MANAGEMENT OF BEHAVIOUR POLICY

This Policy comprises:

- Aims and Purpose
- Rights and Responsibilities of School Community
- Code of Conduct
- School Positives - Promotion of Positive Behaviour
- Roles and Responsibilities of Staff
- Bullying and Violence Prevention
- School Specific Issues
- Consequences: Management of Student Behaviour Frameworks
- Consultation and Review
- New Suspension and Exclusion Procedures
- Appendix A Bullying Awareness Education Programme
- Appendix B Behaviour Tally Sheet
- Appendix C Bullying Prevention Policy – Parent and Child Handout Pamphlet
- Appendix D MSB Forms and Documentation
CHURCHLANDS PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

AIMS AND PURPOSE

- Positive behaviour through positive discipline.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Establish a set of rules that protect the rights of all individuals.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.
- Establish a set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.

RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY

<table>
<thead>
<tr>
<th>All members of the school community have the RIGHT to:</th>
<th>All members of the school community have the RESPONSIBILITY to:</th>
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<tr>
<td>• Be treated with courtesy, honesty and respect.</td>
<td>• Show respect and courtesy to others.</td>
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<td>• Work in and enjoy a safe, secure, friendly and clean environment.</td>
<td>• Keep our environment safe, secure and clean.</td>
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<td>• Teach and learn without disruption.</td>
<td>• Ensure that there is no disruption to another person’s teaching-learning environment.</td>
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<td>• Achieve their educational potential.</td>
<td>• Develop their potential and to assist others in doing the same.</td>
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<td>• Have their property respected.</td>
<td>• Respect student, staff and school property.</td>
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<td>• be proud of their achievements.</td>
<td>• Ensure that their actions do not discredit the school.</td>
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CODE OF CONDUCT: We show courtesy and consideration to others at all times.

RULES

- We obtain teacher’s permission to leave school grounds during the day.
- We play safely with others when playing games.
- We walk on verandahs and pathways.
- We keep the school in a neat and tidy condition. All food scraps and rubbish to be put into bins.
- We ride bicycles only to and from school. Bicycles are not to be ridden on school grounds.
- We only enter or remain in a classroom during non-teaching time when a teacher is present.
- We obey directions from all staff.
- We speak politely to others.
- We wear a hat while outside.
- We play within our designated play boundaries.
- We only speak to people we know and those wearing a visitor’s badge.

SCHOOL POSITIVES

Positive incentives will reflect the developmental age and interest of the students. We recognize that the most powerful positive tool is teacher praise and acknowledgement.

Whole School

- Lucky dip. Students receive tickets for positive behaviour and good work. Several tickets are drawn at assembly and winners to receive a prize. Tickets are placed in box, housed in the library. There is a separate box and prizes for Junior (years 1-3) and Senior (years 4-7).
- Large Merit Awards are announced at assembly. Parents are notified that their child is to receive an award. These are given to students for class achievement. Ten small class awards re needed to earn the large merit award.
- Faction points are awarded in classrooms and senior sport. Winning faction is rewarded each term with a sausage sizzle.
- Newsletter acknowledgements of achievements.

Classroom

Suggested incentives for the teacher to use to encourage positive environment

- Have a few important rules and make them known to the children the first time the class is encountered.(See appendix A).
- Periodically remind children of the rules in an informal way.
Communication and Effective Listening

- Use “Your’re okay, but your behaviour is not” approach.
- Be a good listener; don’t do all the talking.
- Be friendly and consistent.
- Give children individual attention where ever possible.
- Show interest in what children have to say.
- Tune into children’s experiences.
- Use “I” messages, not “You” messages

Knowing Children

- Learn names quickly
- Develop rapport outside the classroom. (e.g. yard duty, sport)
- Be aware of the children’s activities and limitations.
- Get to know about child’s family background, interests etc.

Be Prepared

- Be prepared. Make prompt start to lesson.
- Consider variety, interest and motivation.
- Prepare lessons suited to children’s needs and abilities.
- Take advantage of opportunities for professional development.

Praise and Encouragement

- Make deliberate practice of encouraging children and praising work behaviour, both as individuals and as a group.
- Regularly display children’s work.
- Identify mistakes non-critically. Avoid embarrassing children. Encourage children to learn from their mistakes.
- Encourage children’s effort in all areas of school life.

Mutual Respect

- Treat children with respect.
- Expect respect in return.
- Do not use statements, which imply disparaging names or “labels”.

SCHOOL POSITIVES (Continued)
**SCHOOL POSITIVES (Continued)**

**Build A Positive Relationship**

- Give children time of day (smile, say “hello”).
- Always be courteous and expect courtesy in return.
- Be genuine.
- Be caring rather than dictatorial.
- Reinforce positive, acceptable behaviour where possible.
- Be friendly, firm and fair, but not too familiar.
- Don’t bear grudges.

