

Moil School Wellbeing and Behaviour Policy Management Plan

November 2009

Moil School Wellbeing and Behaviour Policy Management Plan

An element of Safe Schools NT Framework
Safe Schools, Responsible Behaviour, Quality Learning and Teaching

Rationale

The Department of Education and Training is committed to provisions that ensure all young Territorians have a right to receive a quality education in a safe and supportive learning and teaching environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of *The Moil School Wellbeing and Behaviour Policy* is to support quality teaching and learning.

All members of the school community are expected to respect the following rights:

- The rights of all people to be treated with respect and dignity
- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

Core Principles of Best Practice

Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, teachers, students and parents, including individual and special needs.

Student behaviour programs and practices must:

- embrace a health-promoting approach to creating a safe, supportive and caring environment
- embrace inclusiveness, and cater for the different potentials, needs and resources of all students
- place the student at the centre of the education process.

Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student teacher relationships. Successful student behaviour change and management is enhanced through effective school, family, education department, community and interagency partnerships.

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of school community members.

School beliefs about behaviour and learning

Moil School Philosophy

Motto

We Care

Vision

Moil School and community working together to develop students who are respectful and educated people prepared for the future.

Mission Statement

Moil School is an integral part of the community. We aim to provide quality education within a friendly and nurturing environment in order that children will become respectful of themselves and others. We aim to build tolerance, understanding and appreciation of the different values and cultural diversity within our society. Moil School strives to give children the necessary skills to approach the future with optimism, integrity and wisdom.

Our Values

- Understanding, Tolerance & Inclusion
- Respect
- Doing Your Best
- Care & Compassion
- Responsibility

The Moil School Community acknowledges that most children behave appropriately most of the time. We believe that students have the right to feel happy and secure in a safe learning environment.

All of us have rights and responsibilities in the respect and care of ourselves and others. The school aims to be consistent, persistent, and fair and to apply logical, reasonable consequences to foster positive behaviour.

Values Education

The Moil School Community has developed a 'Values Education Policy', which underpins classroom methodology and relationships throughout the school. The Five Moil Values were selected through a democratic process involving students, teachers and parents. Students are explicitly taught the values and the school provides a wide variety of programs through which students may experience the values. The Five Values are used as a basis for classroom rules and act as a guide for all members of the school community.

(See Accompanying document: Values Education Policy)

Creating Positive Learning Communities

1. Promoting wellbeing and positive behaviour

Moil Primary School follows a 'best practice' approach to facilitating student wellbeing and encouraging positive behaviour, utilizing the model developed through the "Building Relationships & School Wellbeing" project.

"**Building Relationships and School Wellbeing**" identifies ten elements which each make a significant contribution to the enhancement of school wellbeing and the promotion of positive behaviour.

Moil Primary School addresses each of these areas using a variety of processes, programs and procedures.

The Ten Elements

Working Together, Building relationships:

All members of the school community are connected and achieve a sense of belonging through participating in active, trusting relationships. There are well-established partnerships between school, parents and the community.

- High quality written communication is provided to each family through regular newsletters, and detailed written reports on student progress each semester.
- Parent /teacher/student evenings are held each semester & teachers are proactive in contacting parents to discuss any issues concerning a student. Meetings with teachers or senior staff are available to parents on request.
- School Council meetings are held regularly and elections are organised to fill positions.
- A Student Representative Council also holds regular meetings and organizes many fund raising activities for the school.

Environment Focus:

The School is a safe, friendly, learning and work environment.

- Clear signage is displayed around the school to ensure that community members/visitors can find their way around.
- All visitors sign in when they arrive and sign out when they leave. All school staff wear identity badges.
- Staff actively supervise students at all times.
- Staff are aware of risk management plans.

Learning that Engages students and staff:

All teachers and students are actively engaged in student centred learning that contributes to a sense of autonomy, through the development of social skills. Academic success is achieved by establishing high expectations. Students exercise their rights and responsibilities in the learning process, receiving appropriate support from their parents and community. Staff are committed to ongoing learning as well as modelling life-long learning.

