



# Marryatville Primary School

## Behaviour Education Policy

**Date – September 2017**

<p><b>Vision</b></p>	<p>At MPS, we understand that successful learners need strong wellbeing. Accordingly we work to provide a safe, caring and respectful learning environment underpinned by a foundation of respect, inclusion and understanding.</p> <p>We are also a kind community of learners, building a supportive school community based on caring relationships among students, between students and teachers, and between school and families. Such caring is expected to increase student’s sense of belonging to school and lead to positive social, emotional and academic outcomes. In a caring school community students learn to take responsibility for their own learning and behaviour. They also learn the values of fairness, helpfulness, caring, and respect that contribute to the enactment of our school values of ambition with honour, enjoy learning and build community. We also acknowledge children’s strengths and encourage them to use their strengths in life and when problem solving.</p> <p>This vision is based on our whole school vision (2017), particularly referring to the following statement about relationships:  <i>“Students having the skills and knowledge to establish and maintain quality, inclusive relationships and to contribute positively to the community.”</i></p>
<p><b>Purpose</b></p>	<p>This Behaviour Education Policy provides a framework to assist our community to protect personal and school safety, restore relationships, enable personal growth and embrace and accept diversity. Our school will work together with DECD, the school community and support agencies to maintain a learning community that is safe, inclusive, conducive to learning and free from harassment and bullying.</p>
<p><b>Policy components</b></p>	<p>This policy outlines the school’s proactive work in maintaining harmonious relationships and the procedures in managing inappropriate behaviour under the following headings:</p> <ul style="list-style-type: none"> <li>• Rights and Responsibilities</li> <li>• Proactive measures that promote and support positive school culture</li> <li>• Outdoor behaviour expectations</li> <li>• Procedures for managing inappropriate outdoor behaviour</li> <li>• Classroom behaviour expectations</li> <li>• Procedures for managing inappropriate classroom behaviour</li> <li>• Harassment and bullying</li> <li>• School response to harassment and bullying</li> </ul>
<p><b>Supporting documents/ related items</b></p>	<p>The following documents and resources are utilised by staff and support this policy:</p> <ul style="list-style-type: none"> <li>• Wellbeing at MPS document 2016</li> <li>• Friendology program</li> <li>• Play is the Way program</li> <li>• MPS Movement around the School document</li> <li>• Institute of Positive Psychology and SAHMRI resources</li> </ul> <p>Responses and procedures for schools are clearly defined in the following DECD documents:</p> <ul style="list-style-type: none"> <li>• School Discipline Policy 2010</li> <li>• Procedures for Suspension, Exclusion and Expulsion of students from school 2013</li> <li>• Response Levels and Types of Behaviour 2013</li> </ul>
<p><b>Review</b></p>	<p>March 2019</p>

## Rights and Responsibilities

Every member of the Marryatville Primary school community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Staff, parents and caregivers and students will work together to create and maintain an orderly and productive learning community that supports the rights of all students to learn and all staff to teach.

	have the <b>Right</b> to....	have the <b>Responsibility</b> to...
<b>Students</b>	<ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Work and play in a friendly, safe, secure and clean environment</li> <li>• Learn in a purposeful and supportive environment related to their developmental level</li> <li>• Clear guidelines and expectations</li> <li>• Access to an effective system dealing with harassment and bullying</li> <li>• Be participants in proactive social and anti-bullying programs</li> <li>• Be heard</li> </ul>	<ul style="list-style-type: none"> <li>• Behave safely and respectfully to others</li> <li>• Ensure that they are punctual, prepared and display a positive manner to their learning</li> <li>• Ensure that their behaviour is not disruptive to the learning of others</li> <li>• Contribute to a neat, tidy and secure school environment</li> <li>• Follow school guidelines and expectations</li> <li>• Adhere to uniform guidelines</li> <li>• Listen to others</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Clear guidelines and expectations to manage inappropriate behaviour</li> <li>• Access to an effective system and support in dealing with harassment and bullying</li> <li>• Teach in a safe, purposeful and non-disruptive environment</li> <li>• Cooperation and support from the whole school community</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Ensure the school environment is kept clean, tidy and secure</li> <li>• Establish positive relationships with students, colleagues and parents</li> <li>• Plan and deliver quality learning and wellbeing programs</li> <li>• Consistently implement school policies</li> </ul>
<b>Parents/ Caregivers</b>	<ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Be informed of behaviour management procedures and decisions affecting their child's health and welfare</li> <li>• Be heard in an appropriate forum on matters related to their child's behaviour development</li> </ul>	<ul style="list-style-type: none"> <li>• Interact with the school community in a respectful manner</li> <li>• Inform teachers of factors that may affect their child's behaviour at school</li> <li>• Support procedures in relation to behaviour management</li> </ul>

## Proactive measures that promote and support positive school culture

All MPS staff strive to create a positive, rewarding and enriching learning environment. The everyday management of students in the classroom is the most significant opportunity to influence behaviour.

