BEHAVIOUR CODE – OUR VISION

Our aim is to encourage in young people an enthusiasm for learning, the acquisition of skills, and a desire for knowledge in a safe and supportive environment.

A safe, non-violent, harassment free learning environment ensures all of our students have the opportunity to achieve their full potential.

SCHOOL DISCIPLINE POLICY

The Background.

The Department of Education and Children’s Services requires all schools to prepare a School Discipline Policy which provides a framework to

- manage student behaviour
- create, safe, positive and successful learning communities
- develop a partnership with parents and the community on behaviour management strategies.

School Partnership

Positive behaviour is achieved at Meningie by working together

Parents Caregivers

Student

Positive Behaviour is achieved at Meningie by working together

Parents Caregivers

All school staff

Positive behaviour is achieved by students, parents/caregivers and all staff working together in an effective partnership to ensure all of our needs are addressed.

SCHOOL BEHAVIOUR CODE

Meningie Area School has worked with its school community to prepare a School Discipline Policy, a Staff Behaviour Management kit and a behaviour code explaining the expected behaviours for students and the management strategies which will support them.

PRINCIPLES OF THE POLICY

Rationale

The DECS policy is based on

- DECS operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society.
- All individuals and groups within society should be treated with respect at all times.
Individuals choose their own behaviour to meet their needs, although some circumstances may limit the ability to exercise choice.

Families, society, peers, staff and other significant adults influence the choices of young people.

Behaviour has consequences which increase or reduce choices in life.

Individuals must accept responsibility for their own behaviour according to developmental ability.

The aim is to create a learning community which is

- safe
- inclusive
- conducive to learning
- free from harassment and bullying.

Policy statements.

1. **Schools will focus on providing opportunities and support for students to experience success.**
   - recognize achievements
   - inclusive curriculum
   - all able to participate
   - assessment and reporting focus on student progress
   - staff, students and parents form partnerships in dealing with inappropriate behaviour

2. **Schools will develop in students an acceptance of responsibility for their own behaviour**
   - Students need to know their behaviour is a choice.
   - School community places appropriate limits on student behaviour.
   - Students will have input into behaviour codes and decision making.
   - School will continually reinforce student responsibility for their behaviour.
   - Social responsibilities will be taught and modelled.
   - Schools will model and teach values of honesty, trust, respect and cooperation.
   - Students have access to support services to help in developing responsibility for their own behaviour.

3. **Staff, parents or caregivers, and students will work together to create safe, caring, orderly and productive learning communities which support the rights of all students to learn and all teachers to teach.**
   - school managed in a way that reduces sexual and racial harassment and bullying in a way so that students learn to respect rights and learn responsibilities.
   - School will develop and implement consequences for positive and negative behaviour.
   - Procedures to be used for change in behaviour of student behaviour.
   - Support services to be used by school to support students.
   - Rights, responsibilities and consequences will be established through negotiation between school staff, students and their families.
4. Each school will develop a behaviour code in partnership with its community and will manage student behaviour in a partnership between students, their families and school staff.

- schools have decision making policies which encourage inclusive participation of the school community.
- School involve community in developing behaviour code and implementing and reviewing it.
- Students, families, school staff and services work together to negotiate student development plans.

STUDENT DEVELOPMENT PLANS

The student development plan is a document negotiated with staff, students and families to address student behaviour and learning goals.

The student development plan:

- Describes a student’s behaviour and learning goals and a monitoring process.
- Is negotiated as part of suspension and exclusion plans.
- Involves a student being committed to change.
- Involves commitment by family to support student and school in behaviour changes.
- Extension of negotiated education plan for students with disabilities.
- Is a commitment by the school to support positive behaviour and learning outcomes.
- Is flexible and open to a range of strategies suitable for individual students.

PRINCIPLES AND BELIEFS

Behaviour codes and development plans are based on the following:

- Behaviour is chosen for a purpose.
- Behaviour codes need to be explicit. Consequences for behaviour must be non-violent, and reflect the policies of DESCS and the expectations of the wider community.
- All individuals and groups within society must be valued and treated with respect.
- Individuals are able to accept responsibility for their own behaviour.
- All behaviour has consequences which affect future opportunities.
- A partnership is necessary between staff, students and their families if a safe, caring, orderly and productive school community is to be created and if responsible student behaviour is to be developed.
- Students must have opportunities to develop a wide range of skills in student behaviour management

RESPONSIBILITIES

Principal:

- develop, implement and review student behaviour code through consultation with school community.
- Ensure behaviour is managed through procedures based on how student learning and behaviour are best supported.
• Ensure school community is aware of the negotiated behaviour code and decision making processes.