Links to a Range of Models:

Programs are in place to assist all students to develop life skills that enable them to be effective in social interaction, make successful transitions and to develop resilience. A range of school-based models is employed to address behaviour issues, including: -

- Values Education is used as a whole school approach to promoting positive relationships with others.
- 'Remind-Warn-Act' is utilized as a whole school approach to address 'minor' behaviour issues
- The "Friendly Schools & Families Program" is used as a whole school approach to address bullying. This program also facilitates the development of resilience, self-esteem and effective social skills.
- The introduction in 2008 of the "Better Buddies" program.
- Individual Educational Adjustment Plans are formulated for those students with very specific needs.
- Inclusion Support Assistants (ISA) take on a mentor role for those students considered 'at risk'.

National Safe Schools Framework:

The School implements the National Safe Schools Framework with policies, procedures and teaching programs which address issues of bullying, harassment, violence, child abuse and neglect. Moil School uses the "Friendly Schools & Families Program" as a whole school approach to addressing bullying effectively.

All school staff are familiar with the requirements of 'Mandatory Reporting' and are required to attend information sessions regarding 'Mandatory Reporting' at the start of each Semester.

(See Attachment 1: Friendly Schools & Families)

(See Attachment 2: Anti-Bullying Policy)

Building a Health Promoting School Culture:

The School takes a holistic approach to education and endeavours to strengthen student capacity for healthy living, learning and working. It promotes the interrelationship between physical and mental wellbeing and academic achievement.

Moil School achieves this through:

- Implementing a program of physical activities across the school.
- Providing a daily "Breakfast and Nutrition Program" which is available to all students at no cost.
- Using Values Education to establish a feeling of belonging and community within all students.
- Using the 'Friendly Schools & Families Program' to develop resilience, self-esteem and co-operation skills.

Engaging Inclusive Curriculum:

Social, cultural and economic diversity are acknowledged and celebrated through student centred learning and an outcome focused curriculum. Programs accommodate different learning styles and recognise diversity. Activities to enhance a sense of belonging are implemented.

Moil School achieves this through:

- Ensuring the curriculum is both developmentally and culturally appropriate.
- Supporting students with special needs within the classroom as well as offering withdrawal times where appropriate.

- Providing programs for students, which offer a high level of support.
- Providing quality ITAS (Indigenous Tuition Assistance Scheme) and ISA support.
- Providing the Intensive English Unit to support students who have recently arrived in Australia with minimal understanding of written or spoken English.

Internal and External Support Structures:

The school has a number of internal systems, structures and approaches in place to support students who have special learning needs or who are deemed to be at risk.

The school has a Special Education Teacher as well as a Special Education Assistant who work with students within the classroom as well as in a small group & one to one basis.

The school also has a range of support staff including: - a Home Liaison Officer; the Indigenous Education Worker; ITAS tutors, ISA support staff and I.E.U staff who work with staff, students and families to ensure that students with special learning needs, or those who are deemed to be at risk, have the best possible assistance.

External Support Structures are provided by DEET.

Negotiated Plans, Policies and Processes:

The school collaboratively develops and documents plans policies and processes, which are shared with all members of the school community.

- A whole school review process takes place on an annual basis whereby plans are negotiated, in line with departmental policies, for the following year.
- The school council ratifies all plans, policies and procedures.

Good Teaching:

Teachers implement best practice teaching strategies in an excellent classroom environment where behaviours are managed and activities organised. Students learning is both continually challenged and supported.

2. Acknowledging and rewarding exemplary and improving behaviour

Appropriate behaviour, along with achievement and effort in all areas, is valued and acknowledged in many ways at Moil School. These include:

- Praise for effort, achievement and good behaviour.
- Stickers, merit cards, presentations and acknowledgements in newsletters.
- Acknowledging awards at assemblies.
- Student displays of work.
- Receiving responsibilities and privileges eg. SRC.
- Students bringing trophies and awards to assemblies.
- Students having the opportunity to go on excursions.

3. Programs to promote positive learning communities

“Values Education” and the “Friendly Schools & Families” program are central to the promotion of positive learning communities at Moil. The “Better Buddies” program will also be introduced in 2008.

