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Behaviour Management Plan

Rationale
Mundijong Primary School has a whole school approach to managing student learning and behaviour which is based on learning together.

Our Vision
As a school community we will strive to provide a caring and positive learning environment which ensures that all individuals have the opportunity to achieve their own level of excellence whilst developing values to enhance good citizenship.

- The Core Values, the seven principles of Learning Teaching and Assessment and the Overarching Learning Outcomes of the Curriculum Framework.

Our behaviour management plan interprets the core values of the curriculum framework.

Policy
The school will develop, document and implement Managing Student Behaviour Guidelines that promote positive social relations and supportive learning environments.

These guidelines will promote an educational approach to managing student behaviour and be developed in consultation with the school community.

Promoting and maintaining positive student behaviour is a shared responsibility between home and school.
Rights and Responsibilities

Students have the right to:
- Learn in a purposeful and supportive environment
- Work and play in a safe, secure, friendly and clean environment
- Receive respect, courtesy and honesty

Students have the responsibility to:
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure they behave in a way that protects the safety and well being of others
- Ensure that the school environment is kept neat, tidy and secure
- Ensure that they are punctual, polite, prepared and display a positive manner

Staff have the right to:
- Respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Teach in purposeful and non-disruptive environment
- Co-operation and support from parents

Staff have the responsibility to:
- Model respectful, courteous and honest behaviour
- Ensure that the school environment is kept neat, tidy and secure
- Establish positive relationships with students
- Ensure good organisation and planning
- Report student progress to parents

Parents have the right to:
- Be informed of curriculum material, behaviour management procedures and decisions affecting the child’s health and welfare
- Be informed of child’s progress
- Have access to a high quality education for their children

Parents have the responsibility to:
- Ensure that their child attends school on a daily basis
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a meaningful and adequate education for their children
Classroom Management

Positive Learning Environment
- Students cooperate and interact positively using self discipline.
- Students accept responsibility for their own behaviour and the choices they make.
- 10 Pointer vouchers reinforce positive student behaviour.

Low Key Responses
- Is this the right thing?
- Is it a positive choice?
- Students reflect, learn and change their behaviour…‘I have learnt…’ ‘I will…’

Severe Behaviour
If at any time a teacher considers that a breach of the behaviour code is severe, the student should be sent straight to the office with a ‘behaviour report’ to explain the unacceptable behaviour. In urgent or severe cases, the teachers should send for Admin. Support by using the ‘urgent assistant’ tag.

Step 1 Verbal Warning

Step 2 Name and reason in behaviour book
- Student completes think spot sheet / apology letter
- Record in behaviour book
- Note home to parents to be signed and returned the next day

Step 3 Buddy class
- Student completes think spot sheet / apology letter in a buddy class
- Record in behaviour book
- Ring parents.

Step 4 Parent Conference
- Record using a meeting feedback and outcomes form

School Admin staff has the authority to deviate from procedure in specific cases

Suspension
- Verbal abuse, physical assault or intimidation of staff
- Verbal abuse, physical assault or intimidation of students
- Wilful damage of property
- Substance misuse or illegal substance offences
- Other

Behaviour Tracking Sheet
- Records individual student behaviour over a period of a week
- Can be used as a visual, on the whiteboard for student’s to reflect on own behaviour
- Taken to specialist staff to inform class teacher of any misbehaviour

Behaviour Book
- To be kept by each class teacher to record behaviour.
Playground Management

General Organisation
Students are not permitted to play games before school and teachers are to be in their classrooms by 8:35 am. During this period, students are encouraged to prepare for their classroom learning.

Duty Responsibilities
Teachers are rostered to supervise children’s play during recess and lunch. There are 2 duty areas
A. Oval and basketball court
B. Junior playground and the under cover area
Teachers are required to carry duty bags, which contain 10 point vouchers, medic alert information, behaviour report booklets and basic first aid supplies. The oval bag will contain a walkie-talkie.

