SCHOOL BEHAVIOUR CODE

1. Move and play safely.

2. Care for yourself, others and property.

3. Resolve problems calmly, sensibly and fairly.

4. Respect others through your speech and manners.

5. Work as well as you can and allow others to do the same.
Mount Beauty Primary School

Student Code of Conduct

LEARNING: “Work as well as you can and allow others to do the same”

Typical unacceptable behaviours include:

- Lateness
- Interrupting or disrupting the learning of others
- Not obeying instructions
- Not sharing equipment
- Talking out of turn

COMMUNICATION: “Respect others through your speech and manners”

Typical unacceptable behaviours include:

- Being discourteous or impolite
- Using inappropriate or obscene language
- Using intimidating or discriminating language, eg: “put downs”, teasing, name calling, racist or sexist comments

CONFLICT RESOLUTION: “Resolve problems calmly, sensibly and fairly”

Typical unacceptable behaviours include:

- Physical aggression, eg: fighting, tackling
- Use of put down comments or insults
- Name calling
- Deliberate exclusion from activities
- Swearing
SAFETY: “Move and play safely”

- This applies to safe behaviour and the safe use of equipment

Typical unacceptable behaviours include:

- Running inside the building
- Pushing, shoving, punching or hitting
- Running around corners
- Running in or through the Prep/1/2 area
- Running through all under cover areas
- Cricket and kick to kick (or any other vigorous ball game) in the under cover areas
- Contact games
- Climbing trees
- Throwing dangerous objects
- Unsupervised riding bicycles/scooters and skateboards in the school ground
- Playing in the sun without a wide brimmed hat during the beginning of September to the end of April
- Leaning back on chairs
- Leaving the playground without permission
- Displaying unsafe behaviour to and from school.

ENVIRONMENT: “Care for yourself, others and property”

Typical unacceptable behaviours include:

- Littering
- Damaging property
- Graffiti
- Bags and clothing not hung up on the corridor pegs
- Not eating in the designated places
- Touching other people’s things without permission from the owner
- Playing in and around the toilets.
- Playing and being in the bike shed during school hours.
- Coming into classrooms or corridors without teacher permission, including before school.
- Getting intentionally dirty/wet/muddy
Definition:

Bullying is when one person, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

There are three broad categories of bullying.
- **Direct physical bullying** eg. hitting, tripping, and pushing or damaging property.
- **Direct verbal bullying** e.g. name calling, insults, homophobic or racist remarks, verbal abuse. (Put downs)
- **Indirect bullying** - This form of bullying is harder to recognise and often carried out behind the victim’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone’s social reputation and social acceptance
  - cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

Rationale:

- The school will provide a positive culture where bullying behaviour is not accepted. All students and adults will have the right of respect from others, the right to learn or to teach, a right to feel safe and secure in their school environment and have the responsibility to allow others to feel safe.

Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation when deemed appropriate.
- To ensure that agreed and consistent disciplinary measures are implemented which are consistent with the ‘Departmental Guidelines for Developing the Student Code of Conduct’.

Implementation:

- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- The school will adopt a four-phase approach to bullying.

A. Primary Prevention  B. Early Intervention  C. Intervention  D. Action
A. **Primary Prevention:**
- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- The following surveys will be undertaken annually or where appropriate: Parent survey, Attitudes to School survey, Staff survey and classroom surveys.
- Teachers to review and clarify the school policy on bullying at the start of each year.
- The curriculum to include anti-bulling messages and strategies.
- Electives and structured activities available to students at some recess and lunch breaks.
- Advertise to the community that welfare support and programs are available through the school.
- Student Welfare agenda items are included at all staff meetings.

B. **Early Intervention:**
- Encourage students, staff and parents to report incidents of bullying.
- Provide a safe environment for all children at all times.
- Publicly recognise and reward positive behaviour and resolution of problems.
- Provide welfare support and programs to the school community.

C. **Intervention:**
- Once identified, bullies, victims and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Bullies will be informed of allegations.
- Bullies will be offered counselling and support.
- Victims and family will be offered ongoing counselling and support.
- If student bullying persists, parents will be contacted and consequences implemented, consistent with the school’s Student Code of Conduct.
- If staff bullying persists the principal will commence formal disciplinary action consistent with the Student Code of Conduct.
- If bullying by other school community members persists the principal will commence relevant procedures.

D. **Action:**
- Consequences for students will be individually based and may involve:-
  - exclusion from class.
  - exclusion from yard.
  - withdrawal of privileges
  - ongoing counselling from appropriate agencies for both victim and bully.
  - school suspension.
- Reinforcement of positive behaviours.
- Classroom meetings.
- Support structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- Consequences for adults will be individually based and may involve:-
o counselling
o a period of monitoring
o a formal support group
o disciplinary action/legal action

E. Evaluation:

- Annual student surveys will be undertaken as a measure of the effectiveness of this policy.
- This policy will be reviewed with whole staff, student, parent and community input.
- If any parent has concerns please bring the matter to our attention promptly