Consequences for unacceptable behaviour

1. Being clear about unacceptable behaviour

Unacceptable Behaviour in the Classroom

In the classroom, all students are expected to respect and follow the Moil Values, the Classroom Rules, and the Moil Code of Rights & Responsibilities. **(see Attachment 3: Moil Code of Rights & Responsibilities)**. Any behaviours that do not reflect the Moil Values or which are contrary to the Classroom Rules or the Moil Code of Rights & Responsibilities are unacceptable. These behaviours include: -

- Ignoring instructions
- Inappropriate language
- Disrupting other students' learning
- Disrespect towards others or their property
- Disrespect towards school property
- Lack of consideration and co-operation
- Throwing things in class
- Lateness to class after breaks
- Irresponsible behaviour in library, toilets, walkways, etc

Inappropriate Behaviour in the Yard

In the Yard, all students are expected to respect the Moil Values and conduct themselves accordingly. Any behaviours which do not uphold the Moil Values, or which are contrary to the Moil Code of Rights & Responsibilities are unacceptable. These behaviours include: -

- Inappropriate language
- Ignoring instructions
- Disrupting other students' play
- Disrespect towards others or their property
- Lack of consideration and co-operation
- Irresponsible behaviour in library, toilets, walkways etc...
- Failure to eat in designated areas
- Running on concrete areas
- Climbing trees, school buildings and/or fences
- Playing in out-of-bounds areas
- Throwing objects (eg sticks, stones, seeds, etc)
- Entering classrooms/buildings during breaks without permission
- Littering
- Throwing/kicking large balls in covered areas
- Riding bikes, scooters, skateboards, skates in the schoolyard
- Physical fighting.

2. Our school's responses to unacceptable behaviour

In each classroom the teacher and the students will have discussed expectations, rules and consequences and these will be understood by all.

Before students return at the start of the year

The Student Wellbeing & Behaviour Policy is revisited and explained to staff by Executive staff members. Any questions are answered and common understandings reached.

Week 1 of Semester 1

All Teachers outline expectations and clarify rules and consequences with the students. Each teacher will then develop a set of class negotiated rules appropriate to age level that reflect and support the Values and Rules of Moil School.

Week 2 of Semester 1

All teachers will display a set of class negotiated rules appropriate to age level that reflect and support the Values and Rules of Moil School.

Week 1 of Semester 2

All teachers will review expectations, negotiated rules and consequences with the class and modify or strengthen if required.

Teachers will revisit the Values and Rules with students on a regular basis to remind them of expected behaviour in classrooms and outdoor areas.

Unacceptable Behaviour In the Classroom.

Moil uses the "Remind, Warn Act" process to address unacceptable behaviour in the classroom. This process places the responsibility for behaviour on the student. **(see Attachment 4: Behaviour Flow Chart)**

Step One: Consequence in Class

The teacher will respond to unacceptable behaviour with "Remind – Warn – Act". This is a three step process, where the teacher 'reminds' the student about what is the acceptable behaviour, and 'warns' the student if they do not change their behaviour. The 'Act' signifies a consequence for unacceptable behaviour which will be age appropriate and will take place in class.

Step Two: Time Out with Buddy Teacher/Senior Teacher

If the student continues to demonstrate unacceptable behaviour – or has been through the "Remind, Warn Act" process more than three times in the same week, then he/she will be sent to the Buddy Teacher/Senior Teacher for 'Time Out'. The student will take class work to complete during the Time Out period.

Step Three: Time Out with Assistant Principal/Principal

If the student has already been sent to the Buddy Teacher/Senior Teacher for Time Out more than three times in one week, the student will be sent to the Assistant Principal/Principal for Time Out. The teacher will write a note to accompany the student which outlines the behavioural issues.

Step Four: Consultation/Meeting with Parent/Guardian

In the event of a student experiencing frequent 'Time Out' periods, the parent/guardian will be contacted to arrange a meeting with the teacher and a member of the Executive Staff. The meeting

may result in the formulation of a Behaviour Management Intervention Plan or the establishment of an Educational Adjustment Plan.

Unacceptable Behaviour in the Playground (see Attachment 5: Flow Chart for Playground Incidents)

Step One: Natural Consequences

Consequences for “minor” unacceptable behaviour in the playground will be natural and consistent, for example “No hat – No play” – student is directed to move to an undercover area or a student who is interrupting the play of others may be sent to another area of the playground.

