



Government
of South Australia

Department for Education
and Child Development

The Pines School Student Behaviour /Anti Bullying Policy & Procedures



School Values

Respect, Belonging and Fun.

Effective Behaviour Management

- Student behaviour management begins in the classroom.
- Clarity and consistency assists students to make appropriate choices.
- Teacher and students negotiate behavior expectations and logical consequences.
- Student safety and wellbeing is addressed through the curriculum (including Program Achieve, Child Protection Curriculum and other supporting programs).
- Grievance Procedures are known and promoted.
- Students are encouraged to make positive decisions and supported to repair relationships.
- Recognise and acknowledge students for positive behaviour.

Student Code of Conduct

- Attend school and participate fully in lessons using a 'Growth Mindset'.
- Develop responsibility as a learner and self-advocacy.
- Respect the rights of other students to learn and of teachers to teach.
- Actively contribute to school decision making through Student Voice opportunities.
- Will engage in supportive, respectful and friendly behaviour at all times.
- Actively seek help when challenges arise.

Levels of Behaviour

YELLOW level response with classroom negotiated consequences including sitting away from group till ready to re-join, being sent to pre-negotiated cool down spot, or in class time out) examples are:

Calling out	Littering
Answering back	Throwing
Making noises	Chair rocking
Not following instructions	Feet on tables
Play fighting	Stealing (eg pencil)
Not working	Inappropriate language
Indifference	Playing with toys
Leaving class without permission	Passing notes
General put downs	Poking, punching, pinching
Breaking pencils	Disrupting
Lying	Swearing
Time wasting	Ignoring
Defacing school property e.g. draws on tables	Talking at inappropriate time
Crawling under tables	Name calling/teasing

BLUE level response (time out, support class, talk with senior staff) examples are:

Repeatedly not following instructions	Stealing
Tackling, Wrestling/play fighting	Specific put downs
Continuous interrupting	Continue throwing
Inappropriate language	Ostracising
Swearing at teacher/others	Bargaining
Crawling under tables/ disturbing others	Persistent interjecting

RED Level response (Office time out, contact parent/caregiver, take home, internal/suspension)

Fighting/physical violence/aggression	Total refusal
Sexual harassment	Racist harassment
Bullying	Destroying property
Stealing	
Contraband/drugs	
When teacher /other students feel threatened or unsafe	
Throwing furniture at teacher/others	
Continuous yellow/blue behaviours	

Students who continue to display the above behaviours and are suspended on more than 4 occasions may be referred to Behaviour Support Services or may be excluded or placed in an alternative program.

THE PINES' BEHAVIOUR PROCEDURES

As a school of complexity, all staff may be working with students who require differentiation in behaviour processes to help students to engage in learning and be successful. A consistent approach and communication with other staff, leadership and families is essential. Teachers should use their professional judgement and treat behaviours in the context in which they occur.

Reminder

Official Warning

Class Time Out

A negotiated area in your classroom.

Time out in Support Class

Child to be sent with a note and work to complete.

Office Time Out with Pink Note

Any incident where leadership is required to intervene will require a pink note to be completed in order to record information on EDSAS. Teacher informed of outcome.

*****Red card is to be used when urgent assistance is required.***

****Teachers might skip steps 1-4 and send child to office immediately if student:**

- Fights/ displays physical violence/ shows aggression
- Has total refusal to follow Pines Behaviour Procedure
- Sexually harasses others
- Steals
- Throws furniture
- Has contraband/ drugs
- Racially harasses others
- Intentionally destroys property

Student Behaviour Management Procedures

These processes are the day to day guidelines that support Behaviour and Anti Bullying. They are based on the right of everyone in this school to feel safe and able to learn and teach. Every person at this school has a role and responsibilities in regard to student behavior and these processes.

Roles and Responsibilities

Teachers

Teachers have responsibility for:

- Creating and managing purposeful, collaborative and challenging classroom learning in an inclusive environment.
- Making the school values, codes of conduct and rules clear to students and to support them in developing the capacity to abide by these.
- Managing conflict and differences between students in their care.
- Using a variety of strategies to engage all students.
- Implementing the appropriate consequences for students' behavior choices.
- Working effectively with interagency support staff and leadership to support students and their families.
- Documentation of behavior information, student support and records as required.
- Teaching strategies to children through the Child Protection Curriculum and Program Achieve.