**ROLES AND RESPONSIBILITIES OF STAFF**

**Principal and Deputy Principal Have Agreed To:**

- Provide a *link* between parents and staff;
- *Support* teachers with behaviour development and management;
- Ensure *consistency* in the implementation and *maintenance* of the behaviour management procedures throughout the school.
- Facilitate parent/teacher child *conferencing*;
- Design and assist with *programs* for individual children with behaviour problems;
- Provide *relief* teachers with *guidelines* pertaining to behaviour development and management procedures; and,
- Ensure a *review* committee is established to monitor Churchland’s Behaviour Management Plan.

**Teachers Have Agreed To:**

- *Work through Appendix A “Bullying Awareness Education Programme” with the class.*
- *Develop and maintain a *positive* classroom environment;*
- *Display and discuss:*
  - *A Rights and Responsibilities*
  - *B School Code of Behaviour*
  - *C Playground Rules*
  - *D Classroom Rules*
- *Document* student misbehaviour and correctional *strategies;*
- *Contribute to a *review* of the Churchlands Behaviour Management Plan;*
- *Include administration staff, where appropriate, in *discussions* with parents regarding student behaviour management; and*
- *Consistently* apply Churchlands Behaviour Management Plan.
BULLYING AND VIOLENCE PREVENTION

- See parent/child leaflet handout “Bullying Prevention Policy.
- See Appendix A : “Bullying Awareness Education Programme”

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Bullying, violence and harassment are not tolerated because they infringe on our fundamental rights to safety and fair treatment. Bullying refers to a willful conscious desire to hurt, threaten or frighten. It can be physical or verbal or indirect in nature.

SUPPORT FOR VICTIMS

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will do something about it. The victim and the assailant will be requested to write down what happened. Both parties will be counselled separately and parents will be notified of the outcome(s). A request will be made for parent’s support and understanding. The year teacher, in conjunction with the Principal/Deputy will oversee the reparation process over a period of time.

PARENT SUPPORT

The school will:
- Request that parents co-operate with the staff in any reparation process.
- Involve professional help where necessary.
- Have information and education sessions for parents.

SCHOOL

The school will ensure that perpetrators are:
1. Confronted with the evidence;
2. Assisted to develop a personal plan of non-aggression;
3. Given non-violent sanctions;
4. The subject of regular behavioural review; and
5. Encouraged to change behaviour through a variety of means (counselling, role play…)
SCHOOL SPECIFIC ISSUES

Churchlands Primary School is bounded by two busy roads and the Edith Cowan University. This necessitates the need for additional measures to be implemented for the safety of the students.

- Children crossing Cromarty Road and Pearson Street are to use the manned crosswalks.
- The boundary between the school and ECU is defined to the children and reinforced by periodic ‘boundary’ walks.
- Children are not to play near or in the car park and must walk around it, not through it, at all times.
- Students are made aware of ‘stranger danger’ and visitors on school business wear a visitor’s badge (variously distributed by front office and class teachers).

CONSEQUENCES

The following steps are for teachers to follow when dealing with inappropriate behaviour in the classroom.

See overleaf for frameworks.

- Managing Student Behaviour Classroom Support System (page 9).
- Managing Student Behaviour Playground Support System (page 10).

Years K-7

1. Warning of various kinds according to individual class teacher’s in-class behaviour management procedures. A support teacher notifies the class teacher and pink form goes to class teachers file.

2. a) Isolation in class. Thinking spot time.

   b) Fill in Think Spot Form with isolation in classroom. (3x’s) after 3 Think Spot forms, child goes to Stage 3.

3. Isolation: Partner Teacher
   a) Disruptive student placed in another classroom.
   b) Student complete a “think” sheet
   c) Work must be provided
   d) Notification must be forwarded to parent.

4. a) Disruptive student sent to Deputy Principal/Principal with notification. Parents are contacted.

   b) Students to complete a think sheet.

5. In-school suspension.

6. Suspension

7. Exclusion
MANAGING STUDENT BEHAVIOUR CLASSROOM SUPPORT SYSTEM: K-7

POSITIVE CLASSROOM ENVIRONMENT
Self-disciplined children and their teachers interact positively and learn together in the classroom without the need to apply MSB procedures. The greater majority of children accept full responsibility for their own behaviour.

