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ETHOS-

The Bambara Primary School Student Behaviour Policy has been formulated to encourage students to take responsibility for themselves and their actions—recognizing that they are in control of both. The policy focuses on positive consequences and encourages students and staff to actively reflect on everyday behaviours within the classroom and playground and their effect on the school community. It encourages students and staff to take a proactive role to ensure the wellbeing, and right to learn, of all. All staff need to build, promote and utilize a united approach to behaviour management. It is a matter of professional responsibility to support the school’s practices and policy. All members of the Primary School Community have the right to:-

- be treated with courtesy and respect
- work in a safe and clean environment
- the cooperation and support of other members of the school community.

VALUES-

Staff at Bambara are committed to providing a supportive and safe school environment where all members are valued. Academic and social learning outcomes are maximized through quality curriculum, interpersonal relationships and school organizations. Student and staff conduct will reflect the Values from within the school Values program and staff will actively support the program during class sessions and in the school community.
Bambara Primary School
Managing Student Behaviour Policy

The School’s responsibilities:

- Define acceptable behaviour through the School Code of Conduct and classroom rules.
- Inform parents and guardians of the school’s Behaviour Management Policy and the School Code of Conduct and procedures.
- Encourage a positive attitude by acknowledging appropriate behaviour.
- Establish consequences for students who choose to break school rules.
- Be consistent when dealing with students.
- Respond to diversity and differences within the school community.
- Provide assistance to staff, students and parents and
- Regularly monitor and review the Behaviour Management Policy and the School Code of Conduct.

Teacher’s responsibilities:

Develop and maintain a positive learning environment by implementing a variety of strategies which will include-

- Developing a sense of classroom cohesiveness/belonging from the start of the year.
- Co-operative learning strategies.
- Values Education – across the curriculum areas.
- Explicitly teach the School Code of Conduct – see Attachment One.
- Understanding and applying The Pikas Method of Shared Concern – see Attachment Two– when dealing with student issues.

Outcomes for Students:

- Sustained behaviour of students including those with challenging and disruptive behaviours.
- Sustained and improved learning outcomes for all students.
- A safe and inclusive learning and teaching environment.

Outcomes for Staff:

- Sustained ability to teach and increase outcomes.
- Increased competence to manage challenging behaviours.
- Consistent management of student behaviour across the whole school.
BEHAVIOUR MANAGEMENT RESPONSIBILITIES:

- Whilst Behaviour management is the primary responsibility of classroom and specialist teachers, the Principal and Deputy will be informed and take a proactive role to support staff with behaviour management issues.
- Students who exhibit challenging behaviours will have an Individual Behaviour Plan formulated in consultation with themselves, the teacher, a member of Administration and their Parents.
- Staff who experience ongoing Behaviour Management issues will be given the opportunity to partake in Professional Learning or Peer Observation/Communication to up skill their methods and/or to increase their understanding of the behaviours of concern—particularly in relation to Special Needs Students.
- Positive and open communication will be established with all parents.
- Information and education for parents regarding the Whole School Behaviour Management Policy, the School Code of Conduct, student behaviour and issues such as bullying will be communicated to parents.
- The School Psychologist and other outside agencies will be available to support Staff and Parents with students who exhibit challenging behaviours or have Special Needs.
- At all times a clear message of the need for all involved parties to cooperate positively to achieve the best outcomes for the child will be reinforced.
BEHAVIOUR MANAGEMENT RESPONSIBILITIES: continued

At Bambara Primary School we strive to provide safe and supportive learning environments where relationships built on mutual respect are fostered and student learning is maximised. Our beliefs about teaching and learning at BPS require that teachers actively engage students in the learning process. This means they are responsible for creating an environment that motivates students, and then delivers a sound curriculum utilizing those pedagogies and instructional skills that make the learning process interesting and relevant for all students.

Effective classroom management does not work in isolation. The following diagram illustrates four components which together contribute toward creating effective classroom environments. Classroom management is one component of an effective learning environment and relies heavily on the teacher’s knowledge related to content, instructional skills, and instructional strategies.
## BEHAVIOUR MANAGEMENT RESPONSIBILITIES: continued

Within our whole school approach, it is expected that staff will take active responsibility for Behaviour Management, using preferred practices in the following areas:

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<th>Administration</th>
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<td>Green card (Cool Card) for students who need time away from class to ‘cool off’</td>
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<td>Whole school process</td>
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<td>BMAD records</td>
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Appropriate behaviour choice is acknowledged on all possible occasions. This is at Whole School and Class Level e.g. Merit Awards, Values Awards, Behaviour Awards, Class Point Competitions, Raffles, Student of The Day, Student of The Week, Specialists Awards and Class Awards.
CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR:

The students recognise that at all times, there is a logical consequence for inappropriate behaviour. At a classroom level this will be part of the class discipline procedure. In the playground the Duty Teacher removes students from an incident as an intervention to stop an escalation of unacceptable behaviour. This will be time out in a specifically nominated spot, or walking with the duty teacher for a specific amount of time, as deemed appropriate by the teacher.