Ancillary staff

Ancillary staff have responsibility for:

- Setting clear expectations for students with whom they may be working.
- Being familiar with class and yard rules that apply to students in their care.
- Reporting any problems they may have to the class teacher.

Counsellor

The school counsellor is responsible for:

- Working cooperatively with the whole school community to create a safe and supportive learning environment and to bring about change in negotiated areas.
- Supporting all staff in their endeavors to fulfill their roles in relation to student behavior management.
- Leadership in the area of Child Protection and students at risk.
- Leadership in teaching and learning to assist others in the management of student behavior, wellbeing and safety. Giving staff information in Week 0.
- Working cooperatively with the Principal and Deputy Principal in developing intervention and case management for students who have reached 'red level' behaviours.
- Liaise with Interagency support staff to enable most effective support structures for students, staff and families.
- Ensuring that staff have up-to-date training with Child Protection Curriculum and ensuring that all students have access to the curriculum.
- Ensuring that strategies and concepts from Program Achieve are being taught to students to build confidence, resilience, persistence, organisation and the ability to get-along with others.

Principal/Deputy Principal

The Principal and Deputy Principal have responsibility for:

- Ensuring that the school environment is safe and supportive and every member of the school community feels safe.
- Ensuring that the school has clear behaviour management policies and processes in place and clearly communicated to the school community.
- That staff have access to professional development necessary to build their capacities to manage student behaviour.
- That staff have access to performance management processes that can build their capacities to manage student behavior effectively.
- That all students are treated fairly and that the principles of natural justice are applied in the school.
- To manage any critical incidents involving student behavior and any consequences that arise from this.
- Working with the counsellor in developing intervention and case management for students who have reached 'red level' behaviour.
- Liaise with Interagency support staff to enable most effective support structures for students, staff and families.
- Ensuring that the records regarding student behaviour are well maintained.

Interagency Student Behaviour Support Coordinator

Has responsibility for:

- Offering advice, strategies and support for students .
- Supporting the school in applying the processes around student exclusion.
- Supporting teachers and leadership (Principal, Deputy Principal and Counsellor) in their roles within the school.

Overview

- Staff will be responsible for developing positive behaviour amongst the groups of students with whom they work.
- Every member of staff will have a set of negotiated rules that reflect the school values, student code of conduct and yard/class rules. They will be displayed in an appropriate place.
- Yard rules that include designated play areas, out of bounds areas, etc, will be displayed and made clear to all staff and students.
- Staff will have rostered yard duty times. The role of staff is to closely supervise yard behaviour and movement in line with the rules. Staff shall practice positive intervention in the yard, being alert to possible problems and attempting to resolve issues before they escalate. All staff will abide by the Skin Protection Policy while on yard duty; they will carry yard bags containing basic first aid supplies, yard award slips and a 'wheel of choice' card. They will also wear a reflective vest supplied by the school to make them visible to students. In case of emergency, teachers will summon assistance by sending a responsible child with a red card to the office.
- Leadership will be responsible for induction of new staff and students in the behaviour management policy and processes.

Consequences for appropriately demonstrating school values, student code of practice and yard/class rules:

Each class will have its own celebration or acknowledgement system that has been negotiated with students and may include such practices as:

- A points system leading to a celebration or award.
 - Stickers, certificates, prizes etc.
 - A positive step system.
 - Class Program Achieve Awards presented in assembly.
 - Yard Program Achieve Awards presented in assembly.
- There will be scope for students on individual behaviour plans to have specific and modified access to the above type of acknowledgements.
- There will be acknowledgement and celebration of positive behavior in the classroom and yard through Whole School Assembly.
- There will be access to a range of non-curriculum based special events such as excursions, camps, SAPSASA, District Sports, etc, for students who continually demonstrate appropriate behavior choices.

