

ANTI BULLYING

Students are better prepared for learning when they are healthy, safe and happy. A whole school approach to student support should include strategies to help teachers identify student needs, take action to meet these needs within the school program and to monitor and review progress. Teachers need to believe they can make a difference and have a commitment to do so...a belief in the capacity of all students to make progress, given sufficient time and support.

THE ROLE OF TEACHERS

Student welfare is the responsibility of all staff working in a whole school context.

Teachers must work together to help students learn effectively and to develop positive attitudes and behaviours.

Teachers should provide all students with the kind of environment that will best nurture their development.

Every teacher has an important role in the prevention and the development of early intervention programs and activities to strengthen the resilience of students as they learn and develop.

Teachers have a responsibility to respond when students experience difficulty with their schooling, so it is imperative that they identify and act on their concerns to enable early and effective intervention for students.

A framework for this policy relies on four levels of activity:

Primary Prevention	Build belonging and promote wellbeing
Early Intervention	Strengthen coping skills and reduce risk
Intervention	Access support and provide treatment
Postvention	Manage trauma and limit impact

At RPPS, this framework will involve:

The appointment of a Student Welfare Coordinator, with a time allowance for the role.

Development of a Whole School Approach to Welfare and Discipline.

Inclusion of student welfare as a formal item on the agenda at Leadership Meetings

Provision of a Student Welfare Program Budget.

STRATEGIES:

Build mutual respect and promote safety at school.

Develop an environment of mutual respect.

Promote a harassment-free environment.

Implement a peer mediation program - students helping others to solve minor disagreements.

Encourage supportive relationships.

Involve parents / families and community.

Implement a comprehensive curriculum to engage all students.
Motivate and engage students while applying a range of classroom practices and strategies in response to the needs of students.
Promote ongoing monitoring and enhancing of teaching style.
Place as much importance on how to teach, as on what to teach.
Understand that children develop and learn at different rates and in different ways.
Allow students to learn within the context of an integrated curriculum.
Use and employ goal-setting strategies and negotiate a significant proportion of the learning and assessment tasks.

Enhance school attendance.

Monitor individual student attendance.
Liaise closely with parents to enhance student attendance.

Practice inclusive teaching and learning.

Provide a child-centred or developmentally based program that can respond to individual learning needs.
Provide well-developed classroom routines, structures, organisation and management.
Acknowledge diversity and incorporate student needs and background in all school programs and activities.

Encourage Supportive Relationships.

Teach social and coping skills: playing games well, risk taking, being interesting, being positive, cooperating, showing empathy and helping others.
Teach and develop problem solving skills.
Promote strong communication skills.
Teach the skills necessary to take advantages of the opportunities provided: self awareness, communication, optimistic thinking, values clarification, assertiveness and goal setting.

Ease Transition.

Understand that shifting from one developmental stage to another can intensify vulnerability, increase anxiety and decrease confidence.
Develop transition programs for students between pre-school and school and between the years 6 and 7.
Promote pre-schoolers visiting their intended school and to participate in activities, meet staff and become familiar with aspects of school life.
Promote year 6 students to visit and join in activities and use the resources at their intended secondary schools.

Involve Parents / Families and Community.

Develop positive, respectful and meaningful partnerships with the student's parents or caregivers.
Create opportunities for the development of home-school partnerships for the developmental of shared understandings of learning.

Develop home-school links through newsletters, communication books, Meet the Team, You Tell Us and Parent Teacher Interviews.

STUDENT CODE OF CONDUCT

The underlying purpose of this code is to provide students and staff with the right to work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The code of conduct aims to foster a healthy school culture in which high levels of achievement take place within a positive school environment. It will foster high standards of behaviour based on cooperation, mutual responsibility and self discipline and will promote positive, non-discriminatory relationships among students. It will provide a framework for fostering and maintaining student discipline and overcoming bullying, violence and harassment.

IMPLEMENTATION:

Each teacher is responsible for developing classroom strategies, which eliminate all forms of bullying, harassment and violence. Consequences for breaches of these rules should be well established and consistently applied in the classroom and throughout the school.

Students who are experiencing difficulties in relating positively with other students and staff are provided with opportunities to discuss these difficulties with their class teacher, Wellbeing teacher or members of the Principal Class.

Where a student is beginning to build up a history of unsatisfactory behaviour, parents should be notified with the view to negotiating an agreed approach to solving the problem before it becomes a more serious matter.

A series of staged student discipline procedures will be implemented when a student's behaviour does not comply with the whole school and classroom rules:

- Withdrawal of privileges
- Withdrawal from class
- Detention / Behaviour Meetings
- Internal Suspension
- Suspension
- Expulsion

NB: The school does not endorse corporal punishment.

GROUNDS FOR SUSPENSION:

The student behaves in such a way as to threaten or constitute a danger to the health of any staff member, student or any person assisting in the conduct of school activities; or

The student commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
The student possesses, used, or deliberately assists others to use illegal drugs or substances prohibited by DEET; or
The student fails to comply with any reasonable and clearly communicated instruction of a principal or teacher; or
The student consistently behaves in a manner that interferes with the educational opportunities of any other student; or
The student behaves in a way which threatens the good order of the school's program or facility; or
The student engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race, marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.

GROUNDS FOR EXPULSION:

The student does anything mentioned above and
The student's behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other student at the school and the need to maintain order and discipline within the school.

COOPERATIVE BEHAVIOUR MANAGEMENT

William Glasser says that teachers have a key role to play in developing the climate for a sharing, cooperative school, by modelling prosocial behaviours and by helping students act responsibly. He says that teachers should be more concerned with empowering students to take responsibility for their own behaviour and promoting collaborative planning and mutual problem-solving rather than relying on threats and punishments. In this environment, he says, students can practice prosocial behaviours, develop a sense of belonging, acceptance, significance and power. He emphasises that most of us feel important only when we are accepted as members of a team.

Strategies:

Establishing a cooperative, responsible classroom. - A teacher who cares about students will try to create a nurturing atmosphere in the class. Some of the ways to establish an atmosphere conducive to learning includes the following:

- Establishing a signal to get students' attention before starting to talk.
- Clearly stating the directions, requirements and time limits.
- Modelling the type of behaviour and attitude expected of the students.
- Addressing specific discipline problems in a confidential and discreet way.
- Offering students choice in tasks or methods of completing work.
- Giving specific feedback and encouragement.
- Maintaining a soft voice and cool head throughout a discipline altercation.

Eliciting high levels of work involvement. - The quality of a teacher's discipline program ultimately rests on the quality of his or her instructional practices, their ability to get along with children, and ability to convince young people that school is important. Some strategies include:

- Allowing students to participate in the formation of classroom rules.
- Choosing lesson formats and academic tasks conducive to high student engagement.
- Using time as effectively as possible by providing a program with appropriately paced and sequenced instruction.
- Communicating clearly rules of participation - informing students of standards of acceptable behaviour immediately.
- Fostering individual responsibility - allowing students to have choices, solve problems, make decisions and be accountable for their work and their behaviour.
- Providing challenging and motivating academic tasks, and high-involvement group activities.

Date Implemented	September 2019
Author	A. Sproal
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	
Responsible for Review	Assistant Principal
Review Date	September 2020