

# BEHAVIOUR MANAGEMENT AND BULLYING PREVENTION POLICY

## AIMS

It is the aim of Moorine Rock Primary School to provide an exemplary place of learning that encourages life-long learners who strive for their individual excellence and demonstrate the values of the school.

## VALUES

- Learning for Life
- Respect
- Responsibility
- Individual Excellence

## GUIDING PRINCIPLES

- Participate to Progress
- Make Strong Choices
- Have Reasons for the Things You Say and Do

## POSITIVE STRATEGIES

A whole school approach to behaviour management is employed at Moorine Rock Primary School and has evolved from the Code of Conduct, School Values, Guiding Principles and Classroom Management Strategies.

- Guiding principles relate to school values. These are to be regularly communicated and referred to with students, parents and the community
- A values program is implemented to teach students about social skills and resilience
- Restorative practise is used to resolve conflict situations and encourage self-reflection
- Community involvement in school activities and special events

Examples of positive strategies include:

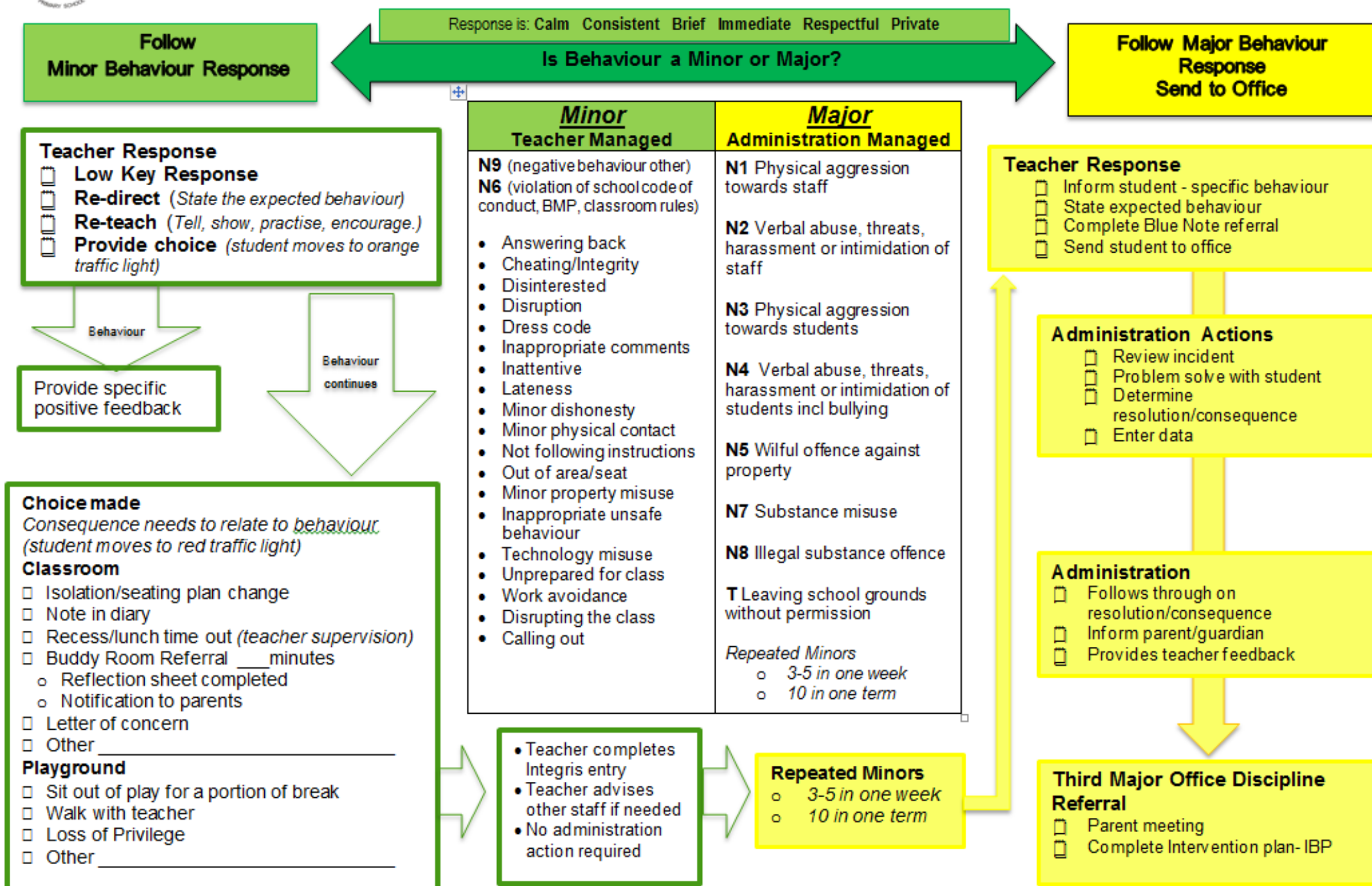
- Stickers & prizes
- Individual/group points
- Privileges
- Feedback to parents via phone call/note in diary
- Students sent to other teachers/administration with examples of good work
- Merit certificates awarded at fortnightly assemblies
- Whole school incentive: raffle ticket/prize draw at assembly

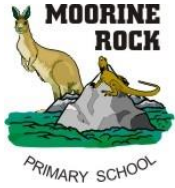
## BEHAVIOUR MANAGEMENT PROCEDURES

Managing disruptions and transitions to maintain an engaging learning environment, depending on the circumstances, will be handled in the following manner;



# Moorine Rock Primary School: Student Behaviour Referral Process





## MOORINE ROCK PRIMARY SCHOOL

### BUDDY CLASS FORM

Student Name \_\_\_\_\_ Class \_\_\_\_\_

Referring Teacher \_\_\_\_\_ Date \_\_\_\_\_

Please supervise the student for a period of 15 minutes.

