MOUNT PLEASANT PRIMARY SCHOOL
Behaviour Management & Preventing and Managing Bullying Policy
This policy will be monitored by school staff each term and reviewed annually
Policy Review Date: August 2018

Rationale

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

Negative behaviours are learnt behaviours which are unacceptable, and can be successfully changed. Mount Pleasant Primary School commits to an educative approach to managing and preventing negative behaviours, including bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

Mount Pleasant Primary School aims to proactively promote positive and responsible student behaviour through emphasising three key values: Every person has the right to **learn** and must respect the rights of others to learn, every person will **respect** and care for others and, every person will behave in a manner that allows themselves and others to **be safe**. These key values underpin our school motto 'Working Together'.

Rights and Responsibilities of School Community Members

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

Our community is encouraged to focus on ensuring all members have explicit knowledge of their responsibilities and support to develop the required skills to fulfil them. It is through the members fulfilling their responsibilities that the rights of all are supported. Focussing only on the rights of individuals or groups will not effectively contribute to this same goal.

The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context. The following framework outlines shared rights and responsibilities at Mount Pleasant Primary School.

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	• are safe and supported in the school environment • are included • are treated with respect	• participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	• is supported in developing the school's plan to prevent and effectively manage bullying • is supported in implementing the strategies and programs under the school's plan	• provides leadership in resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	• feel safe and supported in the workplace • are informed of the school's plan on managing behavior and preventing bullying • have access to professional learning in managing behavior and preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)	• promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	• have access to curriculum that supports the building of resiliency and social skills • are informed of the school's policy on behavior management and preventing and managing bullying • are provided with supports manage behavior and bullying	• understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	• are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate	• support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	• are strategically included in prevention and bullying management	• provide support and input into the school's approach to preventing and managing bullying

School Strategies to Prevent and Manage Negative Bahaviour, including bullying

- Mount Pleasant Primary School engages in a myriad of targeted positive reinforcement strategies with regards to preventing negative behaviour. These processes and strategies include:

Whole School Prevention Strategies: Working Together

- Whole school approach to the explicit and implicit teaching of the 'Friendly Schools Plus' program, to develop resiliency, both during Health lessons and incidentally throughout each day, for the prevention of negative behaviours and the reinforcement for positive and resilient behaviours.
- Whole school approach to classroom level positive reinforcement strategies that encompass praise, class rewards and a consistent focus on acknowledging desirable behaviours in the school.
- Whole school playground prevention and positive reinforcement strategies based on 'faction tokens' being rewarded to students with respectful and safe positive behaviours. Faction token draw is visible at each formal assembly with points attributing to our three factions.
- Targeted intervention strategies, inclusive of positive behaviour educative and supportive individual behaviour plans where/if necessary.
- Encourage and support help-seeking and effective bystander behaviour.
- Collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students.
- Dissemination, to parents and staff, of this whole-school *Behaviour Management & Preventing and Managing Bullying Policy* and *Preventing and Managing Bullying Policy.*
- Teachers model fair, active, trusting relationships within the whole school community.
- Student Services Team and Chaplaincy, to support teachers, students and parents.
- Provision of professional learning for staff and parents in Behaviour Management & Preventing and Managing Bullying.

Managing Minor and Medium Negative Student Behaviour
Mount Pleasant has an approach to managing student behaviour that aligns with our school culture and vision.

Minor negative behaviours in the classroom include interruptions and disruptions to the teaching and learning in the classroom. Examples include (but are not exhaustive of): calling out, fiddling with inappropriate objects, choosing to not follow teacher instructions.

In Class:
If a student demonstrates behaviour that does not align with our culture and vision, the following steps have been identified as demonstrating misconduct against our school values. Staff will manage student behaviour within classrooms using the following steps:
1. Classroom Management Strategies (Low-Key Techniques)
2. Class Warning System (1-3 Warnings)
3. In Class Time Out – Complete Class Reflection Sheet
4. Class Buddy System (work may be provided)
5. Administration notification & support. Administration need to be communicated with the intention to support teachers with the provision of educative approaches and with consequences, i.e. detention.