Out of bounds areas need to be clearly known by students. The areas around classrooms will be known as passive zones, unless it is out of bounds. Ball and active games will be excluded in these places.

<table>
<thead>
<tr>
<th>Applied to the Playground Play ground Behaviour</th>
<th>Consequences</th>
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<td>Running on the pathways</td>
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<td>Littering</td>
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<td>Hats-no hat to UCA</td>
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<td>Interfering with students’ property</td>
<td>Time with the Duty Teacher</td>
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<tr>
<td>Fighting</td>
<td>Red Card—Office</td>
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<tr>
<td></td>
<td>Serious teasing and bullying</td>
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<tr>
<td>Serious teasing and bullying</td>
<td>Red Card—Office</td>
</tr>
<tr>
<td></td>
<td>Vandalism</td>
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<tr>
<td>Vandalism</td>
<td>Red Card-Office</td>
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<td></td>
<td>Offensive language</td>
</tr>
<tr>
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<td>Red Card-Office</td>
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**Classroom Rules**

These will be established at the beginning of the year though a process of group discussion and consensus. They are discrete for each class. It is important that each class has ownership of their rules and that they are expressed in positive terms. Rules will be limited in number, observable and applicable at all times throughout the day. A sense of classroom cohesiveness/belonging is to be developed from the start of the year.
PLAY AREAS:
No games are played before school. All students report to the Undercover Area with their bags on arrival at school where they are supervised by a member of Administration. Arrival prior to 8:20 am is discouraged.

Kindergarten—Students will play in their outdoor area under the supervision of their teacher and assistant.
Pre Primary—Students will play in their outdoor area under the supervision of the teacher and assistant. In Term Four the students will undertake a phase in period where they will eat and play in the school playground.
Years 1, 2 and 3—Students may play in any areas of the netball courts and on the western end of the oval.
Years 4-7—Students may play in any areas of the netball courts and on the southern end of the oval.
The area of grass near the middle childhood classrooms on the northern end of the school is out of bounds. The eastern end of the oval near the old pipe storage box is out of bounds as is the Shire oval. Students need written, parental permission to use the Shire oval with a teacher.

Toilets
Students use the toilets in their block during class times and the toilets at the western end of each block during break times.

Undercover Area
This is a passive area for eating. No ball games take place here unless a teacher is supervising. Students who are not wearing their hats are to go to this area at break times.

Other Points to Remember
- Broad brimmed hats are to be worn by students and teachers at all times during outdoor activities.
- Students may only eat in the Undercover Area or, at the discretion of the Administrators, under the trees.
- Students will be supervised for the ten-minute lunch eating period.
- On wet days sporting equipment is not to go out and the School Adverse Weather Policy is to be put in place at the discretion of the Administrators.
- Items such as chewing gum, walkmans, electronic games, trading cards etc. are not to be brought to school.
- Mobile phones are to be handed in to the Office each morning and collected at the end of the day.
- The bike racks are out of bounds.
- NO tackling in games is allowed unless under the direct umpiring supervision of a teacher.
- The teacher on oval duty is to ensure that all students are off the oval before they leave the area. Students cease playing on the first siren and go to the classroom lining up areas.
BULlying PREVENTION POLICY

CREATING A SAFE LEARNING ENVIRONMENT

The Bambara school community believes that the Learning and Working Environment for all staff and students should be safe and free from violence, harassment and bullying of any kind.

The safe working environment is outlined in the statements of an individual’s rights. Bullying, violence and harassment will not be tolerated as they infringe on the fundamental right to safety and fair treatment. Bullying refers to a wilful, conscious desire to hurt, threaten or frighten. Bullying may be physical or verbal in nature and be ongoing. Cyber Bullying using sophisticated electronic media may be evident. Bullying gives the instigator power through creating pain, fear and humiliation.

This school will not allow such behaviour in any circumstances. With the collaborative support of the school community the ‘Pikas Method of Shared Concern’ has been endorsed as an action plan to deal with bullying when, or if, it occurs.

REPORTING BULLYING

All victims of bullying are encouraged to report to members of staff or parents/ caregivers, any incidents of this behaviour. The school will always investigate and deal with these reports.

Through the development and incorporation of the Values focus into our teaching and learning programme, students will be encouraged to learn strategies that will help them to deal with situations of bullying and harassment without escalating the problem.

PARENTAL SUPPORT

The school will communicate to parents our need for their help and cooperation in dealing with these and associated issues.

The problem will be dealt with in an open and transparent process.
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Managing Student Behaviour Policy

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The problem will be dealt with in an open and transparent process.
1. Show respect, care and compassion to yourself and others, smile and be happy.