(IN CLASSROOM):
Low level teacher-child interaction for unacceptable behaviour
Teacher asks: “WHAT ARE YOU DOING?”
“WHAT ARE YOU SUPPOSED TO BE DOING?”
“WHAT CAN YOU DO ABOUT THIS?”
MOST CHILDREN NEVER GET BEYOND THIS STAGE OF DISCIPLINE

(IN CLASSROOM):
Child placed in THINKING SPOT completes Thinking Sheet. Given 3 opportunities (at the teacher’s discretion,) to “work problem behaviour out”.

PARTNER CLASSROOM
Child given 3 opportunities to work problem behaviour out. (at the teacher’s discretion). Child completes “Think Sheet” and works in isolation on prepared work.
Teacher sends home Parent Letter whenever a child is placed in the partner classroom. Record is kept by class teacher and Deputy.

ADMINISTRATION MEDIATION
Child placed in time out in Principal’s care, away from the classroom. Parents are notified by administration. Principal/teacher parent/child conference initiated. Record of incident kept by admin.

IN SCHOOL SUSPENSION
Time to be determined by Principal/Deputy Principal.

SUSPENSION FROM SCHOOL
The periods of up to TEN school days at a time for unacceptable behaviour. As determined by Principal

EXCLUSION (EXPULSION) FROM SCHOOL
A three member Exclusion Panel comprising a P&C member, a staff member, and an independent community person decides whether child shall be excluded/expelled from our school

OUTRAGEOUS BEHAVIOUR
Includes insolence, fighting, bullying, swearing, disobeying school staff, disruption in the classroom, talking back to adults, stealing, destruction of property belonging to the school or to other people, etc.

STAGE 1

STAGE 2

STAGE 3

STAGE 4

STAGE 5

STAGE 6

STAGE 7

RESOLUTION OF PROBLEM

IN CLASSROOM:
Teacher asks:  "WHAT ARE YOU DOING?"
“WHAT ARE YOU SUPPOSED TO BE DOING?”
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Includes insolence, fighting, bullying, swearing, disobeying school staff, disruption in the classroom, talking back to adults, stealing, destruction of property belonging to the school or to other people, etc.
MANAGING STUDENT BEHAVIOUR PLAYGROUND SUPPORT SYSTEM: K-7

**POSITIVE PLAYGROUND ENVIRONMENT**
Self disciplined children co-operate and interact positively together in the playground without the need to apply MSB procedure. The greater majority of children accept full responsibility for their own behaviour.

Stage 1

Low level teacher-child interaction for unacceptable behaviour
Teacher asks: “WHAT ARE YOU DOING?”
“WHAT ARE YOU SUPPOSED TO BE DOING?”
“What CAN YOU DO ABOUT THIS?”
MOST CHILDREN NEVER GET BEYOND THIS STAGE OF DISCIPLINE

Stage 2

‘SHORT TERM’ WITHDRAWAL FROM PLAYGROUND
Where unsafe and/or unacceptable playground behaviour occurs children will be withdrawn from the playground and asked to wait outside front office administration block and complete Think Spot Sheet. Administration informed. Child spoken to.
Names to be recorded in the Duty Book (max of 3). Then names are transferred to Playground Behaviour File – managed by Admin.

Stage 3

(IN PLAYGROUND) – Playground Referral Form –
If child’s name appears in the Duty Book for the third time. (Parents informed by letter by admin staff, after third incident). Playground Referral Forms are placed in classroom teacher pigeon holes and files in child’s Student Behaviour File. Child withdrawn from playground for recess or lunch break each time at a length of time to be determined by administration.

Stage 4

PARENT/CHILD/SCHOOL ADMIN CONFERENCE:
After one further Playground Referral parents are required to come to the school for School-Admin/parent/Child conference. Child removed from playground until parents attend the conference.

Stage 5

SUSPENSION FROM SCHOOL
After one further Playground Referral, the child will be suspended for a period of up to 10 days at a time.

Stage 6

EXCLUSION (EXPULSION) FROM SCHOOL:
A three member Exclusion Panel comprising of a P&C member, a staff member, and an independent community person decides whether a child shall be excluded/expelled from our school.

OUTRAGEOUS BEHAVIOUR
May result in immediate removal from the playground to the verandah outside the front office. Outrageous Behaviour includes such things as fighting, bullying, swearing, disobedient school staff, insolence, taking back to adults, stealing, destruction to property belonging to other people, etc.
SUSPENSION AND EXPULSION PROCEDURES

To be added when guidelines are provided by the Education department from Education Act 1999.

CONSULTATION AND REVIEW

1. A review committee of interested staff members is to be established in term three of each year to review and modify, if necessary, the current behaviour management plan.

   Prior to this meeting parents will be notified, through newsletter, allowing them time to direct any comments to School Council. Staff liaison for School Council will provide feedback to committee.