• Ensure parents and caregivers
  i. have access to policies
  ii. are aware of rights to advocacy and grievance procedures open to them.

• Promote structures at class and school level to:
  i. enable students to be involved in management of their behaviour.
  ii. Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively
  iii. Ensure that the school’s response to gender, cultural differences, family circumstances or disabilities does not reduce students’ learning opportunities.
  iv. Increase students’ opportunities to experience intellectual, social and physical success.
  v. Teach and model decision making in groups.

• provide opportunities for staff training and development.

• Involve student services personnel and other agencies, when appropriate, to support staff and families in managing student behaviour effectively.

• Use system level consequences and interagency support programs with students who do not respond to class and school consequences.

School – based staff

• develop and foster positive relationships with students and families.

• Communicate/interact effectively with students in cooperative problem solving relationships.

• Participate in developing, implementing and reviewing the school’s procedures for managing student behaviour.

• Critically reflect on practices and develop the knowledge and skills needed to manage behavioural change successfully.

• Establish, maintain and make explicit the school’s expectations relating to student behaviour.

• Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.

• Teachers will:
  i. structure the teaching program to facilitate learning and encourage students to achieve their personal best.
  ii. Take into account the needs of individual students and use a range of teaching methods.
  iii. Provide formal and informal feedback on student learning to students and parents or caregivers, and review teaching programs in the light of student learning outcomes.
  iv. Develop classroom management strategies which:
    - involve negotiation.
    - Support the participation of all students.
    - Value differences in gender and the cultural and linguistic backgrounds of students.
    - Deal effectively with sexual harassment, racism and bullying.
    - Take into account the impact of physical and intellectual disability on the learning process.
    - Establish and maintain safe and supportive learning environments.
Parents and caregivers

On enrolment the parents and caregivers accept the responsibility to:

- ensure student attends school and school staff are notified of absences.
- Keep schools informed of health issues, concerns about behaviour or other matters of relevance.
- Comply with DECS policies.

OUR RESPONSE TO BEHAVIOUR

It is important that the school has a consistent approach to behaviour. This is often difficult because incidents are never the same. There may be a great deal of variation between incidents involving violence. However, we need to be as consistent as possible and the following table of responses may help in this. Again it is important to remember that the starting point will depend on the severity of the incident.

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**Student Behaviour Management Policy**

**Philosophy**

At Meningie Area School, we are clear about expecting students to follow the school rules. We want every student to have a chance to learn and play without being disrupted, harassed, threatened or hurt by others. We help our students learn to be responsible for their own behaviours and to solve their own problems. We encourage and reward appropriate behaviour. When inappropriate behaviour occurs, we make graded responses recognising the seriousness of the behaviour. We apply logical consequences and/or punishment, in a consistent way.

**Aims of Meningie Area School**

1. At Meningie Area School we will foster a safe, caring, learning and teaching environment. The rights of all students to learn and teachers to teach, will be supported and protected.

2. Through modelling by staff, students and adults, students will be encouraged to accept responsibility for their own behaviour.

3. At Meningie Area School we value student success. Students will be supported and given opportunities to increase their academic, social and physical skills and abilities.

4. In order to establish expectations and consequences related to student behaviour, we will develop a partnership between staff, students and parents/guardians.

5. Meningie Area School accepts responsibility for its Student Behaviour Management Policy which meets the needs of our whole school community and will monitor its practices regularly through training and development.
Responsibilities of Parents

In support of Meningie Area School Student Behaviour Management Policy, parents will be expected to:

* Instil responsible behaviours into their children.
* Communicate regularly with teachers and their children.
* Become as actively involved as possible in decision making at Meningie Area School.
* Encourage students to be responsible and face the consequences of irresponsible behaviour, whilst at school, home, on buses and in the library.
* Attend meetings about their child(ren).
* Work cooperatively with teachers.
* Ensure regular attendance of their children.
* Encourage their children to have pride in their school and wear their uniform.