Positive Learning Environment
- Students cooperate and interact positively using self discipline.
- Students accept responsibility for their own behaviour and the choices they make.
- 10 Pointer vouchers reinforce positive student behaviour
- Active vigilance by teachers on duty has an important part to play in averting a major playground dispute from developing

Low Key Responses
- Is this the right thing?
- Is it a positive choice?
- Students reflect, learn and change their behaviour…’I have learnt…’ ‘ I will…’

Minor Behaviour
- Duty teacher records details of behaviour in behaviour report booklet
- Logical Consequences: E.g. For running on verandah, ask them to go back and walk; walking with the teacher, playing in a different area, loss of equipment or sitting out for a few minutes

Severe Behaviour
- Duty teacher records incident in a Behaviour Report Booklet and the student is sent immediately to the office
- Severe behaviour includes: endangering students and staff, bullying, swearing and fighting; and abuse of school property

School Admin staff has the authority to deviate from procedure in specific cases
Rewards

Classroom Incentives

Honour Certificates
- Class teachers and specialist teachers present these at fortnightly Friday morning assemblies

Positive Comments in Communication Book
- Teachers inform parents of positive behaviours through use of the communication book

Office Visits
- Teachers are encouraged to send children to office with good work for rewards

Class Incentives
- Each class has its own incentive plan to encourage and reward students

Whole School Incentives

10 Pointers
- Name recorded, Faction ticked in box, teacher signed
- Twice a week principal draws 5 winners to receive ice-cream vouchers
- Winners are announced over PA on Canteen days to be redeemed that day only to prevent students saving them up
- If child is absent the teacher writes on voucher

Faction Points
- 10 pointers are worth 10 faction points
- Councillors add up points and colour thermometer chart
- At the end of each Term the winning faction receives a trophy and icy poles

Aussie of the Month
- A senior Primary student is awarded the Aussie of the Month at the second Friday morning assembly of the month for exhibiting exemplary behaviour.
PREVENTING AND MANAGING BULLYING

To be read in conjunction with the school Behaviour Management Plan

Rationale

“All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.”

Whole-school Community Rights and Responsibilities in Relation to Bullying

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

Rights and Responsibilities of School Community Members

<table>
<thead>
<tr>
<th>MEMBERS</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, teachers, parents, wider school community.</td>
<td>• Are safe and supported in the school environment; and • Are treated with respect.</td>
<td>• Establish positive relationships; and • Respect and accept individual differences.</td>
</tr>
<tr>
<td>Administrators</td>
<td>• Are supported in developing and implementing the school’s plan to prevent and effectively manage bullying.</td>
<td>• Provide leadership in resourcing the school’s prevention and effective management of bullying; • implement the school plan; • ensure parents are informed of the school plan; and • Support staff to implement the school’s plan.</td>
</tr>
<tr>
<td>Staff</td>
<td>• Feel safe and supported in the workplace;</td>
<td>• Promote and model positive relationships; and • participate in</td>
</tr>
<tr>
<td>Students</td>
<td>Parents</td>
<td>Wider community: including other professionals</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention;</td>
<td>• have access to curriculum that supports the building of resiliency;</td>
<td>• Strategic inclusion in prevention and bullying incident management.</td>
</tr>
<tr>
<td>• are informed of the school’s plan on bullying;</td>
<td>• Are informed of the school’s plan on bullying; and if involved, are provided with support to stop bullying.</td>
<td>• Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying;</td>
</tr>
<tr>
<td>• are treated with respect in the workplace; and</td>
<td>• Expect children to be safe and provided with a supportive school environment and treated with respect; and</td>
<td>• encourage children to report bullying incidents; and</td>
</tr>
<tr>
<td>• Have access to professional learning in preventing and effectively managing bullying.</td>
<td>• Are provided with access to information on the prevention and response strategies related to bullying.</td>
<td>• Are aware of school plans and support school in effectively managing bullying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide support and input into the school’s approach to preventing and managing bullying.</td>
</tr>
</tbody>
</table>
Common Understandings About Bullying

Definition of Bullying

*Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.*

Types of Bullying

Bullying takes many forms and can include:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual’s reputation and sense of safety.
- **Relational Bullying**: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another’s personal information.
- **Physical Bullying**: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying**: Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **Bystanders to Bullying**: *Bullying also involves the concept of “bystanders”*. A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Mundijong Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school
The community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

**Terminology**

Mundijong Primary school promotes the use of affirmative language that supports the values of the *Curriculum Framework*. The terms “bullies” and “victims” are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include “bullied students”, “students who are bullied”, “victimised students”, “students who bully”, “students who engage in bullying behaviour” and “students who bully others”. This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