In the Playground: Minor and medium negative behaviours in the playground are behaviours that do not follow our school code of conduct, to be safe and respectful.
- Examples of minor playground include (but are not exhaustive of): not wearing an appropriate hat, running on paved areas, littering, playing after the siren.
- Examples of medium negative behaviours include (but are not exhaustive of): Swearing, rough play, low level exclusion, playing in wrong areas, or being out of school boundary, lying to staff members, leaving eating areas without teacher approval.

Staff will manage minor and/or medium student behaviour within the playground using the following steps:

1. Verbal redirection (i.e. if not wearing a hat, the student will be redirected to a shady area).
2. If minor behaviours are habitual, the duty teacher will provide a negative behaviour slip and communicate this with the classroom teacher.
3. Duty teacher may follow up with the student verbally, and/or provide a 5 minute sit out.
4. For medium negative behaviours – duty teacher to complete a negative behaviour slip and communicate with the classroom teacher.
5. Medium negative behaviours to be entered into SIS by the classroom teacher (in communication with the referring teacher).
6. For medium negative behaviours, student to fill in a reflection sheet and take home for parents to read and sign. This reflection sheet must be returned the following school day.
7. For repeated minor and/or medium negative behaviours, teachers are to address students at an educative level for individuals/groups or whole classes, consulting the FSP resources and/or Protective Behaviour resources.

Managing Severe Negative Student Behaviour – Classroom & Playground

Serious negative behaviours in the classroom and/or in the playground include (but are not exhaustive of): Severe bullying and/or verbal/physical assaults, wilful damage of property, non-compliance or repeated refusal to follow teacher instructions, theft.

If a student demonstrates severe negative behaviour, staff will manage student behaviour using the following steps:

1. Teachers to gain Administrative support. In the case of urgency, a red card is to be sent to Administration.
2. Teacher to document what happened, from an appropriate range of witnesses, and communicate with Administration.
3. If necessary, Administration to discuss/verify the incident/behaviour with an appropriate range of witnesses
4. Administration and/or teacher to contact parents.
5. Administration to record severe negative incidents on SIS
6. Administration to consider severity and align appropriate consequence.
7. Administration to support the classroom teacher to consider, create, review and/or modify a documented behaviour plan with the parent and with Administration and/or student services team.
8. Plan to be implemented, monitored and reviewed.
9. If severe behaviour is suspected as bullying, refer to the bullying Preventing and Managing Bullying section of this policy.

Ongoing planning, monitoring and review of the Mount Pleasant Primary School's processes, strategies and programs will ensure our effectiveness in preventing and managing negative behaviour.

Preventing and Managing Bullying

Negative behaviours, such as bullying, are learnt behaviours which are unacceptable, and can be successfully changed.

Definitions

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.[1]

Confirming if a behavior is intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual immaterial of the determination of intent.

Bullying involves:

- Verbal Bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

- Emotional/Psychological Bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

- Relational Bullying: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

- Physical Bullying: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.

- Cyber Bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

- Bystanders: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Terminology

In alignment with the Department of Education, Mount Pleasant Primary School promotes the use of affirmative language that supports the values of the *National Safe Schools Framework 2011* and *Australian Curriculum* (i.e. Civic and Citizenship curriculum).

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

Preventive whole-school classroom strategies:

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[1] *Behaviour Management in Schools* policy, Department of Education

- Encourage and support help-seeking and effective bystander behaviour

- Facilitate social problem-solving approaches to resolve peer-based conflicts

- implement developmental social/emotional learning curriculum which starts from the early years onwards and includes:
  - understanding what behaviours constitute bullying
  - understanding the impact of bullying
  - the development of effective bystander behaviour
  - the development of positive social problem solving skills; and
  - understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

Playground strategies:

- highly visible and active approach to playground supervision;

- implement identification of and supervision adjustments to high-risk situations and settings;

- offer a range of organised activities during break times that encourage positive peer relations and networks;

- provision of developmentally appropriate unstructured playground activities and equipment for all students;

- recognition and reinforcement of positive playground and pro-social behaviour; and

- whole school processes for responding to playground problem behaviours (refer to managing student behaviour).