Step Two: Walk & Talk

If the teacher feels that the student requires closer supervision, for example, a student who has been arguing fiercely or who has ignored an instruction, then the student will be directed to “walk and talk” with the teacher in order to discuss their behaviour.

Step Three: Call for Assistance/Immediate Removal from the Playground

If the teacher witnesses any form of serious physical or verbal abuse, then it may be necessary to call for assistance using the “walkie-talkie” in order to remove the student/s from the playground.

Step Four: Contact Parent/Guardian

Repeated unacceptable behaviour in the Playground or an incident of serious physical or verbal abuse will result in the parent/guardian being contacted to meet with the teacher and a member of the Executive Staff to discuss the behaviour of the student.

3. Students with high behavioural support needs

Students with high behavioural support needs will have an Educational Adjustment Plan, which is developed collaboratively by the classroom teacher, the Special Education teacher, Senior Staff and Parents. The EAP is regularly reviewed and adjusted throughout the school year.

4. Consequences for specific unacceptable behaviours

As specified by the ‘Safe Schools NT Code of Behaviour’

‘The following student behaviours will not be tolerated and are likely to lead to suspension and where appropriate, police involvement will occur’:

- Physical abuse
- Verbal abuse
- Sexual assault
- Intimidation and threats
- Bullying (including cyber bullying) & harassment
- Possession of a weapon and/or use of a weapon
- Possession of and/or trafficking in illicit drugs or being under the influence of illicit drugs.
- Possession of and/or being under the influence of alcohol or providing alcohol to others
- Possession of or supplying tobacco products or smoking on school grounds
- Vandalism
- Stealing
- Doing an obscene or offensive act. ‘

Any student who exhibits any of the behaviours outlined above, whether in the classroom or the yard, will be sent to talk to the Principal/Assistant Principal, who will then contact the parents/carers and any other relevant agencies. A period of suspension from school may then be considered, depending on the circumstances of the incident.

Instances of bullying behaviour in students will be dealt with as detailed by the Anti-Bullying Policy **(See Attachment 2)**

Re- entry following Suspension.

On returning to school after suspension, a meeting of the child, parent, class teacher (when possible)/ Assistant Principal and Principal is to be held before the student goes back to class. At this meeting there is a discussion about how the child will behave in the future, how behaviour will be monitored, communication between home and school and the child's Individual Behaviour Plan.

Desired outcomes of this meeting are that the child understands that family and school are working together, the child understands expectations and consequences for the future and that the child understands the serious nature of what has happened.

Student support networks

Moil School has a range of staff who work with students and their families to provide highly specialised, appropriate support to meet student needs. The staff in these roles work in collaboration with teachers, senior staff members, parents and students to ensure that students receive the most effective assistance for their particular needs. External Support Services are provided by DEET.

- Special Education Teacher
- Special Education Assistant
- ESL Teacher and I.E.U staff
- AIEW
- ISA/ITAS tutors
- School-based Constable

Related legislation, policies and links

Moil School Wellbeing and Behaviour Policy is aligned with the 'Safe Schools NT Code of Behaviour'. (www.safeschools.nt.gov.au)

Related legislation

- Administrative Decisions (Judicial Review) Act 1977
- Anti-Discrimination Act NT 1992
- Child Protection (Offender Reporting and Registration) Act 2004
- Criminal Code Act 1983
- Education Act 1979
- Freedom of Information Act 2002
- The Community Welfare Act 1983
- Tobacco Control Act 2002
- Work Health Act 1986
- Work Health (O H & S) Regulations 1992

Related policies

- HI-01.2.1 Drug Taking By Students
- HI-05.3.1 Critical Incidents Policy
- LL-02.1.1 Child Maltreatment Responsibility to Report
- LL-03.1.1 Compulsory Attendance Legal Requirement
- LL-03.2.1 Enrolment – Compulsory Education
- LL-03.3.1 Exemption Authority to Exempt Students
- LL-04.1.1 Student Discipline
- LL-04.2.1 Suspension of Students
- LL-04.3.1 Expulsion Procedures for Students
- LL-06.1.1 Police Interviewing of Students
- LL-06.2.1 Liaison Between Schools and The Police
- LL-07.1.1 Student Non-Attendance
- LL-08.1.1 Improper Conduct of a Sexual Nature

Further attachments

- Attachment: Values Education Policy
- Attachment: Friendly Schools & Families
- Attachment: Moil Anti Bullying Policy
- Attachment: Moil Code of Rights & Responsibilities
- Attachment: Behaviour Flow Chart
- Attachment: Flow Chart for Playground Incidents.