The following programs and initiatives are undertaken at MPS to establish and maintain positive student behaviour:

- Co-construction of classroom expectations and rules with students at the beginning of each school year and maintenance of this throughout the year.
- Explicit teaching of yard rules and expectations for moving around the school.
- Establishment of a strong and positive class identity.
- The explicit teaching of pro social behaviours, wellbeing strategies and friendship skills through programs such as Play is the Way and Friendology.
- Encouraging use of the Buddy Bench.
- Intervention for identified students, particularly those who have difficulties making friends, to participate in a series of social skills sessions facilitated by SSO staff.

- A focus on character strengths, mindfulness and kindness through teacher led activities and a daily Sentral read aloud.
- Cyber-bullying and staying safe online training for students and parents of students in year 3-7.
- Class buddy system to encourage positive cross age relationships.
- Play at Lunchtimes (PALS) training of older students
- Classroom lessons to improve understanding of bullying and harassment, including being an “upstander” instead of a bystander – what it means and how to deal with incidences.
- Whole school activities that celebrate positive relationships eg – Reconciliation Day, Harmony Day, Assemblies
- School service program for year 6/7 students.

## Outdoor behaviour expectations

Students are supervised at all times and are expected to follow the yard rules and use self-control when playing outdoors.

### Before School

**Duty of care does not commence on the bitumen area of the school until 8.30am. Students should not be in the yard until 8.30am.**

- Students arriving at school before 8.30am will be directed to sit on the seats in the breezeway.
- After 8.30am students are to play on the bitumen area only. No playing on the oval, sandpits, playgrounds or behind buildings.
- Kicking and running games are not permitted on the bitumen.
- Students in Regent, Mary Lee, Shipsters and The Pod can wait by their classroom only if they are accompanied by an adult.
- Bikes, scooters, skateboards or any other vehicle with wheels are to be walked/carried inside the school grounds.
- Student mobile phones/devices must be switched off at the gate and stored safely in the student’s bag.

### Recess and Lunch time

- All play areas in the school are to be shared safely and respectfully. This means no bullying or harassment and no rough play (including play fighting and tackling).
- Kicking balls and running games are to take place only on grassed areas.
- Students can enter the buildings only when supervised by a teacher.
- The playground close to Dankel is for Reception – Year 2 only. The playground at the bottom of the oval is for Year 3-7.
- No food on the oval, playgrounds and courts. It is not safe to play and eat, so food should not be eaten while playing.
- Chasy can be played on grassed areas only. No chasy on the bitumen, around buildings or on playgrounds.
- Students are to remain within safe and supervised areas. Out of bounds areas include – classrooms and corridors, Hall, staffroom, behind the cricket nets and courts, behind old Red Shed, front of school and around Shipsters building, behind Regent, Mary Lee, Dankel and outside The Pod.
- Hats are to be worn at play times, in PE and other outdoor activities between Sept 1<sup>st</sup> and April 30<sup>th</sup>. If a student does not have a hat they need to sit under the breezeway outside Dankel.
- Mobile phones, ipods and electronic games need to remain in student bags and are not to be taken in to the yard. Student learning devices (eg Chromebooks) are to remain in the classroom or in bags.
- Toilets need to be used appropriately. This means respect people's privacy, keep the toilets and yourself clean (wash hands and flush toilets) and no playing in the toilets.

### After School

**A staff member is on duty on the bitumen area from 3.00 – 3.20 to ensure that students leave the school safely and in a timely manner.**

- **After school is not a playtime.** Students unaccompanied by an adult must make their way home straight after the 3pm bell.
- **Pick up time is 3pm.** Students who have not been collected at 3.00 must sit on the bench seats in the breezeway under the supervision of the yard duty teacher. If they have not been collected by 3.15pm, they must report to the front office.
- The playgrounds are not supervised by staff after school. Students should not be on the playgrounds unaccompanied by a parent.
- Bikes, scooters, skateboards or any other vehicle with wheels are to be walked/carried inside the school grounds.

### Before and After School Sport

- Siblings of students attending before and after school sport must be directly supervised by a parent. The sport coach or teaching staff are not responsible for their supervision.

## Procedures for managing inappropriate **outdoor** behaviour

Teaching staff are responsible for determining the severity of the inappropriate behaviour and the consequence. If the behaviour is deemed unsafe or disrespectful, the student will be sent to the office for counselling and the consequence will be determined by a member of the leadership team in consultation with the staff member who witnessed the behaviour.