At the end of this time, please direct the student back to the classroom.

#### **STUDENT INSTRUCTIONS**

Report to junior room/senior room to reflect on:

- [ ] Make Strong Choices
- [ ] Participate to Progress
- [ ] Have Reasons for the Things You Say and Do

#### **RESTORATIVE REFLECTION**

a) What happened?

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b) What value and guiding principle do I need to remember?

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c) What harm has been done and who is affected?

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d) What needs to happen to make things right?

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Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Entered on Integris by classroom teacher

**'BUDDY CLASS' TEACHER**

	Yes	No
Did the student arrive promptly after the initial phone call?		
Did the student follow instructions when they arrived?		
Did the student work quietly without disruptions?		
Has the student completed their form to a satisfactory standard?		

Any other notes:

Thank you for your assistance in helping us allow time for this student to reflect on their behaviour in your class and return to class in a positive and constructive manner.

# BULLYING PREVENTION

## DEFINITIONS

*Bullying* repeated incidents involving a more powerful child and/or children on another, child and/or children or by a group of children on a single child

*Verbal*: name-calling or spreading rumours

*Psychological*: exclusion or threatening gestures

*Physical*: hitting or kicking

*Power Imbalance*: by a more powerful individual or group against an individual who is unable to effectively resist

*Bystander*: Individual/group who witness an incident and don't do anything when bullying occurs. Bystander behaviour can inappropriately support bullying behaviour in the following ways:

- Ignoring or remaining silent about the bullying behaviour
- Providing the student who is bullying with social reinforcement such as being friendly to the student bullying and not saying anything about their behaviour
- Maintaining the victim's role by avoiding or excluding them
- Gossiping about incidents and in the process enhancing the reputation of the student who is bullying
- Verbally encouraging bullying behaviour
- Laughing or smiling at the bullying
- Preventing the student who is being bullied from escaping the situation
- Shielding the situation from an adult view or acting as a "look out"
- Assisting the student to bully by holding the victim or their possessions
- Acting as a messenger for students who are bullying; and
- Refusing to give information about the situation when asked

***Children observing bullying are encouraged to report it to a teacher***

## RIGHTS AND RESPONSIBILITIES

Students at Moorine Rock Primary School have the right to be an individual, to be respected and treated with kindness, to feel safe and to achieve their personal best. Students, parents and teachers have the responsibility to respect the rights of others and to help make our school a friendly place by being thoughtful, respectful and courteous to others.

They have the responsibility to:

- Be observant to signs of bullying
- Report incidents of bullying
- Treat reports of bullying seriously
- Follow the correct procedure in attempting to resolve conflict

## **MANAGEMENT OF BULLYING**

### Students

#### **Stop**

- What is going on?
- How do I feel?
- Is the situation really bothering me?
- Am I in danger?
- What do I want?

#### **Think**

- What can I do?
- Is this a bullying situation?
- What strategies can I use?
- Can I handle this situation myself?
- Do I need to ask for help?

#### **Talk**

- Who can I talk to?
- Who is the best person to talk to?
- What do I want from my support person?
- How could I talk about it?

#### **To Prevent Bullying**

- Respect yourself and others
- Be assertive
- Learn to tolerate and accept individual differences

#### **What can you or should you do if you are a Bystander?**

- Early intervention can defuse a situation before it gets out of hand
- Report it to a teacher

### Parents

As a parent you can:

- Talk to your child about what is happening at school
- Support your child to be assertive but not aggressive in dealing with bullying
- Talk to someone at school who can help
- Be positive about your child's qualities and what he/she does
- Encourage your child to be tolerant, caring and not to use aggression to resolve conflicts
- Talk to someone at school who can help, following the procedure below
- Be aware of signs of distress in your child
- Assist your child to discuss the problem with a teacher
- Discourage any planned retaliation either physical or verbal, if your child is bullied
- Contact the school if you believe your child is being bullied

### Staff

- Adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum, using a variety of strategies such as role plays, individual, group and home based activities
- Provide positive role models for students
- Actively counteract bullying behaviour
- Respond appropriately to any reported incidents of bullying
- Be obviously present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playground
- Involve professional help, where necessary
- Supply information for parents as required

## **REPORTING BULLYING**

When you hear of an incident from a sibling or student from the school, try to establish:

- Where the incident took place – in the classroom, in the playground, on the way to or from school
- When the incident took place – during class times, during morning or lunch break, before or after school
- Who was involved – single student, group of students – any names where possible
- Why it took place – money, equipment, friends, power, other

Pass on this information to

- The classroom teacher if it happened during class time, recess times or you are unsure of the time
- The Administration if it happened before or after school

If you witness an incident of bullying -

- Before or after school, report it to the Principal
- During morning or lunch break, report it to the teacher on duty

## **CONSEQUENCES**

Consequences for the bully will be determined on a case by case situation, however it will involve restorative practice processes (questioning, reflection sheet) and communication with parents and if required, engagement with external agencies.

## **PREVENTION PROGRAMS**

The school will ensure that perpetrators are:

- Confronted by the evidence
- Assisted to develop a personal action plan of non-aggression
- The subject of regular behavioural review
- Encouraged to change behaviour through a variety of means (role play, counselling...) and positive affirmation

This course of action has been endorsed by the School Council and school staff as a means of ensuring that the focus of students, at the school, remains one of academic success.

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Sarah Perrett  
Principal

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Linda Rose  
School Council Chair

Endorsed by School Council 9<sup>th</sup> April 2018