Principal

Chairperson School
Council

General Manager
Schools/ Regional
Director

ATTACHMENT 1

FRIENDLY SCHOOLS & FAMILIES

The “Friendly Schools & Families Program” is based on six years of rigorous scientific research with over 6000 school students, their parents and teachers. It is one of the few evidence-based programs designed to improve social skills and resiliency as well as reduce bullying.

Classroom Teaching and Learning Handbooks.

The Teaching and Learning Handbooks include information and a variety of interactive strategies to build student’s social skills and to ultimately reduce bullying. The five levels for students aged between 4 and 13 years include learning activities that teach how to reduce and prevent bullying, with a strong emphasis on resilience, positive communication, self-management and social responsibility.

| Handbook Level | Year Level |
|----------------|------------|
| Level 1 | T/1 |
| Level 2 | 2/3 |
| Level 3 | Yr 4 |
| Level 4 | Yr 5/6 |
| Level 5 | Yr 6 |

The table above is a rough guide for which Handbook to use, but most teachers who are currently using the program take activities out of a couple of Handbooks, depending on the make-up of their class.

Each Handbook comprises of three units of work.

Unit One in every Handbook is called ‘Understanding Bullying’ and is designed to develop common understandings about the following topics in each year level: -

- Understanding of what behaviours constitute bullying and why bullying is unacceptable behaviour
- Students’ ability to talk about bullying with each other and adults
- Adaptive responses to being bullied including reporting bullying, seeking support and responding assertively
- Peer support for students who are being bullied
- Peer discouragement of bullying behaviour

Although Unit 1 in each Handbook covers the same understandings about bullying, the activities provided are designed to be developmentally appropriate for each age group. This ensures that all students in the school will develop the same understandings and skills, but these are explored further in each level. Ideally, this unit is taught in term 1 at the start of every school year.

Unit Two in each Handbook deals with personal development, resilience and self-esteem, whilst Unit Three looks at social skills and working cooperatively with others.

Student Activity Books are available to be photocopied for Levels 2 – 5.

ATTACHMENT 2

MOIL PRIMARY POLICY ON BULLYING

Any form of bullying or harassment detracts from a person's ability to focus and feel safe. As a staff and a school community we must take a proactive stand against bullying, harassment and violence. Feeling safe, supported and respected at school is both the fundamental right of all students and staff; it is also fundamental to effective learning and teaching.

WHAT IS BULLYING?

- Bullying is different from ordinary teasing, rough and tumble or school yard fights. What makes the difference is that incidents are on-going, and there is usually an imbalance of size, strength and power between the children involved. (Rigby and Slee:1998)
- There are different kinds of bullying:
 - VERBAL**- name calling, put downs, threats.
 - PHYSICAL**- hitting, tripping, poking, punching, kicking, throwing objects, stealing.
 - SOCIAL**- ignoring, hiding, ostracising or spreading rumours.
 - PSYCHOLOGICAL**- stalking, dirty looks, hiding and/or damaging possessions.