2. Time will be provided during professional development days for the in-servicing of staff, as needs dictate.

3. New staff, and relief staff to be provided with a copy of behaviour plan.

4. Regular behaviour discussions are to be scheduled for all staff meetings.

5. Page to be included in school information booklet outlining aims and code of behaviour.
APPENDIX B

CHURCHLANDS PRIMARY SCHOOL
DUTY BOOK

BEHAVIOUR TALLY SHEET

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>Warning 2 3 4 5</td>
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Week of:
Churchlands’ Primary School Teachers have an obligation to work through this package with their class as a valuable adjunct to the successful implementation of the Churchlands’ Primary School Behaviour Management Policy.
THE SEVEN STEPS TO SOCIAL PROBLEM SOLVING
AS AN INDIVIDUAL CHILD

1. Say the problem and how it makes you feel.

2. Decide on your goal.

3. Stop and think before you do anything because your first response might not be the best one.

4. Think of as many possible solutions as you can.

5. For each solution, think about what might happen next if you do that. Think about how the other person might think and feel and act.

6. Choose the one which sounds best and try it out.

7. If that one doesn’t work, try the next best one.
7 STEPS TO HANDLING AN INCIDENT:

AS A TEACHER

1. **Interview with victim.** Discuss feelings. Do not question about incident. Find out who was involved.

2. **Convene a meeting** of those involved (often 6 – 8 children).

3. **Explain the problem** – do not allocate any blame or discuss actual incidents.

4. **Don’t blame anybody** – teacher tells the group that they do have a responsibility.

5. **Ask group to make suggestions** - how to help and make things better.

6. **Leave it up to them** – pass the responsibility over to the group to fix up.

7. **Interview Individuals** – one at a time – advise the children how it is going, including victim.
WHEN IS IT “DOBBINING”? 

Many students are confused about when “dobbing” is acceptable and when it isn’t. Have at least one session about this issue because many students will suggest “telling the teacher” as a possible alternative solution when you are problem solving.

Asking for help from a person in authority is often frowned upon by students and teachers alike, and yet is a reasonable solution when used appropriately.

Most adults would report a theft or assault to a person in authority, i.e. a police officer. If someone has blocked your car in, you would probably try to solve the problem yourself first, e.g. by looking for the person who owned the car and asking for co-operation. But if that wasn’t effective (the person may have disappeared or they may be unwilling to help), you might then request assistance from someone in authority, e.g. the manager of the car park, a police officer.

Mostly our motives are reasonable ones, in that we want the problem solved and we don’t have the power or the resources to solve it ourselves. Sometimes, however, we wish to see the “offender” punished for the infringement of a social or legal rule, just as some students do. It is worth examining your own attitudes to “dobbing” so that your students can be clear about when it is a reasonable solution.

Guidelines

1. They should be encouraged to speak assertively and make firm requests, to elicit support from their friends, or to ignore problems that can be ignored (see page 19 for details of skill of “Asking an adult for support”).

2. Circumstances where a student is obliged to seek help from a teacher should be agreed upon, e.g. when there is physical danger to anyone in the situation, when damage to property is occurring, or when there is likely to be a serious outcome. These should be discussed with the students.

3. Discuss with your students some of the other motivations for drawing a teacher into a problem. The term “dobbing” could be kept to describe this kind of behaviour.

4. Encourage students to use appropriate social behaviour when they are asking you for help. They should make eye contact, use a statement which starts with “I” so that they own the problem, state how the problem is adversely affecting them and avoid using a whingeing or complaining tone of voice.

5. Use the social problem solving strategy (p 17) with them where appropriate.
INTRODUCTION

Schools have an obligation to their students to prevent bullying and to take effective action when incidents occur. Bullying can leave permanent emotional scars on victims. Failure to take action sends a clear message that it is OK to bully and that if you are being bullied, the school can’t or won’t help you.

The following steps are recommended in order to raise student awareness of bullying, to prevent bullying and to take effective action when it occurs.

Ideally, this should be implemented with all year groups. These sessions can be done by the classroom teacher as part of the curriculum. Ideally, the sessions should be done once a week over about a term. Regular reviews to discuss issues and to problem solve are necessary to ensure that the issue remains ‘alive’.

SUMMARY

* RAISING AWARENESS IN THE CLASSROOM
  ♦ What is bullying?
  ♦ Why do some students bully others?
  ♦ Challenging stereotypes.
  ♦ How do victims feel?

* ESTABLISHING A SCHOOL OR CLASSROOM BULLYING COVENANT.

* IT’S OK TO TELL

* WHAT SHOULD YOU DO IF YOU ARE BEING BULLIED?

* EXPLAINING CONSEQUENCES FOR BULLYING.

Prepared by:
R. Luyke
School Psych.
RAISING AWARENESS IN THE CLASSROOM

WHAT IS BULLYING?