Responsibilities of Students

In accordance with the Student Behaviour Management Policy, students will:

* Have a clear understanding of the school rules and consequences.
* Support the teacher's right to teach and student's right to learn.
* Accept responsibility for their behaviour.
* Communicate with staff, students and parents.
* Participate in decision-making.
* Be actively involved in learning.
* Be aware that behaviour likely to upset other people is not allowed e.g. taunting, threatening, teasing, name-calling, abusing, swearing, spitting.

We want Meningie Area School to be safe, so we:

* Model positive behaviour
* Walk : inside
  : on paved areas
  : around corners
* Wheel our bikes on the school grounds.
* Enter and exit school grounds via "student access" gates.
* Follow adult instructions.
* Dispose of rubbish in bins.
* Follow DETE regulations in relation to smoking, drugs and alcohol whilst participating in school activities.
* Observe out of bounds areas.

We want Meningie Area School to be responsible so:

* Students arrive between 8.30 and 8.40am and attend Home Group at 8.45am.
* Students leave between 3.20 and 3.30pm unless they are involved in an organised activity.
* Students use the lunch pass system.
* Students require written permission to leave the school grounds between 8.45am and 3.20pm, and must complete the sign-out procedure.
* Staff and students are organised and on time for lessons.
* We use diaries to record such things as homework, notes to and from home.
* We support the wearing of school uniform.
* We use all rooms and equipment appropriately.
* Ask before borrowing other people's property.
* All bus drivers will establish and display rules and consequences for their bus.
We want students and parents to participate where possible.

* We value all levels of success.
* Classes will establish and display their own age-appropriate rules and consequences.
* Clubs and activities will be supported and encouraged via classes and SRC.
* We regularly monitor and review reporting systems.
* We acknowledge successes.
* We provide a welcoming environment.
* Value parent participation.
* We provide regular positive feedback.
* We have information re policies, e.g. school policies will be readily available.
* We conduct regular class meetings at primary and secondary levels.
* We provide a range of social activities for staff, students and parents.
* We develop and maintain cooperative relationships.

Responsible Behaviour

At Meningie Area School we are proud of our students and recognise successes and appropriate behaviour at 3 levels:
- class
- school
- community

This positive recognition includes:

* Verbal praise.
* Stickers/stamps.
* Certificates/awards.
* Notes in diaries.
* Recognition at assembly, in newsletters, Lakelander.
* Smile/pat on back.
* Sent to senior staff member for positive recognition.
* Displays of work.
  • Clapping.
  • Articles in X-Press, Lakelander and the Standard

Irresponsible Behaviour

We also recognise the need for a consistent and sequential approach for dealing with irresponsible behaviour. This has been divided into two sections:

* Classroom
* Yard

Classroom Policy

* At Meningie Area School there is an expectation that all classroom teachers be responsible for implementing their own classroom behaviour management within the school and DETE guidelines.

* Each teacher must negotiate a positive set of class rules. Consequences for irresponsible behaviour should be initiated at classroom level with strategies such as:
  1. Warning and reminder of responsible behaviour.
  2. Logical consequence (e.g. work not done in lesson is done in own time.)
3. Note in diary.
4. In class isolation.
5. In class time out.
6. Loss of privileges (e.g. recess, lunch, special activity.)
7. Send to Principal, Deputy or Sub School Manager.
8. School based chores.

If irresponsible behaviour continues, students will be dealt with at a school-based level with strategies including:

* Counselling
* Time out.
* Internal suspension.
* External suspension.

These steps are a guide and may be used in a different order where appropriate or altered where appropriate.

**CLASSROOM BEHAVIOUR CODE**

**Junior School**
Junior School teachers negotiate rules with students at the beginning of the year around the following key areas:

- **Safety** – including personal safety and safety using equipment
- **Learning and Teaching** – referring to interferences with the teacher’s right to teach and the student’s right to learn.
- **Treatment of others** – including respectful behaviour, manners, fair say and listening to others
- **Communication** – including talking to others, the teacher and appropriate working noise level
- **Resolving disputes** – outlining the behaviour expected when resolving conflict
- **Movement** – including how we move into and around the room.

**Consequences of inappropriate behaviour**

1. First warning
2. Second warning
3. Timeout
4. Removal from class – Buddy system
5. Logical consequence – Detention may be used as time for reflection, problem solving and completion of work.

