

Bullying Prevention

Bullying is defined as: “*The unnecessary exertion of force (physical, verbal or emotional) over another person*”

Bullying occurs when someone (group or individual) wants to hurt (physically or emotionally) or put another under pressure. It involves an intention to harm, humiliate or disempower.

Bullying can take many forms such as physical attacks, spreading of rumours, name calling and practical jokes. **It is a repeated behaviour.**

Bullying or Harassment - Key features

A pattern of aggression which is directed towards one student or group of students on a regular and predictable basis. The intention is to harm or distress the targeted student. There is a relative imbalance of power in that the student selected for regular harassment is less powerful in some way at the time. Only the targeted student is seeking a solution.

Conflict - Key features

A disagreement between students eg a falling out between former friends. Characterised by relative equality of power and a mutual distress. Both parties are seeking a solution to the problem.

Aggression - Key features

Action taken by one or more individuals which is intended to harm or distress another student. The targets of the aggression are usually random and there is no pattern. The aggressor often claims to have been provoked by the behaviour of the target.

Isolation/Rejection - Key features

Social exclusion which is not characterised by intent to distress, but by a preference for not playing with or being with another student. Occurs either because of a negative perception of that student or a strong bonding between students in a group which discourages new members.

Specialist Teachers

It is at the discretion of the specialist teacher, in negotiation with the classroom teacher and Admin as to whether the in-class BMS continues into specialist classes. It may be beneficial for the specialist class teacher if students ‘start afresh’ on a modified behaviour management for that session.

Hats

If students are not wearing a hat as specified in the dress code, students will sit under the shade of a building.



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Behaviour Management Procedures



Developing a Positive Culture

The aim of behaviour management which incorporates whole school and class incentives is to establish and maintain a supportive culture and positive learning environment; teach and encourage pro-social behaviour; improve student wellbeing and reinforce positive student behaviour. This is based on the belief that both students and staff have rights, as listed in the Code of Conduct.

Code of Conduct

- ◇ All people have a right to learn and to teach.
- ◇ All people have a right to show confidence in their own abilities and develop their own identity.
- ◇ All people have a right to respect and to be respected by others.
- ◇ All people have a right to feel proud of themselves, their work, their achievements and their goals.
- ◇ All people have a right to care for personal and school property, as well as to demonstrate caring for the environment.

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Whole School Rules – Based on Mundaring Primary School Code of Conduct

Is it Fair? Is it Safe?

A whole school approach is used to manage breaches of the School Rules. This is based on giving students the opportunity through a series of warnings to become aware of, and manage their own behaviour. Behaviours need to be discussed in terms of fairness and safety.

Positive Incentives

- ☺ Honour Certificates
- ☺ Honour Board display of student work
- ☺ Tidy Class Award
- ☺ Buz Awards

Class Rules

Class rules are most effective when students are involved in the decision making process. Teachers need to articulate strategies; discuss and display in the classroom and present the process to Parents.

All teachers decide on their own positive classroom structures. Generally a classroom would have a combination of whole class, group and individual incentives, such as:

- ☺ Verbal encouragement and praise – always!
- ☺ Whole class reward systems using stickers, stamps or points
- ☺ Individual or small group systems

Classroom Behaviour Management Process

First Warning - Verbal

Second Warning - Name recorded

1st Cross - In- class time out

2nd Cross - Withdrawal Room – time out in another classroom
Withdrawal notice to Parents

3rd Cross - Student sent to Admin

Admin inform parents of detention, loss of privilege and/or suspension

Fast track - Students are sent to the Admin for serious behaviour incidents.



Students presented with Honour Certificates at Assembly

Playground Behaviour Management Process

Verbal Warning

Playground time out

- (non-hierarchical strategies)

- ◇ Walking with the duty teacher
- ◇ Sitting on a bench for all or part of the duty teacher's duty.
- ◇ Sent to another area to play eg not allowed on the adventure playground for the remainder of the duty teacher's duty.
- ◇ Cleaning an area of the school eg undercover area

Fast track – Students are sent to the Admin for serious misbehaviour.



Whole School Student Fun Day