**School Strategies to Prevent and Manage Bullying**

**Whole-School Prevention Strategies**

Mundijong Primary embraces the concept of shared ownership of policies and programs and has developed the following whole school strategies to prevent and manage bullying:

- Increasing the community’s awareness of bullying through newsletter articles and the circulation of appropriate materials.
- Modifying the duty rosters to enable students to have a greater awareness of the teachers on duty.
- Keeping children well informed of the definition of bullying and maintaining a no tolerance approach to bullying.
- Promoting a positive learning environment that fosters the growth of respect for self and others
- Encouraging greater resilience in our children through our curriculum
- The use of a buddy system between older and younger children where appropriate.
- The use of whole school meetings to discuss expectations and develop understandings
- The implementation of a common lining up area at the end of recess and lunchtimes
- The use of incentives to promote a caring culture within the school community.
Targeted Early Intervention Strategies

The staff of Mundijong Primary school recognises that the early identification of bullying behaviours is vital if we are to be most effective in managing bullying.

Early intervention strategies that are in place at Mundijong include:

- The implementation of the Stop Think Do Program across the school
- Staff modelling the appropriate behaviour
- The implementation of the Values Quest program across the school
- The promotion of positive behaviour through the use of faction points and classroom rewards.
- The promotion of a common understanding of bullying across the community
- The promotion of respect and resilience throughout our curriculum
- Identifying early signs of relationship issues within year groups and across the school (e.g. class meetings and social problem solving);
- Proactive teaching of pro-social behaviour to identified students;
- Actively providing other options for individual students experiencing unsafe areas or times at the school;
- referring identified students to appropriate specialist support staff

Intervention for Bullying Incidents

When staff become aware of an incident of bullying occurring a variety of courses of action are as follows;

- Apply logical reasoning to the situation
- Implement strategies from behaviour management policy
- Council students involved
- Establish whether incident is truly an act of bullying or just a 1 off occurrence
- Refer to admin should further action be required
- Enter details in behaviour book
Planning, Monitoring and Review

Planning: Future planning will be based on the effectiveness of our plan. Modifications will be made where necessary.

The Effectiveness of the plan will be monitored by:

- Incidence of Bullying occurring around the school
- Collation of recording of bullying incidence using Behaviour management plan
- Feedback from parents and children via a whole school survey
- Monitoring is to be an ongoing process carried out by all staff
- Proactive teaching of strategies is essential to the success of the plan

Where necessary, staff will be provided with the relevant professional development opportunities to assist them in the implementation of the plan.
## Appendix 1
### Behaviour Book Example

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; reason – think spot</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; reason – buddy room, think spot, ring parents</th>
<th>Effort to Improve</th>
<th>Sign</th>
</tr>
</thead>
</table>
Appendix 3
Think Spot Sheet – Junior

Name:  ………………………...  Teacher:  …………………………..
Date: …………………………..  Time:  ………………………………

What was I doing?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Who else was involved?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Who was affected by what I did?
…………………………………………………………………………………………

What should I have been doing?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

How do I feel?  ☺ ☻ ☼
How do I want to feel?  ☺ ☻ ☼
How do others feel when I do this?  ☺ ☻ ☼
How does my teacher feel?  ☺ ☻ ☼

What can I do to fix this?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
Appendix 4
Think Spot Instructions – Senior

1. Rule up your page like the example
2. Write your name
3. Write the date
4. Write the time
5. Write down the class rule or rules that were broken
6. Write down why you shouldn’t have broken the rule
7. Write down what you will do from now on
8. Sign it
9. Ask the teacher to sign it
Appendix 5

Apology Letter

Dear ………………………..

I apologise for …………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
I must have made you feel……………………………………………………..
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
I feel …………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
In the future I will:
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
Please accept my apology.
Yours sincerely
………………………………………………………….. Date
Appendix 6

Mundijong Primary School

Dear Parents,

Your child ………………………………… has had their name recorded in the behaviour book today, …………………….., with ………… warnings.

Please sign below and return to the teacher as soon as possible.

Date: …………………………………
Signed: ………………………………

Mundijong Primary School

Dear Parents,

Your child ………………………………… has had their name recorded in the behaviour book today, …………………….., with ………… warnings.

Please sign below and return to the teacher as soon as possible.

Date: …………………………………
Signed: ………………………………