BEHAVIOUR MANAGEMENT/CODE OF CONDUCT

The following rules jointly established by teachers and students guarantee everyone their rights:

- Remain inside school boundaries during official school hours
- Use specified entrances and exits to buildings and grounds
- Climb trees only to the individual height of each child.
- Eat food in the allocated areas of the school.
- Play chasing games only in grassed areas.
- Only throw balls and other sporting equipment designed specifically for that purpose.
- Enter school buildings only with teacher supervision.
- Communicate in a fair and compassionate manner.

Our approach to breaches of the Code of Conduct, (locally termed 'Wreckiness'), includes teachers assisting students through a process of 'Communicating'. For minor breaches of the code of conduct Peer Mediators may lead students through this process. Children are held responsible for their own actions and are encouraged to solve the majority of their problems this way.

The 'Communicating' process involves:

- Inquiring as to the personal health and safety of the child.
- Asking if a caring approach has been undertaken
- Suggesting a careful re-appraisal by the child of the 'Wandin Yallock Way' concerning the particular breach.
- Asking the child to prepare a plan for future positive behaviour in relation to the breach.
- If more than one child is involved they are required to 'Do Communicating.' (A process which has children talking together and collectively solving their problems, with an agreed plan of positive action, that complies with the Student Welfare Policy and D.E. &T guidelines).
- Teachers will try many intervention strategies to solve breaches of the code. Many strategies are printed on the back of the Welfare report slip (Copies are housed in every classroom and are known as the 'pink slip').
- Repeated breaches waive the earlier steps and requires the student spending 'time out' in the 'Thinking Room' (*see footnote). Such breaches are recorded in the Student Misbehaviour Book.

Continued severe behaviour leads to:

- Contacting the parent(s)/guardian.
- Additional work after school hours
- Suspension
- Expulsion

The Principal is responsible for the implementation of the Code in close collaboration with the Student Welfare Coordinator. The School Council is responsible for evaluating success of the code and for reporting to the school community and the Minister.

A team approach is taken by staff when involved with student welfare matters.

*Thinking Room Procedure:

- Teachers complete the Conduct Report Slip and send both the child and the slip to the office accompanied by another child or by a teacher.
- The Principal or available teacher (supervisor) then discusses the incident quietly with the child (Children are always treated with respect throughout- refer Teacher's Code of Conduct.)
- If a positive solution cannot be quickly found then the child may have to stay in the 'Thinking Room' until such time as a positive solution is found.('Not' plans are not acceptable.)
• The 'Thinking Room' is located in the Administration area. If it is unavailable the Principal's/Assistant Principal's office may be used. Supervision/visions is always achievable in these areas.

• After a reasonable amount of time, the child is approached again for a chance of 'making a plan'. Much help is given by the supervisor.

• When a suitably agreed plan is made it is recorded on the Conduct Report Slip. It is signed by the supervisor, including times and filed in the Principal's Office. A copy is taken for the class teacher by the child who returns to class. Where possible, the supervisor accompanies the child back to class.

Parents will be informed:-

• If, in the opinion of the supervisor, the child has been to the 'Thinking Room' too often.

• If the child cannot make an agreed plan within a reasonable time, parents may wish/agree to collect their child at this stage and help the child make their 'plan.'

• If the problem is so serious as to pose a threat to the child, or some other child's well being, a 'plan' must be completed whenever the child returns to school, before returning to class.

• For a very serious problem suspension/expulsion may be enforced (according to D.E&T Guidelines).

**EVALUATION:**

• Evaluation of policy as required.
POLICY: ANTI-BULLYING POLICY

Rationale:
Personal relationships between children in all schools have at times included teasing, harassing and bullying.
We reject the belief that this bullying is indicative of human nature and unchangeable.
Bullying is an intolerable social behaviour and has grave outcomes for some people.
We at, Wandin Yallock, believe something can and should be done about bullying and that steps to deal with bullying should be taken at the earliest opportunity because if no action is taken it is highly likely that the bullying will continue.

Purpose:
To provide Wandin Yallock Primary School students, staff and parents with the right to a safe, happy, caring and bully-free environment which promotes learning, personal self esteem and fosters respect for others.

Definition:
Bullying is defined as hurting, threatening or frightening another person who is less powerful - either physically or psychologically, repeatedly and over time. In contrast to ordinary conflict between children bullying holds some imbalance of power which makes the ill treatment of the victim possible.
Bullying can take many forms and can be either covert or overt.
We consider the following to be bullying behaviour:

Physical
- Hitting, kicking, punching.
- Pushing, shoving, spitting.
- Making rude gestures.
- Taking or damaging something that belongs to someone else.
- Forcing to hand over food, money or something which belongs to them.
- Making someone do something they don’t want to.

Verbal
- Name calling.
- Teasing.
- Threatening.
- Making fun of someone because of their appearance physical characteristics or cultural background.
- Making fun of someone’s actions.

Indirect
- Spreading untrue stories about others.
- Excluding others from a game or group.

Goals:

Responsibilities of Staff:
To teach children how to define bullying.
To talk openly about bullying - what it is, how it affects us and what we can do about it.
To teach our children the skills which will build their self esteem and empower them to take personal responsibility (as supported in our student welfare policy guidelines and implementations.)
To provide teachers, with the skills through professional development and current literature, to implement anti-bullying programs.
To have teachers model appropriate behaviours at all times; to deal with all reported and observed incidents of bullying; to report incidences of bullying in the correct manner through the use of code of conduct slips, (‘pink slips’).

To make all teachers aware of bullying incidents.
To support both the bully and the victim to reach a desirable outcome.

**Responsibilities of Children:**
- To encourage children to ‘tell’ if they are being bullied or if they see someone else being bullied both at school and on the way to school.
- To help someone who is being bullied
- To be kind, respectful, inclusive and caring of all.

**Responsibilities of Parents:**
- To be familiar with the bullying definition.
- To speak to a member of the teaching staff at Wandin Yallock if their child is being bullied.
- To model appropriate behaviour at school and excursions.

**Implementation:**
- Incidences of bullying can be reported to any member of the teaching staff by children and their parents.
- The school will keep adequate records of all bullying incidents, with teachers using a conduct slip to make a report.
- The school will protect and support the victim of bullying and will assist the student in order that he/she will not be bullied in the future.
- The school will work with the parents of the victim to assist their son/daughter to avoid being bullied in the future.
- The school will assist the bully to change his/her behaviour by following the protocol of the implementation strategies and behaviour management/code of conduct, as per the schools Student welfare policy and D.E &T guidelines.
- Whole school anti-bullying programs will be provided on a regular basis.
- The behaviour of children involved will be monitored.

**Evaluation:**
- The success of the program will be monitored through students surveys and records of bullying events (as per conduct slips).
- Anti-bullying programs will be evaluated by their consistency of delivery and student feedback.
- Seeking feedback from students, who have been victims, as to their progress.
- Speaking to parents of victims to see if the problem has been resolved.
- Monitoring the behaviour of the bullies.