

# GLEN OSMOND PRIMARY SCHOOL

## Respectful Behaviour Code



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The school's broad educational goals include supporting students to become successful learners, confident individuals and ethical and informed citizens. The Respectful Behaviour Code at Glen Osmond Primary School (GOPS) is central to meeting this goal by ensuring effective teaching and learning in a safe and supportive environment. The school's behaviour code applies equally to all stakeholders including staff, students, parents/ caregivers and the school-community.

Particular emphasis is placed on understanding and demonstrating what constitutes respectful behaviour: Respect yourself, respect others and respect the environment.

### 1. School values and principles

The code of behaviour is guided by the school's values and principles of persistence, respect, integrity, caring and excellence. Classroom teachers negotiate, promote and publically display a class behaviour code based on the school's guiding values and principles:

Persistence: Active participation and personal responsibility

Respect: High regard for the reputation, wellbeing and safety of self and others

Integrity: Walking the talk – uncompromised adherence to the code of conduct

Caring: Demonstrated respect for themselves, other members of the school community and the school environment

Excellence: High expectation and cooperation in achieving high standards of achievement and behaviour

### 2. Outcomes

- The right to teach and learn in a safe and supportive learning environment is maintained
- High expectation for standards of behaviour is clearly communicated and understood by staff, students and parents/ caregivers
- Inclusive and engaging curriculum will support all learners to stay on task and minimize interruptions to the teaching and learning process
- The School Code of Behaviour will be explicitly modeled and taught by all staff
- Self- management and social problem solving skills will be modeled and taught
- Staff will participate in professional development to ensure compliance with The School Behaviour Code and improve skills in promoting responsible behaviour
- Inappropriate/ unacceptable behaviour will be managed with consistency and fairness
- Students who exhibit challenging behaviours will be assisted to accept responsibility for themselves and their actions
- Constructive communication and relationships with students and parents/caregivers ensure that consequences for inappropriate/ unacceptable behaviour are supported at home and at school
- The effectiveness of school practices and their impact on student learning will be monitored

### 3. The school's approach to addressing unacceptable behaviour

#### Restorative Practices

Restorative practices provide the basis for making, maintaining and repairing relationships and for fostering a sense of shared social responsibility.

When harm has been caused by inappropriate or unacceptable behaviour then all sides need:

- a chance to tell their side of the story and feel heard-
- to understand better how the situation happened
- to understand how it can be avoided another time-
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

When people feel fairly treated and respected, and supported to find solutions for themselves they put things right in their own way. They are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

### 4. Consequences for Acceptable and Unacceptable Student Behaviour

Consequences for student behaviour that impacts on the quality and safety of the teaching and learning environment will apply. The individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected Consequences for Unacceptable Student Behaviour.

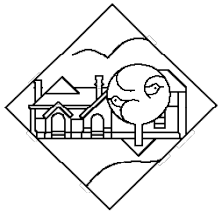
GOPS uses a range of consequences that are consistent with the policy of the Department for Education and Child Development (DECD). Positive consequences include 'happy steps', class games, stickers, diary notes, certificates and public acknowledgement (assembly, newsletters etc).

#### Consequences for unacceptable behaviour include:

- Make up time for work missed
- Class, Buddy Class or Office Time Out
- Walk with yard duty teacher
- Community Service
- Communication with parents/ caregivers
- Non participation in lessons and events
- Restricted play
- Lunch Time Time-Out
- Take home
- Police Contact
- Suspension
- Exclusion

#### Examples of unacceptable behaviour:

- Physical violence e.g. hitting, pinching, kicking, punching, pushing, biting
- Bullying
- Exclusion
- Teasing and name calling
- Put downs
- Swearing
- Going out of bounds
- Etc



# GLEN OSMOND PRIMARY SCHOOL

## Anti-Bullying Policy



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### Aim

The aim of this policy is to ensure that staff, parents and students of GOPS work together to create a respectful and productive learning community that supports the rights of all students to learn and all teachers to teach.

### Definition

- Bullying is hurting another person or group who is less powerful either physically or psychologically.
- Bullying behaviour is deliberate, unwelcome, uninvited and often repeated
- Bullying involves behaviour which is physical, verbal, psychological or social / relational
- Cyber bullying refers to bullying through information and communication technologies

\*Conflict or fights between equals and single incidents are not defined as bullying.

\*Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

### Objectives

- To protect the emotional and physical well being of students and staff
- To provide a safe and supportive learning and teaching environment
- To have wellbeing and resilience programs in place to assist our students with social problem solving and managing grievances
- To link anti-bullying strategies with school's grievance procedure and school behaviour code
- To develop a positive bystander code to assist students in understanding their individual and collective responsibility

### Roles and Responsibilities

#### Students

#### Students should:

If a student feels that they are being bullied, or has witnessed bullying behaviour as bystander, they should:

- Tell the person that they are being a bully and to stop the behaviour
- Support the person who is being bullied and request help from a teacher at the time of the incident
- Report behaviour to class teacher or other staff member
- Not bully others
- Be aware that if students have witnessed bullying behaviour as a bystander and do nothing, there may be consequences for their behaviour

## **All Staff (including Support Services staff)**

### **Members of staff should:**

When a staff member witnesses a bullying incident or is notified of a bullying incident by a student they should:

- Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour
- Find out the background and attempt to resolve the incident
- Refer the incident to the appropriate leadership team member, if follow up is required
- Model appropriate behaviours at all times
- Implement curriculum that supports social education and student well being
- Use Restorative Justice practices

## **Leadership Team**

### **Members of the school's leadership team should:**

- Provide support to targets of bullying
- Provide support for bullies (i.e. anger management etc)
- Ensuring the school anti-bullying policy is implemented consistently throughout the school
- Make contact with parents regarding bullying incidents as required
- Encourage students to continue to report incidents of bullying behaviour
- Disseminate information regarding the school's anti-bullying policy, procedures and curriculum

## **Parents and Caregivers**

### **Parents and caregivers and the wider community should:**

- Watch for signs that your child may be being bullied
- Encourage students to report any incidences of bullying
- Contact the school if you are aware that any child is being bullied
- Encourage child to become emotionally resilient
- Support anti-bullying curriculum covered at school
- Contact the school for further information re support available

## **Resources**

Australia's safe and supportive schools website

<http://www.bullyingnoway.gov.au/>

DECD School Discipline Policy

<http://www.decd.sa.gov.au/docs/documents/1/SchoolDisciplinePolicy.pdf>

Cyber Safety

<http://www.cybersmart.gov.au/>

Kids Helpline – Bullying

[http://www.kidshelp.com.au/kids/information/hot-topics/bullying\\_1.php](http://www.kidshelp.com.au/kids/information/hot-topics/bullying_1.php)

Kids Helpline – Internet safety

<http://www.kidshelp.com.au/grownups/getting-help/who-else-can-help/helpful-links/internet-safety.php>

Kids Helpline – parent line

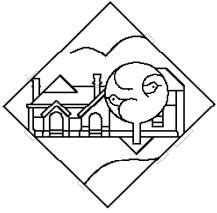
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Name of Student: \_\_\_\_\_

Teacher/s: \_\_\_\_\_ Room Number: \_\_\_\_\_

I have read the “Respectful Behaviour Code” and “Anti-Bullying Policy” and am aware of the school’s initiatives to maintain a safe environment for my child/children.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Sign and Return to school