

BULLYING PREVENTION

Bullying is defined as: "The unnecessary exertion of force (physical, verbal or emotional) over another person"

Bullying occurs when someone (group or individual) wants to hurt (physically or emotionally) or put another under pressure. It involves an intention to harm, humiliate or disempower.

Bullying can take many forms such as physical attacks, spreading of rumours, name calling and practical jokes. **It is a repeated behaviour.**

These are 4 typical identified negative forms of behaviour. Only the first is bullying.

Bullying or Harassment - Key features

A pattern of aggression which is directed towards one student or group of students on a regular and predictable basis. The intention is to harm or distress the targeted student. There is a relative imbalance of power in that the student selected for regular harassment is less powerful in some way at the time. Only the targeted student is seeking a solution.

Conflict - Key features

A disagreement between students eg a falling out between former friends. Characterised by relative equality of power and a mutual distress. Both parties are seeking a solution to the problem.

Aggression - Key features

Action taken by one or more individuals which is intended to harm or distress another student. The targets of the aggression are usually random and there is no pattern. The aggressor often claims to have been provoked by the behaviour of the target.

Isolation/Rejection - Key features

Social exclusion which is not characterised by intent to distress, but by a preference for not playing with or being with another student. Occurs either because of a negative perception of that student or a strong bonding between students in a group which discourages new members.

Based on "Getting Rid of Bullying: What Works?"
by Dr Helen McGrath

STRATEGIES FOR DEALING WITH BULLYING AND OTHER FORMS OF NEGATIVE BEHAVIOUR

- In-class social skill programs
- Restorative Justice Counselling
- Referral to Admin
- Individual behaviour management plans
- Parent meetings
- Chaplain & chaplaincy programs



Whole School Student Fun Day



MUNDARING PRIMARY SCHOOL
855 Stevens Street, Mundaring WA 6073
Telephone: 9295 9500
Email: Mundaring.PS@education.wa.edu.au
Website: www.mundaringps.wa.edu.au



BEHAVIOUR MANAGEMENT PROCEDURES



DEVELOPING A POSITIVE CULTURE

The aim of behaviour management which incorporates whole school and class incentives is to establish and maintain a supportive culture and positive learning environment, teach and encourage pro-social behaviour, improve student wellbeing and reinforce positive student behaviour. This aim is based on the belief that both students and staff have rights, as listed in the Code of Conduct.

CODE OF CONDUCT

- All people have a right to learn and to teach.
- All people have a right to show confidence in their own abilities and develop their own identity.
- All people have a right to respect and to be respected by others.
- All people have a right to feel proud of themselves, their work, their achievements and their goals.
- All people have a right to care for personal and school property, as well as to demonstrate caring for the environment.

Whole School Rules

Is it Fair? Is it Safe?

POSITIVE INCENTIVES - Whole School

Good Standing

To encourage students to manage and control their own behaviour at school, all students will begin each new term with 'Good Standing' and a 'clean slate'.

During the term, only students who hold 'Good Standing' will be eligible to attend school based activities such as school visits, excursions, interschool sporting events and special events such as the Whole School Term Reward.

A student's 'Good Standing' may be revoked for misbehaviour which results in Detention or Suspension by the Admin team (Principal or Deputy Principal).

The consequences of this are:

*Detention (either recess and/or lunch on Admin dots) will result in two (2) weeks' loss of 'Good Standing'.

*Suspension will result in four (4) weeks' loss of 'Good Standing'.

Loss of 'Good Standing' consequences are accumulative, meaning that a student who receives Detention, Withdrawal or Suspension while their 'Good Standing' has been revoked, will receive additional time added to their loss of 'Good Standing' consequence.

The Principal or Deputy Principal has the discretion to modify the above process and consequences as per the context of the situation and needs of the students involved.

- ☺ **Honour Certificates** - Presented at assemblies.
- ☺ **Honour Board** display of student work – The class running the assembly displays work from their class.
- ☺ **Tidy Class Award** – Golden Brush awarded to tidiest class / verandah area at assembly.
- ☺ **Buz Awards** – Buz tickets given out by duty and class teachers. These are placed in raffle boxes with one ticket per Block being drawn at assembly.



Students presented with Honour Certificates at Assembly

POSITIVE INCENTIVES - Classroom Rewards

All teachers decide on their own positive classroom structures. The following ideas are certainly not exhaustive. Generally, a classroom would have a combination of whole class, group and individual incentives.

- Verbal encouragement and praise – always!
- Whole class reward systems using stickers / stamps / points etc, for example
 - Marble in a jar, when jar is full whole class receive a reward eg Movie afternoon
 - Specific activities eg Homework Chart, Reading Chart, Good Behaviour Chart
 - 'Money' banks – children have 'bank account' and bank money given for appropriate behaviour with the opportunity to 'buy' items at set times throughout the term.
- Individual or small group systems
 - Stickers or stamps on good work
- Sticker charts – both for individuals and small groups
- To Admin with good work or good behaviour

BREACHES OF THE CLASSROOM/SCHOOL RULES

A whole school approach is used to manage breaches of the School Rules. This is based on giving students the opportunity through a series of warnings to become aware of, and manage their own behaviour. Behaviours need to be discussed in terms of fairness and safety. For example, "is it safe to run on the verandah?" If not, why not? "Is it fair to the class to talk while the teacher is talking?" If not, why not?

Classroom and playground behaviour processes incorporate:

Classroom Behaviour Management Process

First Warning	- Verbal
Second Warning	- Name recorded
1st Cross	- In-class time out
2nd Cross	- Withdrawal Room - time out in another classroom <i>Withdrawal notice to Parents</i>
3rd Cross	- Student sent to Admin <i>Admin inform parents of detention, loss of privilege and/or suspension</i>
Fast track	- Students are sent to the Admin for serious behaviour incidents

Playground Behaviour Management Process

Verbal Warning

Playground time out

- (non-hierarchical strategies)

- Walking with the duty teacher
- Sitting on a bench for all or part of the duty teacher's duty.
- Sent to another area to play eg not allowed on the adventure playground for the remainder of the duty teacher's duty.
- Cleaning an area of the school eg undercover area

Fast track - Students are sent to the Admin for serious misbehaviour.