Ask students to define.
Say that bullying is the wilful, conscious or deliberate desire to hurt, threaten or frighten someone else.

Ask the students what acts or behaviours can be considered as being bullying or teasing. Blackboard responses or better still, record on brown paper for later use.

**Bullying can involve:**

- Hitting, punching, kicking or spitting.
- Threatening others with harm or damage to their property.
- Hiding or damaging others property.
- Putting others down.
- Swearing at others or using rude names.
- Sexual harassment involving touching, suggestive remarks or gestures.
- Making hurtful comments about another persons’ race, culture, religion or social background.
- Teasing people because of their looks, dress or abilities (e.g., sporting and learning ability) or achievements (high achievers).
- Writing graffiti about others or passing or sending rude or offensive notes.
- Spreading rumours about someone or their family.
- Telling someone that they can’t join in activities (exclusion).
- Forcing someone to give money, objects or favours (extortion).
- Repeatedly using offensive gestures.

When listing the types of bullying that occurs, include types of bullying that you have observed your students engaging in. This is important because such acts may not be considered as bullying by these students.

**DISCUSS THE FOLLOWING:**

- It can be verbal, physical or psychological in nature.
- Older students more likely to use words or ostracism. Ostracism is when a student or group of students deliberately excludes another student. Eg: “You can’t play with us.”
- Boys bully both girls and boys while girls tend to bully only other girls. Boys are more likely to use physical aggression whilst girls are more likely to use verbal and psychological aggression (e.g., ostracism).
- Emphasize that bullying usually involves repetitive incidents by a student or group of students rather than one off incident.
WHY DO SOME STUDENTS BULLY OTHERS?

BLACKBOARD RESPONSES.

Explain that it meets needs for:

- Excitement
- Dominance/status (some students think they will win the respect of their peers).
- Material gain (extortion).
- Power (some students get a feeling of power if they think they can frighten or hurt another).
- Group identity/belonging (some groups of students feel they have to ostracize or bully others in order to keep the group together).

WHAT IS A TYPICAL BULLY/VICTIM LIKE?

Brainstorm from students a list of characteristics that they think typifies bullies and victims. If there is time, have students draw pictures of what the typical bully or victim looks like (do individually or small group). Display and discuss.

Explain that these stereotypes are not always accurate.

Bully Stereotypes:

- Someone who is academically or personally inadequate and therefore bullies others to get a feeling of power.
- That bullies are big and tough.
- That bullies are cowards at heart.

However bullies can be students who:

- Are doing well academically
- Are popular or unpopular
- Are all sizes and shapes
- Are brave or cowardly
- Are happy or unhappy
**Victim Stereotype:**

A weak, shy, small student who is somehow ‘different’.

Explain that this stereotype is not always accurate – and that victims can also have the same characteristics as bullies (as above).

- However, quite often bullies have these characteristics:
  - They may find it difficult to control their aggression
  - They often can’t imagine what the victim feels
  - Often they don’t feel guilty about what they’re doing and think that somehow the victim deserves to be bullied.

Explain that victims are often vulnerable in some way and may just be in the wrong place at the wrong time and who may react wrongly.
**HOW DO VICTIMS FEEL?**

Show a video (see school psych) of a student being teased or present possible scenarios.

**Examples:**

### How would you feel if:

- Another student called you names that you didn’t like?
- A bigger student threatened to “get you” after school?
- One or two students in a group sinking basketballs said that you couldn’t play with them?
- A group of students called you names whenever they saw you or said nasty thing about you?

If students are willing, have volunteers discuss situations where they have been bullied or teased and to share how they felt. Ask if there is anyone in the class who can honestly say that they have never been bullied or teased for as long as they can remember. Explain that most people at some time in their life will experience some form of bullying or teasing.

Ask students how bullying could affect a students home and school life. Blackboard examples.

**Examples:**

**School:**

- Dreading lunch and recess breaks
- Feeling helpless
- Not being able to concentrate
- Grades going down
- Avoiding others
- Feeling that you don’t like yourself
- Feeling that others don’t like you

**Home:**

- Your parents worry about you
- Losing your appetite
- Not being able to sleep
- Having nightmares
- Taking out your frustration’s on family members
- Not wanting to go to school
IT’S OK TO TELL

Ask the class why victims are often afraid to tell their teachers or parents that they are being bullied. Possible answers are:

- It’s dobbing
- The bullies will seek revenge
- Nothing will be done or can be done
- No one will care
- Maybe it will just go away
- No one will believe you

Write their responses on the board then, with their help, challenge each one.