Planning, monitoring and review processes include:

- At MMPS we assess the effectiveness of the structures, strategies and programs they have in place to address bullying. These include:
  - setting a timeline for review and updating
  - using appropriate assessment tools to measure current bullying issues i.e. 'Managing of Bullying Incidents Record Form' to be used by parents and/or staff
  - gaining input from all key sectors of the school community
  - using existing data to monitor changes over time (longitudinal measures)
  - making adjustments to the selected strategies and programs based on the data
  - reviewing available resources (including human resources) to ensure accessibility and suitability to the strategies and programs being implemented; and
  - communicating any changes to the whole-school community.

Targeted Early Intervention Strategies

At Mount Pleasant Primary School, we identify and respond to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

Targeted early intervention strategies include:

- raising awareness and plan around specific forms of bullying, such as cyber-bullying and racism, and planning educative programs

- identifying and targeting early signs of problematic peer relationship issues within the school community

- identifying individuals and groups at risk that require targeted programs

- teaching effective bystander behaviour to targeted groups or for specific situations

- teaching pro-social behaviour to identified students and groups;

- providing high supervision areas for students with higher support needs;

- providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);

- providing access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and

- promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Intervention for and Management of Bullying Incidents

Schools provide clearly articulated procedures for responding to incidents of bullying:

- staff are provided with the support and training to confidently manage bullying situations as they occur;

- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying;

- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents;

- there are processes for recording and monitoring bullying incidents and interventions;

- bullied students are provided with supports to promote recovery and resilience; and

- case management of students involved in persistent bullying is implemented.

Intervention approaches include:

- the *Method of Shared Concern*;

- *Group Support Approach (*formerly referred to as the *No Blame Approach*);

- social problem-solving approaches;

- community conferences;

- small group and individual conferences;

- motivational interviewing;

- cooperation circles;

- *Bullying First-Aid* - teacher response/interview; and

- *Co-LATE Model* - teacher interview process from *Friendly Schools Plus.*

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem. The use of sanctions as the first strategy may result in retaliation against those who reported or the bullied student.

Further information on these approaches can be accessed through School Psychology Services.

Resources

The following websites represent examples of some of the online resources available that may inform schools in planning whole-school prevention and management approaches. Many have links to other valuable resources.

- www.**acara**.edu.au – *The Australian Curriculum*; Australian Curriculum, Assessment and Reporting Authority (2011)

- www.**agca**.com.au – Australian Guidance and Counselling Association

- www.**bullyingnoway**.com.au - *Safe and Supportive School Communities (SSSC) Project*; Queensland Department of Education, Training and Employment on behalf of the Australian Education Authorities (2013)

- www.**det**.wa.edu.au/education/cmis/eval/curriculum/ict/ - *Managing Student Safety Online*; Department of Education (2013)

- www.**friendlyschools**.com.au – *Friendly Schools Plus (2012)*; Child Health Promotion Research Centre, Edith Cowen University

- www.**mceecdya**.edu.au – for the *Melbourne Declaration on Educational Goals for Young Australians (2008)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs

- www.**mindmatters**.edu.au - *Mind Matters Plus*; Australian Government Department of Health and Aging; Commonwealth of Australia

- www.**safeschools**.deewr.gov.au – *National Safe Schools Framework (2011)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs. Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2012)

- www.**safeschoolshub**.edu.au – Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2013)

- www.**thinkuknow**.org.au – *ThinkUKnow Internet Safety Program*; UK Child Exploitation and Online Protection (CEOP) Centre. ThinkUKnow Australia developed by the Australian Federal Police (AFP) and Microsoft Australia

The following school resource represents our processes to managing behaviour.

- Classroom Management – A Thinking and Caring Approach by Barrie Bennett and Peter Smilanich