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Behaviour Policy

SCHOOL BEHAVIOUR POLICY

Expectations of Appropriate Behaviour

Introduction At Quintilian we expect behaviour from each child at Quintilian that at all times is;

- Safe
- Socially acceptable
- Ensuring the welfare of others
- Appropriate for the “audience”
- A positive promotion for the school
- We seek to develop self-discipline and there is an expectation that the children will behave appropriately in and out of school. Intervention will only take place if this trust is broken

Contravention of these expectations Should any of the expectations be contravened, the following steps are taken towards attempting to reach a positive resolution

Occurrence	Action attempted
Isolated misbehaviour	managed at teacher/student level
Misbehaviour continues	managed at teacher/student /parent level. Involve coordinator as necessary
Persistent negative behaviour	managed at teacher/student/parent/deputy level
No modification of behaviour attempted	managed at teacher/student/parent/principal/ external consultant level

Sample consequences The following are examples of consequences that may be applied for misbehaviour.

- apologise to those affected
- separation from other children
- removal from class
- miss recess or lunch
- sent to the deputy principal
- miss the next excursion or incursion
- separation from other children
- repair damage done or replace item
- sent to the principal
- other, as determined by teacher, deputy and/or principal

Parent involvement It is very important that parents are involved in this process.

Parents are kept informed of instances of repeated inappropriate behaviour

Process for dealing with wilful misbehaviour

Introduction This section will deal with the process for dealing with students who have demonstrated prolonged and/or wilful misconduct.

Definition Wilful misbehaviour is defined as repetitive and/or serious intentional misconduct which has resulted in one or all of the following unacceptable behaviours;

- Wilfully hurting others
- Wilfully destroying property
- Overtly refusing to follow instructions, and
- Engaging in disruptive behaviour that prevents classes from functioning normally

Step 1 As stated previously, isolated acts of misbehaviour are dealt with at the teacher/student level.

Step 2 Teacher/Student/Parent

Step 3 After three instances of wilful misbehaviour, attempts will be made to resolve the issues collaboratively between the teacher, student, deputy, principal and the parent/s.

Step 4 Failure of Step 3 and the continuation of anti-social or negative behaviour will result in further action being determined in conjunction with the teacher, student, parent/s and principal. This may include the establishment of a behaviour contract, reviewed at a negotiated time.

Step 5 If previous attempts to modify behaviour have proved unsuccessful, additional expertise may be called upon from external consultants, such as AISWA psychologists or child psychologists of the parent's choice.

The use of any form of child abuse, corporal punishment or other degrading punishment is explicitly forbidden.

Eventual consequences The aim of Quintilian is to allow children to learn in a nurturing environment while being cognisant of individual children and their differences.

The school reserves the right to discontinue the enrolment of a child whom the school does not have the resources to respond to effectively. It also reserves the right to discontinue the enrolment of a child who has been consistently infringing the expected standards of behaviour and therefore impacting on the safety and/or educational opportunities of other children and staff.

Bullying

Introduction

Bullying is viewed as unacceptable behaviour at Quintilian. The school strives to create a safe, welcoming and violence-free environment. At Quintilian it is also our aim to ensure that all members of the school community enjoy a sense of belonging and empowerment. **Bullying is prolonged and repeated instances of unwelcome attention generally “of a less powerful person by a more powerful person or group”.**

Forms of bullying

Bullying can come in many forms, but can include;

Physical

- deliberately punching, hitting, bumping (this includes repeated incidents that are viewed by the protagonists as “accidental”)
- taking or damaging victim’s property

Verbal

- constant teasing
- calling hurtful names
- insults
- racist or sexist comments

Emotional

- spreading rumours
- mocking
- excluding peers from groups
- deliberately ignoring or avoiding
- stalking
- interference with, or damage to personal property

Signs of bullying

Some of the signs that may signal incidences of bullying are;

- unwillingness to attend school
- decline in academic performance
- damaged clothing
- loss of personal property
- loss of confidence
- uncharacteristic mood changes
- withdrawal from social activities

Some children are more likely to be bullied than others. Those children most at risk are likely to lack confidence and be less assertive than other children. It is important that children who are bullied do not start believing that the bullying is in part their own fault. For many victims, the emotional scars of bullying can last a lifetime.