DEFINING FACTORS IN BULLYING

In a bullying situation there are six defining factors:

- 1) **INTENT TO HURT**- the bully finds pleasure in taunting or trying to dominate their victim and continues even when the victim's distress is obvious.
- 2) **INTENSITY AND DURATION**- the bullying continues over a long period of time and the degree of bullying is damaging to the victim's self-esteem.
- 3) **POWER OF THE BULLY**- the bully has power over the victim because of age, strength, size or gender.
- 4) **VULNERABILITY OF THE VICTIM**- the victim is more sensitive to teasing, cannot adequately defend him/herself, and has physical or psychological qualities that make him/her more prone to victimisation.
- 5) **LACK OF SUPPORT**- the victim feels isolated and exposed. Often, the victim is afraid to report the bullying for fear of retaliation.
- 6) **CONSEQUENCES**- the damage to the victim's self-esteem is long lasting and leads to the victim markedly withdrawing from school or in some cases by them becoming aggressive. (Weinhold:1999a)

RESEARCH ON BULLYING: Australian research suggests that up to 50% of all young people subjected to bullying do not report incidents for fear of reprisals or because the victims feel they are somehow to blame.

'Bullying thrives on silence and, when someone does nothing about bullying, they are actually condoning it. Any student passively watching someone being bullied (verbally or physically) should be treated exactly the same as the bully. Once we take away the group of people who *stand around* while someone is bullied, you remove the bully's power and the incidence of bullying reduces dramatically.

Throughout the world, research is indicating that bullying is the cause of a number of suicides, mental health problems and killings- particularly by males.

As a society we must make our homes and schools *safe places* for our children.'

(Ian Lillico: 2000 p 20 "Boys and their Schooling: A Guide for Teachers and Parents)

AT SCHOOL

- ✓ We must accept the existence of bullying as it needs to be identified and dealt with.
- ✓ Make children aware of what bullying is.
- ✓ We must not trivialise bullying or seek to excuse it as normal behaviour, rather we need to listen to concerns and act upon them.
- ✓ Encourage students to speak up about their fears and provide them with opportunities to do so.
- ✓ Assist students in realising that the code of silence is a code that must sometimes be brokenand this can take courage and knowledge of what's right and what's wrong.
- ✓ Make students aware that silence is a bully's friend. Bullying will continue until somebody speaks up!
- ✓ We need to be vigilant so that sub groups do not develop within the school whose behaviours are destructive and demeaning.
- ✓ Try to nurture resiliency (the ability to "bounce back" after a setback) in our students.

DEALING WITH REPORTED CASES OF BULLYING

All reported cases of bullying are dealt with at Moil School. All staff supports the need for zero tolerance of bullying and will follow up on reports and refer the investigation to the Assistant Principal/Principal as deemed necessary.

CONSEQUENCES

Consequences will vary depending upon the severity of individual situations.

Possible consequences include:

- Contact with parents/guardian of both parties to alert them to the problem.
- Support sought from School Based Constable.
- Apology given to the victim by bully while supporting staff present.
- "Time out" of the playground as deemed appropriate.
- Suspension for offender if warranted by nature of attack. (At the discretion of Principal).

Follow Up

- Check on the victim in following days/weeks to ensure that there are no more problems emanating from the original attack.
- Monitor and assist in improving behaviour of bully.

AT HOME

We need to enlist the cooperation of parents/guardians in being vigilant for certain signs, often seen in young people who are being victimised. These signs include:

- Being frightened of walking to and from school.
- Changing their usual route.
- Not wanting to take public transport.
- Begging you to drive them to school.
- Being unwilling to go to school.
- Feeling ill in the mornings.
- Beginning to skip school.
- Beginning to achieve poorly in their school work.
- Coming home regularly with books or clothes destroyed.
- Coming home starving because the bully has taken their lunch or their lunch money.
- Becoming withdrawn, unusual stammering, lacking in confidence.

- Becoming distressed and anxious.
- Loss of appetite.
- Attempting or threatening self harm.
- Crying self to sleep/having nightmares.
- Keep “losing” possessions or money.
- Asking for money or starting to steal money (to pay the bully).
- Refusing to say what’s wrong due to fear of retaliation from the bully.
- Having unexplained bruises, scratches or cuts.
- Beginning to bully other children.
- Becoming unreasonable and aggressive.
- Giving improbable excuses to explain any of the above.

Please remember that we cannot do anything bullying at school unless it is reported. As a staff we will make children aware of our stance on bullying and the need to break the code of silence. Ongoing education and discussions will be part of classroom programs. We do, however need your support. If your child’s behaviour causes you concern, or if he/she reports bullying at school to you, please let us know.

Bullying in any form is not acceptable and will not be tolerated.