2. Make all your choices good choices.


4. Walk on all paths and in school buildings.

5. Play in the areas you are asked to.

6. Wear a hat when outside.

7. Play safe, play fair and have fun.

8. Keep your hands, feet and objects to yourself.

9. We only throw balls, beanbags and frisbees.

10. Go in to a classroom when a teacher is present.
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Attachment Two:

The Pikas Method of ‘Shared Concern’

The Method of Shared Concern aims to change the behaviour of students involved in bullying incidents and improve the situation of the student being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each student involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the student who engaged the bullying incident. Clearly defined steps are used to reach a point where the student/s bullying agree that the student being bullied is having a difficult time. The student is then encouraged to suggest and try out ways of helping to improve the situation for the student being bullied. The student being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which they can improve their own situation.

This method of managing bullying incidents is based on the following principles:
Bullying occurs in a group context;
Changing the social dynamics that maintain bullying will prevent further bullying incidents;
Promoting a shift in behaviour by encouraging empathy and concern for others; and
Punitive measures model and reinforce the use of power to meet needs and wants and put students at risk of revenge.

The method of shared concern was evaluated through a series of interviews with thirty students and six teachers participating in the Sheffield Anti-Bullying Project1.

Three quarters of the students interviewed perceived the situation as improving in the short-term, that is, bullying decreased. They attributed this success to being provided the opportunity to express their feelings and perspectives on the situation individually and being encouraged to propose their own solutions rather than having one imposed by an adult. All but one of the teachers interviewed perceived the method to have reduced the frequency and severity of bullying behaviour. Both teachers and students saw the group meeting, at which the victims and bullies come together, as important in providing a forum for long term maintenance of behaviour change.

Some teachers may face difficulty putting this method into practice. The Sheffield Anti-Bullying Project found that senior management needed to be committed to providing support structures that enabled staff to spend the time necessary to ‘chat’ with individual students. Where schools had integrated the method into their anti-bullying policy as one of a range of strategies to deal with bullying incidents it was implemented more frequently and followed up more effectively.

While the method of shared concern appears useful as an immediate action, to be successful in the longer term it is important that it be embedded within a whole school approach to bullying prevention12.

A script that may be used to facilitate a Shared Concern Session follows.
Steps of ‘Shared Concern’

Meeting with a child who has been bullying

Step 1

“I have asked you to come and speak with me because I have heard that some bad things have been happening to ‘x’ that are making him/her very unhappy at school.”

Wait for the child to respond.

If the student doesn’t respond ask, “Do you know anything about this that might help me?”

Do not try to force the child to ‘own up’ or admit to his/her involvement, simply to acknowledge that there is a situation, which is making x unhappy.

If the child complains about x don’t question just let the child explain their situation.”

Step 2

“So it sounds like x is having a bit of a tough time.”

Wait for the child to respond.

As soon as the child agrees and acknowledges that x is having a bad time and is unhappy move to Step 3.

If the child says that x is to blame, accept the point but suggest that x is still having a bad time and is unhappy.

Step 3

“Well I was wondering what you could do to help to improve the situation for x to help him/her to become happier at school.”

Accept any suggestions with positive feedback.

Don’t question their suggestions if they are positive.

If the suggestions are negative, ask the student whether they think this would help x to feel happier.

If the student can’t think of anything to do or is resistant to the idea ask him/her to take some time to think about something they could do to help make x feel happier then move to Step 4.

Step 4

“O.K. I’ll see you next week to find out how you are getting on.”

If the child had an idea then you will say you will see them to “discuss how their idea went when they tried it.”

If they didn’t have an idea then say you will see them to “discuss the idea they have come up with.”
Steps of ‘Shared Concern’
Meeting with the child who has been bullied

Step 1
“I have asked you to come and speak with me because I have heard that some bad things have been happening to you that are making you very unhappy at school.”
Wait for the child to respond.
Let the child explain their situation. Then simply acknowledge that there is a situation, which is making him/her unhappy.

Step 2
“So it sounds like you are having a bit of a tough time.”
Wait for the child to respond.
As soon as the child agrees and acknowledges go to Step 3.

Step 3 (a)
“I have spoken to a few students about your situation and they have made a few good suggestions to help you to feel happier and safer at school.”
If the student is concerned about this reassure him/her that you will be keeping a close eye on what is happening.
Let the student know that there may be a few changes in some of the children’s behaviour towards him/her.
If you feel the child could help the situation by changing some of his/her behaviours go to Step 3(b).

Step 3 (b)
“I was wondering what you could do to help to improve the situation for yourself to help you to become happier at school.”
Accept any suggestions with positive feedback.
Don’t question their suggestions if they are positive.
If the suggestions are negative, ask the student whether they think this would help him/her to feel happier.
If the student can’t think of anything to do or is resistant to the idea ask him/her to take some time to think about something he/she could do to help to feel happier then move to Step 4.

Step 4
“O.K. I’ll see you next week to find out how you are getting on.”
If the child had an idea then you will say you will see them to “discuss how their idea went when they tried it.”
If they didn’t have an idea then say you will see them to “discuss the idea they have come up with.”
References


**Other References on managing incidents of BULLYING**