Teachers may skip steps depending on the age of student, the type and frequency and severity of inappropriate behaviour.

If consequences extend beyond step 5 normal school processes including Internal Suspension, External Suspension and Exclusion.

The transition program for Year 5 students provides link with Middle School procedures and consequences.

**Middle School**
The Middle School needs to be safe, inclusive, conducive to learning and free from harassment and bullying. The code is

- negotiated (within expected MAS guidelines)
- clear to all students
- logical and fair.

The code includes

- All teachers have the right to teach.
- All students have the right to learn.
- Every one shows respect for the property, privacy and rights of others.
- All problems are solved by using the Grievance Procedure.
- All reasonable instructions are followed without fuss.
- Movement within and between classrooms is safe and orderly.
- All work expectations are met as negotiated by the teacher.

Consequences of inappropriate behaviour are logical and clear to all students and where possible, immediate.

Consequences may include

- Reminders and warnings.
- Diary note.
- Removal to another class for the remainder of the lesson.
- Request for parent interview.
- Lunchtime detention
- Counselling from home group teachers, AET, AEW and/or Sub-school Manager.
- Time out from subject area for up to three lessons.
- Internal Suspension.
- Take Home.
- External Suspension.
- Exclusion.

Senior School
Students over the age of 15 have a responsibility towards their own learning and behaviour and to make a choice to be at school.
Students to:

- negotiate classroom expectations on the teacher’s right to teach and the student’s right to learn.
- Take responsibility for their own learning in a safe and supportive environment.
- Approach all set work in an organised and positive manner.
- Use time efficiently to complete set task within time line frameworks.
- Use the Grievance Procedure appropriately.
- Work in a collaborative manner and support each other in their work.
- Students will receive, on a needs basis, counselling about personal concerns and academic courses.
**Time Out (Middle/Senior School)**

Teachers should use Time Out only when the behaviour or actions of a student make learning and teaching in the classroom untenable.

The purpose of Time Out is to provide time for the student to reflect on inappropriate and/or unacceptable behaviour, and to make a plan for avoiding it in the future; to give the teacher and the other students respite from this behaviour.

The Time Out Room will be in the Senior School Study Room. When a student needs to be sent to Time Out, the teacher must complete a Time Out form. This is sent to the Time Out Room with the student. The teacher sending the student will need to check if the student arrived at Time Out. This may be done by checking the folder in the Time Out Room or by contacting the supervising teacher.

In the room:
- The supervising teacher will ‘sign in’ the student.
- The supervising teacher will give the student a contract and if necessary help the student complete the contract.
- Ensure the student has set work to complete and remains quiet and on task.

After the Time Out:
- The supervising teacher sends the form to the front office for sending home.
- The student meets with the teacher (not during lesson) to finalise the agreement to return to class.

**Important.**
A student is only in Time Out for the subject in which the Time Out is given. The student may only be in the Time Out Room for the remainder of the lesson in which he/she is sent and another two lessons. If agreement has not been reached between the teacher and student, the sub-school manager will then return the student to class.

**R-5 Junior School detention**

The main purpose of the Junior School Detention Program are:
- To provide students with the opportunity to complete work requirements
- Reflect upon and redirect inappropriate behaviour or work practises.
- Actively produce solutions to problems.

The responsibility for following up behaviour issues that result in Junior School Detention lie with the individual teacher, with support from the Junior School Manager.

**Role of the teacher placing the student on detention.**

The student’s name is entered into the Junior School Detention Book which is kept in the Junior School Office.

When placing a student on detention, the following must be included:
- name of the teacher placing the student on detention
- student’s class
- time allocation for detention (10, 15 or 20 min)
- indication of whether a detention notification was sent to caregivers
- reason for the detention
- responding to detention notification slip for follow up.
Role of the supervising during detention

There is a duty roster for detention supervision. Detention is held in the classroom of the supervising teacher. The supervising teacher will mark in the attendance section of the detention book and sign for each student. If the student is absent without notification the teacher will complete a Detention Non-Attendance slip and place in the pigeon hole of the referring teacher. Continued Non-Attendance will be followed up by the referring teacher with support from the Junior School Manager.

Role of the student during detention

- The student will complete all work requirements set by the teacher.
- The student will follow the instructions of the supervising teacher.
- The student will remain on task.
- The student is not to speak to other students.
- The student is to remain in the designated area until instructed by the teacher.
- Students are not to eat or drink during the session.

