies

## 6. YARD PROCEDURES

- ❖ The yard duty teacher needs to check rosters, wear the fluoro jacket, take their yard duty bag and be prompt to their duty location. Hats must be worn in Term 1 and Term 4 each year.
- ❖ The first lunch duty teacher will provide any relevant information about the duty to the second duty teacher.
- ❖ Yard duty teachers circulate and are visible while on duty.
- ❖ Yard duty teachers intervene in situations where inappropriate behaviour is happening or possibly pending.
- ❖ Yard duty teachers need to remain in duty area and supervise as students leave the area and return to class.
- ❖ Duty of care requires all teachers to be vigilant of students returning to class and in a timely manner.
- ❖ RED / PINK CARD: If there is a situation where additional help is needed a card labelled 'emergency' (found in duty bag) is sent to the office for assistance.
- ❖ FIRST AID CARD: are given to students who need to go to the office for first aid care (found in duty bag). The yard duty teacher selects 1 buddy to accompany the injured child.
- ❖ SIREN: will sound at the beginning of the school day, beginning and end of recess, beginning, middle and end of lunch and home time. Students need to line up outside their classrooms in an orderly manner as demonstrated by their teachers.

## Peer Mediation program

One proactive measure to enhance our yard environment (starting 2018) includes a Peer Mediation program. Year 6 and 7 students apply for the position and are selected on skill merit to help students in the yard to find solutions to problems or conflicts by using mediation and conflict resolution skills. Peer Mediators are involved in a training workshop focusing on listening skills, critical thinking, process of mediation, speaking skills, negotiation skills, note taking and confidentiality.

## YARD CONSEQUENCES

In order to foster a safe play environment for all and to help teach students to accept responsibility, Williamstown PS has a set of yard consequences in place.

If inappropriate behaviour occurs in the yard, the duty teacher will assess the situation and make a decision about an appropriate logical consequence. Inappropriate behaviour can be responded to with

- ❖ Logical consequence eg if they drop rubbish, they pick up rubbish to keep our yard clean, If they run through someone's game, they are asked to go and apologise
- ❖ Time Out in the office
- ❖ Chill Out in an area decided by the duty teacher

Inappropriate behaviour will be recorded in the memo book in teacher's duty bags and shared with the next duty teacher

Examples of yard Time Out behaviour:

- ❖ *Not following teacher's instructions*
- ❖ *Out of bounds*
- ❖ *No hat and not under designated shelter*
- ❖ *Unsafe use of equipment / environment*
- ❖ *Running around the buildings*

All high level inappropriate behaviour will be recorded on a Time Out slip and the student will be removed from the yard.

Examples of removal from yard behaviour:

- ❖ *Violence/endangering themselves/others*
- ❖ *Harassment/abuse of students/adults*
- ❖ *Leaving school grounds*
  
- ❖ If a student is sent to Time Out, leadership will work with them, discussing their behaviour, reflecting on their choices.
- ❖ Paperwork is completed and sent home to the parent/caregiver and student behaviour is recorded on the database.
- ❖ If a student is spoken to during recess or lunch and sent to Time Out late during lunch they will complete the remaining time on the following school day.
- ❖ Failure to turn up to Time Out will mean the student will spend additional time walking with a teacher rather than playing, or sit in the Time Out area.
- ❖ behaviour considered to be at a very high level will most likely result in a Take Home, Suspension or Exclusion.
  
- ❖ Data recorded relating to each student will help to determine trends and to identify students needing support in the yard and recommend any refinement of procedures.

*Students who are experiencing difficulty playing safely in the yard may have special measures put in place for them.*

### Restricted play

Students who receive lots of Time Outs in the school yard could be placed on Restricted Play to help them focus on positive interactions with others. This can be either a class teacher or leadership decision.

Students will be expected to play in a specific play area and must spend their time in this part of the school for the whole play period. Students could be asked to walk by the side of the teacher at all times or be allowed to play with one other friend.

Teachers need to communicate this information to the duty teachers

## FURTHER CLASS OR YARD CONSEQUENCES

### Suspensions

- ❖ Students can be suspended up to a maximum of 5 days according to departmental guidelines.
- ❖ Consultation with the class teacher usually takes place, however, leadership make a final informed decision, based on the context of the incident and the full history of the student involved.
- ❖ Students who display ongoing inappropriate behaviours or who are suspended will not be selected to represent the school on external outings within the same term
- ❖ Students can have an internal suspension depending on the circumstances

### Exclusions

- ❖ A child could be excluded to another school, behaviour centre or home, for up to a period of 10 weeks.
- ❖ Occur when there are repeated suspensions.
- ❖ May occur after one incident, if that incident is considered particularly extreme

### Extra assistance

When appropriate, outside agencies such as Child and Mental Health Services (CAMHS), DECD Support Services, and Family and Youth Services (FAYS) may need to be contacted in order to work with the school for the wellbeing of the student concerned. Parent permission is required.

### Returning from suspension or exclusion

Students and their parent/caregiver, when returning from suspension or exclusion, are expected to participate in a re-entry meeting prior to returning to class programs or the yard. The purpose of this meeting is to ensure that all stakeholders have a common understanding of the expectations around student behaviour and to ensure that actions are taken where possible to make the student more successful. A behaviour plan outlining the discussions, actions and the goals to be met is documented and all stakeholders receive a copy. Where possible, the class teacher will be at these meetings.