AS A STAFF

DEALING WITH REPORTED CASES OF BULLYING

- ✓ Be approachable and accepting of a student making a complaint. It can take a great deal of courage to report bullying.
- ✓ Reassure the student as they may be frightened about “dobbing”. They need the confidence that reporting the incident will not make it worse.
- ✓ Be a good listener; resist the urge to jump in and finish off sentences. Often students need time to think things through before speaking, especially when upset.
- ✓ Avoid making premature judgements until all the facts are known.
- ✓ Make careful notes and check the accuracy of the information as far as possible without breaching confidentiality or inflaming the situation
- ✓ The alleged bully should be given details of the accusation and a chance to respond.
- ✓ Please inform the Assistant Principal/Principal of bullying incidents that you deal with if you believe have the potential to escalate.

If you come across an incidence of bullying but don’t have time to adequately deal with it due to the demands of your class **or** if you believe it warrants investigation from Senior Staff, please refer it to either the Principal or Assistant Principal for investigation as soon as possible.

ATTACHMENT 3

MOIL CODE OF RIGHTS AND RESPONSIBILITIES

To operate in a safe and secure environment students need the support of both staff and parents/guardians.

STAFF RIGHTS

- To have the support of the Behaviour Management Policy.
- To teach and help children with minimal interruptions and without disruption.
- To expect support from the wider School Community.
- To be treated with respect.
- To be supported by colleagues and Senior Staff.
- To work in a safe environment.

STAFF RESPONSIBILITIES

- To implement the Behaviour Management Policy consistently.
- To teach effectively, provide a positive learning environment and to establish acceptable school behaviours.
- To support and contribute to the School Community.
- To model respectful behaviour.
- To provide support to fellow colleagues.
- To model and encourage responsible and safe behaviour.

PARENT/GUARDIAN RIGHTS

- To be considered a partner in their child's education.
- To be kept informed about issues affecting their child.
- To be recognised as the major influence in their child's life.

PARENT/GUARDIAN RESPONSIBILITIES

- To work with the school and its staff.
- To tell staff of any factors which may affect the child's behaviour at school.
- To actively support school behavioural expectations.

CLASSROOM

STUDENT RIGHTS

We believe children have the right to learn in a safe, secure and caring environment just as teachers have the right to teach in a non-threatening environment.

STUDENT RESPONSIBILITIES

The responsibilities of the children are to:

- Respect and care for themselves and others.
- Look after their own property and respect the property of others.
- Take responsibility for their own actions and the consequences for those actions.
- Consider the learning environment of others.
- Use courtesy and good manners at all times.
- Ask for help when needed with school work or in dealing with peers.

PLAYGROUND AND OUT OF CLASS AREAS

STUDENT RIGHTS

We believe children have the right to play in a positive atmosphere and safe playground.

STUDENT RESPONSIBILITIES

In all the play areas of the school the responsibilities of the children are to:

- Play without physically hurting others. (activities such as tackling, Red Rover and Brandy put others at risk and are therefore not acceptable at school)
- Respect property, surrounding and the wildlife in the school.
- Speak considerately to others.
- Keep the school buildings and grounds tidy.
- See the Duty Teacher immediately if there are problems and not retaliate.
- Wear hats and appropriate footwear.
- Walk on concrete paths and paved areas.
- Not be in corridors without teacher permission.
- Not be in classrooms or wet areas without teacher supervision.
- Share play equipment so it is available for all students to use.
- Stop play as soon as the music starts in order to have a drink and go to the toilet.
- Be seated in their designated lining up area before the bell.

ATTACHMENT 4

CLASSROOM BEHAVIOUR FLOW CHART

In each classroom the teacher and the students will have discussed expectations, rules and consequences and these will be understood by all. The teacher will value and acknowledge good behaviour and effort. To place the responsibility for behaviour on the student, a warning, reminder and follow-up action will often be put to the student as a choice.

Unacceptable Behaviour

Remind

Warn

Act

In Class consequences as appropriate for age.

Time Out with Buddy Teacher/Senior Teacher

Child takes work/sits quietly.

This step is not to happen frequently. If it does, student goes straight to Time Out with Assistant Principal/Principal.