Detention Years 6-12

Detention is to be used when a student is interfering with teaching and learning and other classroom strategies have not worked.

When a student is placed on detention:
- A detention form must be filled out and given to the student.
- A copy of the form must be sent to the front office.
- The student must report to the ‘detention seats’ outside the staffroom the next day.

On the day of the detention:
- The supervising teacher must collect the detention book from the front office.
- Take the students from the detention seats to the detention room.
- Mark students who are present.
- Indicate if the student has had the detention form signed by a parent or caregiver.
- Ensure the students remain quiet and on task during detention.
- Return the book and detention sheets to the front office.

The front office staff will
- Record the detention for each individual student.
- Send home copies of detention notices not signed by the parent.

During detention students must:
- Carry on with work set, or
- Copy out relevant sections of the school behaviour code, or
- Tidy the yard, or
- Complete any other task designated by the teacher.

Important: If a student has three detentions during a term, they may not attend the social or participate in sporting or other school activities for the remainder of that term.
Suspension

The grounds for suspension, internal and external, are:
- threatened or committed a violent act.
- Threatened the good order of the school by refusing to follow the school’s behaviour code.
- Threatened the safety or well being of a student, member of staff or other person.
- Acted illegally.
- Interfered with the rights of other student to learn or of teachers to teach.
- Shown persistent and wilful inattention or indifference to school work.

During internal suspension the student is removed from the privilege of instruction of the school and will be given differing break times from other students. Work will be set for completion.
Students exhibiting serious misbehaviour will be suspended from school for up to 3 days and could be excluded for longer periods.

Important: If a student has internal suspension during a term, they may not attend the social or participate in sporting or other school activities for the remainder of that term.

Buddy System

The Buddy System has been designed to support teachers in the managing of classroom behaviour.

1. At the beginning of each year teachers use the line timetable system to pair up with each other on each line. This is done taking into consideration:
   - physical proximity
   - teacher’s relationship with students
   - teacher and student needs.

2. A roster of the buddy system is published and made available to all visiting teachers.

3. If a student disrupts the class and all other level 1 responses have been unsuccessful, they are Timed Out to the buddy teacher’s room.

4. The teacher sending the student must provide them with work to continue.

5. Whilst in the buddy teacher’s room, the student may not interact with anyone.

6. The student must negotiate re-entry into the classroom at the end of the lesson.

7. The teacher must record the Time Out incident on an SBM card. A copy of this is given to the Sub-School Manager and a copy put into the student file.

8. If the student is removed from the same class 3 times in 1 term, a meeting between the student, caregiver(s), teacher and sub-school leader (if applicable) must take place.

It is important to note that this process is only used if all other level 1 responses have been unsuccessful.
Consequences of inappropriate behaviour are clear to all students.

Consequences may include:

- Reminders and/or diary notes.
- Removal from class.
- Interview with parent and student.
- Internal suspension.
- Take home.
- External suspension.
- Exclusion.
- Expulsion.

**BUS BEHAVIOUR CODE**

The responsibility of the bus driver is to provide safe travel for all students.
The responsibility of the student is to behave appropriately and remain seated in their designated place at all times.
Any grievances are to be solved using the Meningie Area School Grievance Procedure.

Consequences of inappropriate behaviour:

- Time out seat.
- Parent notification.
- Behaviour Agreement.
- Internal Suspension – withdrawal from lessons.
- External Suspension.
- Removal from the bus for an arranged time.
- Re-entry as negotiated.

**YARD BEHAVIOUR**

A safe non-violent harassment free, yard area where all students can interact in a positive way is our aim. When inappropriate behaviour occurs logical consequences will be immediately applied.

Consequences of inappropriate behaviour

These may include:

- Reminder of the rules.
- Pick up paper.
- Cool off time at detention seat.
- Use of Grievance Procedures.
- Full lunchtime detention.
- Behaviour agreement which may lead on to Internal or External Suspension.
- Exclusion.
- Expulsion.

In the case of unprovoked violence external suspension will be immediately upheld.