Common characteristics of bullies

There are a number of characteristics that bullies may exhibit;

- they are often attention seekers
- they bully because they think they are popular and have the support of others
- they do not accept responsibility for their behaviour
- they have a need to feel in control and dominate peers
- they will continue to bully if the victim and observing peer group do not complain and if they believe they can avoid any consequences
- they often show no remorse for hurting another child
- they have higher than average aggressive behaviour patterns
- they may have parents who support (often unknowingly) their child's aggressive behaviour

To stop bullying

If a student is subject to bullying they should be encouraged to;

- tell the person to stop, stating clearly that the behaviour is unwelcome and offensive
- seek advice and assistance from a teacher
- talk to parents, for they also have a role in solving the problem

Bystanders are encouraged to take whichever of the following actions they feel comfortable with;

- intervene
- remove themselves from the scene to remove the audience
- seek assistance

Children are entitled to feel confident that any incident will be resolved satisfactorily

Responding to Bullying at Quintilian**Staff are expected to:**

- model appropriate behaviour at all times
- respond to all reported and observed incidents of suspected bullying
- listen to parents and students in the event that they report incidents of bullying and take the matter seriously
- ensure that they are on duty in the appropriate areas and monitor the students and their behaviour

Parents are encouraged to:

- model appropriate behaviour at all times
- seek information from the teacher before relying on their child's version of events
- speak to the classroom teacher if they are aware, or if they suspect, that their child is being bullied
- support the school's position that any form of bullying is unacceptable
- continue liaising with the teachers until the situation improves or is resolved

Parents are often the first people who will be told by a child that they are experiencing bullying. It is important that parents discuss the situation with the classroom teacher if they feel that bullying may be occurring. It is often the case that teachers, peers and other parents are unaware that any bullying is taking place. The school strongly suggests that parents do not contact the other families, but allow the school to handle the situation.

Bullying behaviours can vary enormously in their extent and intent and, as a consequence, each needs to be dealt with on an individual basis. In the initial instance any staff member observing bullying or receiving a report from a parent that suggests bullying will:

- take the report (or incident) seriously
- take time to explore the situation and consider any pre-determining factors
- determine the appropriate action

**Procedures
in place to
combat
bullying**

At Quintilian steps are taken both to prevent bullying from occurring and in response to reported incidents of bullying.

School Environment:

The school has a safe, welcoming, violence-free environment that promotes:

- positive behaviour that is acknowledged, rewarded and modelled by all members of the school community
- discipline strategies that are fair, clear and child-centred
- a sense of belonging and empowerment of all members of the school community

Curriculum:

The curriculum offered at Quintilian provides opportunities for students to:

- talk openly about bullying and understand the nature of bullying, how it affects us and what we can do about it
- understand personal safety issues and the principles of protective behaviours
- be taught skills that will assist in the development of self-confidence and enhanced self-esteem, empowering students to take responsibility for themselves
- be offered values education that will increase the ability of students to understand, respect and care for others

The staff is trained in the Friendly Schools Plus programme and by Protective Behaviours WA for Friendly Kids/Friendly Classrooms. Each week the school will have a focus topic from Friendly Kids, Friendly Classrooms. Teachers can programme a shorter or longer amount of time on the topic as they deem necessary for their class. Other programmes may be used where appropriate.

School's Response to incidents of bullying:

In responding to both observed and reported incidents of bullying the school will take into account the following:

- the nature of the incident
- harm caused to victim and the school community
- personal factors of individuals involved
- involvement of parents
- underlying causes
- repeated occurrence
- level of support for victim required
- consequences for the perpetrator

Specific Action

Bullying will be viewed as "continuing misbehaviour" within the Behaviour Policy Guidelines. That is managed at a teacher/student/parent level. In addition, the following action may be taken:

- advising or conferring with the deputy principal and principal
- reassuring and supporting the recipient

Repeated or severe reports of bullying will be viewed as wilful misbehaviour:

- the parents of all parties will be informed and their assistance sought
- a written outline of consequences that will be implemented in the event of further incidences may be provided