Time Out in office with Assistant Principal/Principal

Note given by Class Teacher.

This step is not to happen frequently. If it does, a parent/guardian will be contacted.

Consultation/Meeting with Parent/Guardian Member of Executive Staff available to assist.

Other actions may include:

Behaviour Management Intervention /establishment of an Individual Behaviour Management Plan.

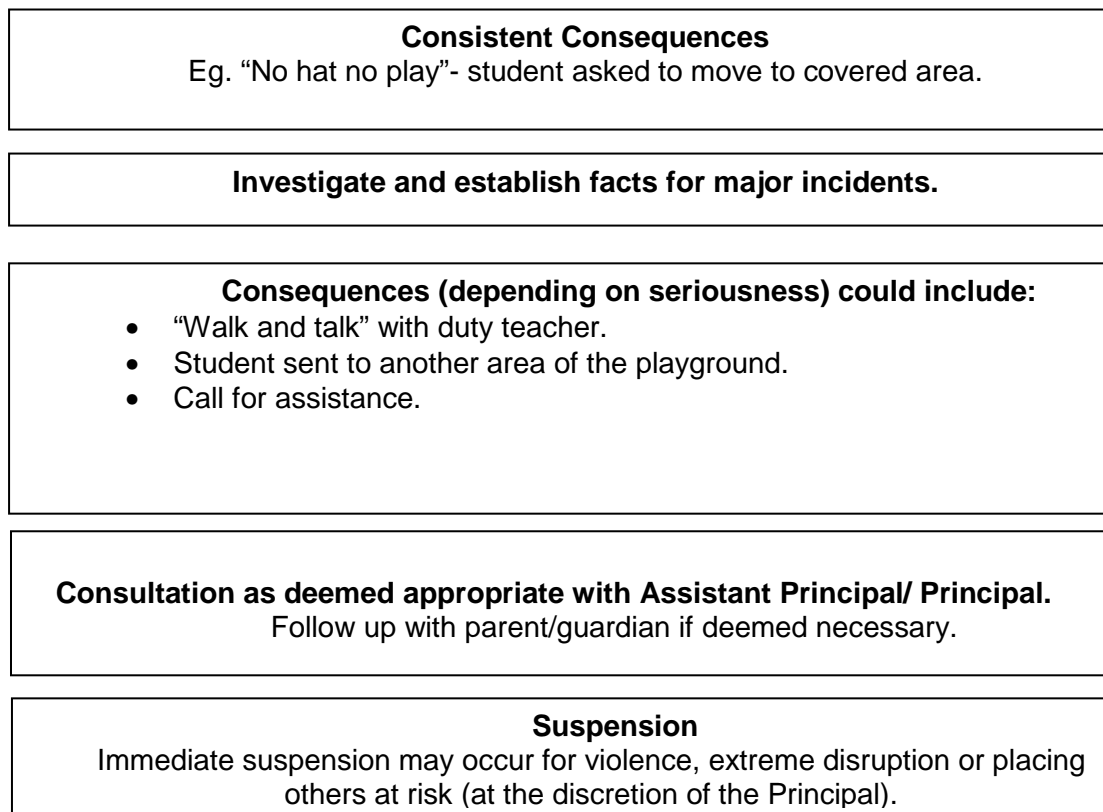
Immediate suspension may occur for violence, extreme disruption or placing others at risk.

(At the discretion of the Principal)

Following Suspension

Re-entry meeting required.

ATTACHMENT 5 FLOW CHART FOR PLAYGROUND INCIDENTS



Staff must not leave the playground. If an emergency arises please call on your “walkie-talkie” for immediate assistance.

RE ENTRY FOLLOWING SUSPENSION

On returning to school after suspension, a meeting of the child, parent/guardian, class teacher (when possible)/ Assistant Principal and Principal is to be held before the student goes back to class. At this meeting there is a discussion about how the child will behave in the future, how behaviour will be monitored, communication between home and school and the child’s Individual Behaviour Plan.

Desired outcomes of this meeting are that:

- the child understands that their family and the school are working together,
- the child understands the expectations and consequences for the future and
- the child understands the serious nature of what has happened.