Immediate Consequences for not following school behaviour policy:

1. Warning (classroom or yard) – request to stop or logical consequences like picking up papers, school service, apologising, correcting or making good whatever has been done.
2. Initial time out in the classroom (time from 3-15 minutes depending on age) or yard sit out if behaviour occurs at play.
3. Extended time out in the classroom (up to 60 minutes with parent notification via diary) or Time Out in Front Office for half of lunch (15 minutes with parent notification) if behaviour occurs at play.
4. Sent to Behaviour Support Classroom for a period of time determined by the teacher (with parent notification via diary) or Front Office Time Out for the whole lunch (with parent notification via Front Office Time Out note).
5. Decision made that student requires time in the office. Office Referral slip filled out and sent to the front office. Students must be informed that this is happening. Leadership will collect students from the classroom as soon as possible. Leadership will read the behaviour slip, investigate if required and decide on consequences. Parents notified via office note and/or phone call.
6. If behavior is a single incident at Red Level, leadership will be contacted for immediate intervention. If they are not able to safely defuse the situation they may physically remove the student, contact parents, remove other students and teacher from the classroom, contact the police etc. An Office Referral form must be completed ASAP. Leadership will determine consequences and notify parents.
7. Red Level behaviours may require take home, internal suspension or external suspension for 1 – 5 days.
8. Exclusion for period negotiated between Leadership, Interagency Student Behaviour Management Coordinator, Class Teacher and family.

NB. Behaviour records/parent notifications are expected as part of the Behaviour Policy so that parents are continually kept informed and provided with an opportunity to support the classroom teacher in modifying inappropriate behaviour. Records also provide back up when leadership intervention is required, particularly when suspension and/or exclusion is likely.

Bullying at School

What is bullying?

Definition of Bullying

Bullying is the systematic abuse of power. Bullying is deliberate, hurtful gestures, words or actions which are repeated over time.

Bullying:

- may involve hitting, kicking, pinching (physical); name-calling, teasing, threats (verbal); notes, graffiti, text messages, sending filmed or photographed images, comments on social networking (visual/written); stand-over tactics, gestures (psychological); rumours, putdowns (social exclusion); physical, verbal or nonverbal sexual conduct (sexual).
- may be done directly (e.g. face to face) or indirectly (e.g. via the internet or mobile phones)
- involves the misuse of power and may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- has an element of threat
- can continue over time
- is often hidden from adults
- will be sustained if adults or peers do not take action.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection, and may be subject to investigation under the Equal Opportunity Act 1984.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time. This may constitute an assault, which is a police matter. Leadership are obliged to report incidents of violent assault to SAPOL.

What will the school do about incidents of bullying?

All DECD schools work within the guidelines of the School Discipline Policy:

DECD, school communities, services and agencies work together to create learning communities which are:

- *safe*
- *inclusive*
- *conducive to learning*
- *free from harassment and bullying*

At The Pines School, Anti-bullying and Grievance Procedures are part of the school's Student Behaviour Management Policy and Procedures. As previously stated, a range of consequences may be used for students who bully including time spent out of the classroom or playground, take-home, suspension etc.

What will staff do about incidents of bullying?

- Be familiar with the school's Student Behaviour Management Policy and Procedures, including the Student Grievance Procedure
- Be available to listen and act upon reports of bullying.
- Treat all reports of bullying seriously.
- Report incidents of bullying.

What will students who are bullied do?

- Communicate as soon as possible after the event, either face to face or in written form if preferred, with an adult they trust e.g. staff member or parent.

What will students who witness bullying do?

- Behave like a positive bystander by not encouraging the bully through their presence or actions. Tell the bully/bullies to stop if they feel able.
- Encourage the victim to safely leave the situation by walking away and then reporting the incident.

What will parents do about incidents of bullying?

- If you suspect bullying encourage your child to talk about it with you, their teacher, counsellor etc.
- Make an appointment to discuss the bullying with the school.

Useful websites and resources on dealing with bullying:

National Safe Schools Framework <https://www.education.gov.au/national-safe-schools-framework-0>

Bully No Way <http://www.bullyingnoway.gov.au/>

Parents and Community>Health and Wellbeing>Bullying and harassment <http://www.decs.sa.gov.au>