Examples:

- Dobbing:

  There is an old Australian custom that goes back to the convict era that you shouldn’t dob your mates in. That may have been ok in the past and under certain conditions, but anyone who bullies you is not a brined and shouldn’t be protected and allowed to hurt others. Many students who bully do so because they think that no one will tell. If they know that they are going to get into trouble because it is against school rules or against the school’s covenant then they are less likely to do it.

- Revenge:

  If you tell your teacher that you are being bullied then the student doing the bullying will be warned not to seek revenge or to get others to do it for them.

- Nothing can be done or will be done:

  Explain that the setting up of a school covenant is already a big preventative step. Later, you will explain to your students how bullies will be handled.

- No one cares:

  These sessions and the setting up of school covenants and consequences for bullying shows that the school does care.

- Maybe it will just go away:

  It usually continues for a long time and other students may get involved in bullying the same child because he or she becomes a target. Even if it does go away for you, some other student may become a new target.
ESTABLISHING A SCHOOL OR CLASSROOM BULLYING COVENANT

Say that this class (or classes) is going to develop a school or classroom covenant top help prevent bullying and teasing.
Say that we all have an obligation to ensure that school is a happy, safe and positive place for all students and that no individual or group has the right to hurt another person’s feelings or to make them feel unsafe.

Ask the class what rights each individual should have in order to feel that the school is a safe and positive place. If they have difficulty with identifying their rights, list the rights for them but have them explain or define what it means.

EXAMPLES

I have the right to be treated with respect and kindness:
This means that nobody should laugh at me, tease me, call me names, exclude me or deliberately hurt my feelings in any way.

I have a right to be an individual ( or to be myself ) at this school:
This means that no-one should tease me, bully me or exclude me because of the way I look, because of my beliefs or interests, the way I dress or whether I can or can’t do something well ( eg: sink basketballs).

I have a right to be safe in this school:
This means that no-one should hurt me in any way whether with words or hands, feet or other objects.

I have a right to express my opinions:
This means that I have a right to express my feelings and opinions with out the fear of being interrupted or punished.

I have a right to be valued and respected for my individual strengths and weaknesses:

These covenants should be displayed prominently in the classroom and could even be posted around the school. Regular discussions should be held to reinforce the covenants and to remind students that they are always in operation.
* No- one will believe you.

Explain that all reported incidents will be taken seriously and will be acted upon immediately.

Reinforce that hurting another person’s feelings or making school unpleasant for others is wrong and that victims should tell their teacher immediately. If they don’t tell, then the school can only help them if teachers witness the bullying. Explain also that students should report any incidents of bullying that they have witnessed even if they weren’t the victim themselves.

NEW COVENANT:

I have the right to report incidents of bullying to myself or others:

This means that all reported incidents will be taken seriously and that any student reported for bullying will be warned not to seek revenge.
WHAT SHOULD YOU DO IF YOU ARE BEING BULLIED?

Brainstorm “cool”, “weak” and “aggro” responses to bullying.

Discuss how weak and aggro responses actually increase bullying by giving bullied the satisfaction that they are getting to you.

**COOL:**

* Ignore it, walk away.
* Laugh at yourself or along with them if verbal teasing only involves a bit of friendly ribbing.
* Use Humour (eg: if teased about having zits, say, “Yeh, I’m trying to do a pizza impersonation.”)

**WEAK:**

Cry, get upset, threaten to tell.

**AGGRO:**

Get angry, get violent, use threats or sarcasm. Turn red with anger.

FOLLOW THESE STEPS:

1. Stay cool: ignore it, walk away
   
   Laugh along with it
   
   Use humour

   If this doesn’t work:

   2. Tell them to stop it. Strangely enough, it has been proven that in some cases, telling the bullies off like this sometimes works.

   Eg: “I’ve had enough of this, stop hassling me.”

   Or: “OK, you’ve made your point. Now give me a break.”

   Get the class to brainstorm alternatives.
   
   If they are not comfortable with this, go to step 3.

   3. Talk about it to your friends or parents to help you make a decision.

   If all else fails:

   4. Discuss it with your classroom teacher (yr 4-7) or a teacher you can relate to (yr 8-12).

   Remind them that it is their right to report incidents of bullying. If they don’t report it, then the school cannot help them.

Display these steps in the classroom.
EXPLAINING CONSEQUENCES TO THE CLASS

When explaining these steps to the class, summarize the steps as follows:

**STEP 1**

Students involved in bullying will be informed that the school is aware of these incidents and that their cooperation to prevent further incidents is expected.

**STEP 2**

Students involved in bullying will be warned what the consequences will be if they continue. Students are also warned not to seek revenge.

**STEP 3**

Explain the consequences to be implemented as follow:

- isolation for one week (morning recess, lunch and afternoon recess).
- Exclusion from the bus for bus incidents.
- Letter hame to parents.
- Police involvement for incidents outside school hours.