## 7. STUDENTS' RESPONSIBILITIES IN THE YARD AND OVAL

Follow staff instructions at all times

Play safely and sensibly without hurting or harassing other people

Stay in bounds

Wear hat in term 1 and 4 (Wide brimmed all round or a legionnaires hat)

All students without sun safe hats will sit in the well area or go into the computer room or library

### YARD MANAGEMENT (On duty staff please ensure these are followed)

All chasing games may only be played on the grassed area in the south yard and on the oval

All pathways are **walking** only zones

Kicking ball games are on the oval only

All other ball games may be played on the south yard asphalt area, grassed area and on the oval

Use swings and playground equipment safely and considerately

JP playground is for R-2 students

UP playground is for 3-7 students

No eating in the yard.

The "Well" area outside the library is the only place students can eat outside during break times

### OUT OF BOUNDS

The staff car park

The yellow lines in the staff car park area are for a walkway before and after school not during

Behind the transportable buildings unless it is supervised for "Outdoor Nature Play"

Garden beds

### OUT OF BOUNDS AREAS AT THE OVAL

Behind and to the side of the hall – toilet end

The southern out of sight areas of the oval

behind the tennis court

### OVAL SAFETY

Students go to and from the oval with the duty teacher at the beginning – middle and end bell.

Students line up inside the school gate. Teachers operate the traffic lights.

Tackling is not allowed in any game on the oval

Our Yard expectations are on display in the yard as follows:

**B**e kind and caring

**U**se equipment sensibly

**D**o as asked by teachers

**D**on't run on paths or around buildings

**I**nclude others

**E**ncourage friendships

**S**tay in boundaries

**TEACHERS PLEASE EXPLAIN THIS THOROUGHLY AND REMIND STUDENTS THROUGHOUT THE YEAR**

# 8. Williamstown Primary School Grievance Procedures

## Principles

- ❖ Good relationships within the school community give children a greater chance of success.
- ❖ As a school community, we are committed to working together to meet the educational needs for our students.
- ❖ This occurs most effectively when staff, students and parents are working towards the same ends. This can only happen if there is trust, and open and effective communication between the people within the school community.
- ❖ Staff members, students and parents who work well together, treat each other with respect and integrity, and act to resolve concerns and conflicts promptly and effectively. This promotes a productive and happy work environment and the positive wellbeing of the school community.

You can assist resolution of your problem by:

- ❖ Addressing the issue, rather than trying to ignore it
- ❖ Stating clearly and objectively, giving specific instances where appropriate
- ❖ Seeking a solution that attempts to meet the needs of those concerned

Our mutual commitment when someone raises a concern:

- ❖ We will listen to concerns with an open mind and seek to understand them
- ❖ We will maintain confidentiality
- ❖ We will treat each other with respect
- ❖ We will investigate any relevant issues carefully
- ❖ We will be committed to resolving any problems in ways that respect individuals and attempt to meet the needs of all concerned as fairly as possible
- ❖ We will attempt to communicate clearly, sensitively and objectively
- ❖ We will establish time lines for actions and review for any resolutions

## **STUDENTS**

1. Talk to the person about the problem. Discuss the question or concern directly with the person involved, stating the problem clearly and objectively.
2. Seek to resolve it in a way that respects the needs of those involved
3. If you feel uncomfortable, speak to someone who you feel comfortable with. Talk to a teacher, School Service Officer, Peer Mediator and / or your parents about the problem at an appropriate time.
4. Allow a reasonable time frame for the issue to be addressed
5. If issue is unresolved, speak up again

**STAFF.** This is in our yellow curriculum folder

**PARENTS** This is on the website and in the WPS introduction brochure and in Term One newsletter

# 9. Anti-Bullying Practices & Procedures: A resource for staff to help students.

## WHAT CAN YOU DO ABOUT BULLYING?

If you are bullied or you know someone who is being bullied it is your responsibility to report it.

Who to report to?

Tell your teacher, the yard duty teacher, another staff member, the school wellbeing coordinator, the pastoral care worker, the principal, or deputy principal. Tell your parents or caregivers too.

How to report:

Tell the adult where and what is happening, who is involved and what you have done to try to stop it.

When to report:

Report the bullying as soon as it happens, do not ignore it. When bullying is ignored it may get worse. Be persistent until the situation is resolved.

## ANTI BULLYING ACTION PLAN

**Be Assertive:** stand up for yourself in a positive way.

If you look confident when you respond you will show you mean what you are saying e.g. "I don't think the comments you're making are funny."

**Use humour:** this can be effective in teasing situations (verbal bullying), but may not be appropriate for every situation. A strategy to use is agree with them. e.g. "Your hair is disgusting!" "Thank you. That is very nice of you to notice."

**Avoid the situation:** stay away from the people who bully you or the place where it happens. Find ways to be around more positive people. i.e. join lunch time activities or go to the library

**Ignore the bullying:** walk away and use positive self talk to help boost your confidence. E.g. "I don't deserve to be treated like this. I'm not the one with the problem."

**Ask for help:** when other strategies you have tried are not working or you feel you cannot deal with situations yourself, you should ask for help. Asking for help is not dobbing. It is always O.K. to ask for help.

## WHAT CAN BYSTANDERS DO?

A bystander is someone who sees the bullying or knows that it is happening to someone else. If you see someone being bullied you could:

- ❖ Ask a teacher or support person for help
- ❖ Let the person doing the bullying know what they are doing is bullying and is not ok
- ❖ Refuse to join in with the bully and walk away
- ❖ Support the person who is being bullied. Walk up to them and invite them to come play with you and your friends.

## WHAT DO WE DO AT WILLIAMSTOWN PRIMARY SCHOOL TO REDUCE BULLYING?

If an incident of bullying happens at Williamstown Primary School we use prevention, intervention, and post-intervention strategies.

Prevention strategies include:

- ❖ Using the curriculum to teach students about respectful relationships and our school values
- ❖ Teaching children about conflict resolution, anger management and problem-solving
- ❖ Developing policies which promote student safety and co-operation