### YARD LEVEL RESPONSE

Rule Reminder



Formal Reminder/Direction



Office Sit Out

*(Behaviour will be recorded, the student counselled and a **green note** will be sent home to be signed by a parent/caregiver. The parent/caregiver will be contacted by phone if deemed necessary)*

## Classroom behaviour expectations

The expectations for classroom behaviour are set by the class members with their teacher/s at the beginning of each school year. The rules and expectations will be based around respectful relationships, safety and routines that promote effective learning. Classroom rules/expectations will be clearly displayed and understood.

## Off-site school activities

Expectations for safe and respectful behaviour remain the same for off-site activities. Any additional rules and procedures that are specific to the activity will be clearly explained by staff before the activity or at the site of the activity.

## Procedures for managing inappropriate **classroom** behaviour

Teaching staff will manage the class agreed upon, co-constructed procedure for responding to unacceptable behaviour. The procedure will be clear to students.

For example:

### CLASSROOM LEVEL RESPONSE

Rule Reminder



Classroom Management Strategies



Formal Reminder



Class Time Out in classroom or buddy class, including reflection



Office Time Out

*(Behaviour will be recorded, the student counselled and an **orange note** sent home to be signed by a parent/caregiver. The parent/caregiver will be contacted by phone if deemed necessary)*

The school can utilise a range of responses to inappropriate behaviour in the classroom and yard.

- Behaviour rehearsal
- Play restrictions
- Withdrawal from lesson. Make up time / work missed
- Communication with parents
- Restorative talk and apology
- Harassment Grievance Procedures

In cases where the behaviour is of a more serious/severe nature, the school response is clearly defined in the DECD documents *School Discipline Policy 2010, Procedures for Suspension, Exclusion and Expulsion of students from school 2013, Response Levels and Types of Behaviour 2013.*

Responses could include

- Take home
- Police contact
- Suspension
- Student development plan and/or safety risk assessment
- Exclusion

When irresponsible behaviour is ongoing or severe, a system level response may involve referral to the DECD partnership support services: e.g. Student Attendance Counsellor, Behaviour Coach and/or psychology.



## Harassment and Bullying

There is a strong statement to the school community that bullying and harassment will not be tolerated at Marryatville PS. Staff will challenge any action that undermines a person’s right to feel safe, respected and to learn.

Bullying and harassment are defined as follows:

**Bullying** is when there is an inappropriate use of power. When a person or a group of people hurts (emotionally/physically) or frightens another person deliberately and repeatedly. Staff refer to this behaviour as “mean on purpose”.

**Harassment** is unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. It is usually one isolated incident.

**Repeated, ongoing harassment by a person can be defined as bullying.**

### Types of bullying .....

	Direct	Indirect
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Hitting, slapping, punching, kicking etc.</li> <li>• Throwing objects</li> </ul>	<ul style="list-style-type: none"> <li>• Getting another person to harm someone</li> </ul>
<b>Non-physical</b>	<ul style="list-style-type: none"> <li>• Mean and hurtful name calling</li> <li>• Hurtful teasing</li> <li>• Demanding money or possessions</li> <li>• Forcing another to do something</li> <li>• inappropriate or illegal.</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading hurtful rumours (talking or via technology)</li> <li>• Trying to get other students to not like someone</li> </ul>
<b>Non-verbal</b>	<ul style="list-style-type: none"> <li>• Threatening and/or obscene gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate exclusion from a group or activity</li> <li>• Removing and hiding and/or damaging others’ belongings</li> </ul>

# School response to harassment and bullying

All Marryatville Primary School staff will

- be models of caring and tolerant behaviour.
- listen to reports of bullying and act upon them.
- use restorative practices to talk through issues with students, with the aim of improving relationships and restoring a safe environment for everyone involved.
- protect the person being bullied from further harm.
- act to stop the behaviour recurring.
- record identified bullying incidents.
- communicate with parents/caregivers about the situation and the steps taken.

**Each incident of harassment or bullying is different. Staff use their professional judgement in consultation with school leadership in dealing appropriately and fairly with each incident.**

**Students exhibiting bullying behaviours will be supported to develop self-control, restore relationships and maintain positive interactions. They will be monitored by teaching staff to support and enhance the well-being of themselves and others.**

Students who are bullied need to

- communicate the behaviour to a staff member, a student of trust or a parent, giving details of the event/s.

Student witnesses to bullying should

- intervene if they are able to
- seek staff assistance

Parents and community members should

- listen to reports of bullying
- speak to the class teacher (not the alleged student/s concerned or their family) if the bullying is happening at school and work with the school in seeking a permanent solution

Parent and community member witnesses to bullying should

- be limited to verbal intervention if appropriate
- seek staff assistance
- document the incident if requested

**All parties (students, staff, parents and community members) are expected to treat each other with respect and dignity and ensure the confidentiality of any issues that may arise.**

**Students are encouraged to have a strong voice and will be supported in following the MPS Student Grievance Procedure (in draft form at present).**