**STEP 4**

Explain the following consequences for further incidents.

- Parent interviews
- Suspension
- Isolation continued and contracting to earn back time with peers.

EXPLAIN THE SEVERE CLAUSE
STANDING UP FOR YOURSELF

The cool way is to:

• Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.

• Speak in a firm, not angry voice.

• Stand tall.

• Look in their eyes firmly (but not in a threatening way).

• Stay in control of yourself.

The aggro way is to:

• Push, punch, trip or kick another person.

• Speak discourteously.

• Use insults and put-downs.

• Call people names, make blaming comments, or try to make people feel ashamed.

• Have a really angry expression on your face.

• Shout and yell.

• Swear.

• Stand close to the person and act in a threatening manner.

• Lose control of yourself.

The weak way is to:

• Give in to others when you don’t want to.

• Let other people continue to do bad things to you.

• Talk quietly, mumble or speak hesitantly.

• Cry or sulk or sob without trying to deal

• Look down at the round when you are speaking.

• Stand small, as if you are tyring to hide.
Begin the Friendly Box activity by gathering the children in a circle and reviewing ways to show friendliness. Have each child volunteer a way to be friendly or tell about a time when someone was friendly toward him or her. Point out the 3” x 5” cards and the pencils and explain that whenever a child experiences something friendly being done by a classmate, he or she should write the person’s name and describe the friendly action on a 3” x 5” card and then slip the card into The Friendly Box. Have children who cannot print yet draw a picture to describe the friendly action or feeling experienced, or they can dictate their comments to you.

At the end of the day, form the Friendly Box circle. Open the door on the bottom of the box and remove the cards. Read each card aloud. Have the children share in the reading. Continue this project for one week. Each day the acts of friendliness will increase. By the end of the week, the box may overflow!

Wheel of Friendly Acts

An alternate activity for encouraging friendly behaviour is the Wheel of Friendly Acts circle.

Begin by asking the children to tell about things people have done for them that made them feel good or special. Print some of these ideas on a wheel similar to the one on this page. Make a tagboard arrow and attach it to the centre of the wheel with a paper fastener. Have the children role play the friendly actions printed on the wheel.

Extend the activity by asking each child to decide how he or she is going to be friendly that day. If the children have difficulty deciding, suggest that they spin the activity wheel and try to do the action it suggests. Then have each child draw or write about the friendly action he or she plans to do that day.

During the Wheel of Friendly Acts circle at the end of the day, have the children share the friendly acts they did during the day and how they felt when they did them.
HOW WE WILL TREAT EACH OTHER IN THIS GRADE

❖ If there is a disagreement between any people in this grade, we will try to talk it over and negotiate. If we can’t work it out ourselves, we will ask our teacher to act as an independent arbitrator.

❖ We will try to see conflict as a situation where all parties should win, not one where someone “wins” and someone “loses”.

❖ We will speak to each other in a respectful, courteous tone of voice.

❖ We will respect each other’s ideas.

❖ We will not use “put-downs” to each other.

❖ We will not allow bullying or harassment in this classroom. If we see harassment or bullying we will remind the person doing it about our rule and we will support the person being bullied.
SAYING “NO”

Cool people can say “no” if they don’t want to do it.

**Do’s**

1. Look in their eyes.
2. Tell them you don’t want to do it.
3. *Briefly* say why (eg “No, I want to do something else after school”).

**OR**

4. If it’s a mean thing or against the rules or dangerous, point out the consequences (eg. “No, it’s too risky” or “No that’s mean”).

5. Sometimes you may want to thank them for including you (eg “Thanks anyway”).


7. Continue to calmly say no if they keep asking you. Try not to get angry.

**Don’ts**

1. Don’t look away or down at the ground.
2. Don’t say yes just so they’ll like you.
3. Don’t say yes because you’re scared that they’ll say bad things about you.

**OR**

4. If what they asked you to do was mean, dangerous, or against the rules, don’t give them a lecture about it.

5. Don’t get angry or upset.
IGNORING SOMEONE WHO IS GIVING YOU A HARD TIME

Stay cool.
Smart people know when to walk away.

Do’s

1. Stop looking at them.
2. Try to keep all the expression off your face. Look normal.
3. Turn your body away.
4. Do something else or talk to others near you.
5. If the other person keeps annoying you, STAY COOK AND WALK CALMLY AWAY.
6. If they follow you and keep giving you a hard time, you may consider asking an adult for support, but remember they may try to get revenge if you do, so do this only as a last resort.

Don’ts

1. Don’t look at them.
2. Don’t smile.
3. Don’t argue.
4. Don’t insult back.
5. Don’t get AGGRO.
6. Don’t try to get them into trouble.
### POSITIVE TRACKING

Looking for the good things is the way to succeed.

**Do’s**

1. Look for the good things that you do and say them to yourself and sometimes out loud.
2. Look for the good things that other people do and say them out loud.
3. Look for the good things that happen in your life, however small, and say them to yourself and out loud.
4. When bad things happen to you, try and look for and say out loud one good thing that was part of it.

**Don’ts**

1. Don’t put yourself down by looking for and saying bad things about yourself.
2. Don’t put others down by looking for and saying bad things about them. Don’t criticise all the time.
3. Don’t grizzle and complain about the bad things that happen in your life.
4. Don’t focus on only the bad parts of the bad things that happen to you.
ASKING AN ADULT FOR SUPPORT

Stay cool.
When all else fails you can ask for help.

Do’s

1. Make sure you have tried other ways to deal with being given a hard time, before you ask and adult for support.

2. Make sure you really want to stop the annoying behaviour, not just get them into trouble.

3. Say “If you don’t stop, I’ll go and ask Mr Brown for support”.

4. Approach a teacher, look in their eyes and stand tall.

5. In a firm voice, tell them what the problem is and what you have already tried to do to deal with it.

Don’ts

1. Don’t ask for adult support until after you’ve tried to deal with it yourself.

2. Don’t try to get the other person into trouble.

3. Don’t choose an inconvenient time to talk to the teacher (unless it’s an emergency).

4. Don’t look up in the air or down at the ground.

5. Don’t use a whingeing or complaining tome of voice.

6. Don’t keep threatening to ask for support. Just say it once and then do it.
CONTROLLING BODY LANGUAGE

Controlling body language enables students to look more confident. *Looking* confident helps students to *feel* confident. As well, controlling body language makes students less likely to be teased and victimised. If they are teased, they handle it better if they control their body language.

Anxious and low self esteem body language.

Anxiety and low self esteem are communicated by the following non-verbal behaviours:

- Lowered eyes
- Avoiding eye contact
- Fidgeting or excessive movement
- Not smiling, or smiling too much
- Hunched shoulders
- Stammering or stuttering
- Shaking

Immature body language

As we grow up, we learn how important it is to control our expressions in order to avoid hurting other people’s feelings, or to give the impression of ourselves that we want to give, or to influence others’ behaviour. For instance:

- We learn not to get too excited when we do better than someone.
- We learn to smile even if we don’t like someone.
- We learn to not let people know if what they’ve done will give us an advantage.
- We learn to not let people know if they’ve said something which has upset us if we feel it would give them an advantage.

Immature students, however, take longer to learn this and their body language is more childish in some of the following ways:

- They get too excited about things they like or are looking forward to. They smile too much and jump up and down.
- They get too upset when they lose or when they are teased. They look very unhappy and sometimes they cry.

To sum it up, they don’t act “cool” about the good and bad things that happen to them.

Learning to control body language.
HOW TO ACT CONFIDENTLY

- Stand tall.
- Look into other people’s eyes not down at the ground
- Speak clearly and reasonably loudly
- Don’t give a little laugh after you speak
- Don’t smile too much in a nervous way
- Smile confidently when it is appropriate
- Don’t hesitate
- Don’t fidget

To help you deal with feeling nervous say one of these to yourself.

So what if they think I’m stupid –
I know I’m not.
This makes me feel nervous but I can meet this challenge and be confident.

BE YOURSELF

Most of us like to be noticed. If we don’t have people noticing us sometimes, we feel invisible and as if we don’t belong. There are good and bad ways to be noticed. Which ones do you use? Which ones do the kids you like and respect use?

Good ways to be noticed

😊 Tell interesting stories.
😊 Make funny remarks (but not to hurt others).
😊 Make things happen, eg start up an interesting game or activity.
😊 Be good at something.
😊 Always be positive.
😊 Be interested in other people and make them feel good.
😊 Have good conversations.
😊 Bring something to share.
😊 Be a good friend.
😊 Help others.
😊 Express opinions.
😊 Stand up for others.
😊 Be interested in games being played.

Bad ways to be noticed

😊 Put other people down with nasty comments.
😊 Hit people.
😊 Get into trouble.
😊 Act foolishly.
😊 Show off.
😊 Boast about yourself.

If you use bad ways to be noticed you achieve your goal because it’s hard for other people not to notice that sort of stuff. But this is what you get along with their attention:

😊 They probably won’t like you much if you hurt them or make them feel bad;

😊 They will think you don’t like yourself much because of what you do.
CHURCHLANDS PRIMARY SCHOOL

MANAGEMENT OF BEHAVIOUR POLICY