**Yard Rules**

- Students must remain in the identified yard areas. (Shown in map in appendix)
- Students must sign out at front office if they leave the school. They must also sign back in when they return.
- Ball games are to be played in appropriate areas.
  i. Footballs are only to be kicked, handballed or bounced on the oval.
  ii. Basketball is only to be played in gym (if supervised) or on asphalt court.
  iii. Netball and tennis are only to be played on tennis courts.
  iv. Cricket is only to be played in cricket nets or on oval.
  v. Hand tennis is to be played on marked courts in quadrangle or against gym walls.
  vi. Soccer is to be played on the oval.
- Balls are not to be thrown hard in any area of the school.
- Litter is to be placed in the bin.
- Games which involve tackling are not to be played unless supervised by a teacher. These games often result in violence, personal damage or damage to clothing.
- Sections of the school grounds are allocated to specific groups. These groups must remain within their allocated areas.

Yard expectations and responsibilities

What must occur.
- Students involved in formulation of the policy.
- Students have the policy explained to them.
- Students are encouraged to follow the grievance procedures.
- Teachers respond to positive behaviour and follow up negative.

Roles and responsibilities of yard duty teacher
- Be on time.
- Hand over yard duty area on time. 1.20 pm on Monday, Wednesday, Thursday and Friday and 1.30 pm on Tuesday.
- Have students clean areas they are playing in five minutes before bell is due to go and ask them to move towards rooms.
- Ensure students are served in canteen during recess and lunch breaks only. Items must be purchased five minutes before bell to allow time for consumption before class.
- Actively watch for harassment.
- If needed, help students instigate the grievance procedure.
- Be visible, mobile, active and vigilant.
- Apply appropriate consequences for infringements.
- Ensure consequences are applied in accordance with policy.
- Communicate potential flashpoints/issues to teacher to whom you handover.
- Know who your yard duty coordinator is.
- If needed, send student to front office to summon help.
- In cases of major incidents, fill out SBM card and give to coordinator for the day. Copies of this will go to yard duty coordinator, sub-school manager, class teacher and student file.

Role of class teacher
- Explain and revisit policy as necessary.
Ensure students have knowledge of yard rules.
Follow up yard incidents as necessary.
Be actively involved in yard duty.
Communicate potential flashpoints to yard duty teachers on the day.

Roles and responsibilities of administration

- Ensure teachers are on yard duty and students are supervised in the yard.
- Yard duty coordinator is mobile and accessible.
- Relief administrator writes yard duty replacement teacher on white board (when usual teacher absent)
- All teachers are inducted into the yard policies.
- Yard duty coordinator to diffuse situations.
- Where necessary, the coordinator records and reports incidents to principal and phones parent and initiates take home/suspension where appropriate.

VIOLENCE/BULLYING MANAGEMENT PROCEDURE

PURPOSE
This management plan/policy is a whole school process to be used to prevent violence and bullying at Meningie Area School.

This management plan/policy includes the identification, assessment and control of violence and bullying.

DEFINITIONS

“abuse”
is any unreasonable behaviour that involves the misuse of physical or psychological strength or power

“threat”
a statement of the intent to harm the person or damage their property

“assault”
any attempt to cause injury to a person and includes actual physical harm

“client aggression”
vioence from clients such as parents, students, staff, general public and other service providers

“occupational violence”
workplace violence such as assault, bullying, intimidation and sexual harassment from within the workplace

“opportunistic violence”
unexpected violence that is committed for the sake of violence and includes violence against particular cultures or individuals

“bullying/harassment”
the persistent ill treatment of an individual at work by one or more other persons. It need not require physical violence but may involve such treatment as verbal abuse, “nit-picking” threats, sarcasm, ostracism, and the sabotage of a person’s work. It can either be dispute-related, arising out of an initial or on-going conflict, or predatory, where a victim may be an innocent and/or opportunistic target.

RESPONSIBILITIES

Role of Principal
- develop/modify a plan through the OHS&W group and staff. This includes contact with employee representatives, local police and other services.
- Retain records of consultation
- Manage emergency violent situations and adapt and implement DES’S emergency plans.
- Monitor and review Violence/Bullying Action Plan on a regular basis.
- Record all incidents of workplace violence and bullying and report serious incidents
- Provide debriefing and access to support services following a violent situation.

Staff
- report incidents of violence or bullying to the principal or line manager
- implement/comply with planned preventative actions
- use the school’s and DEC’s grievance procedures when subjected to bullying.

KEY STEPS IN ADDRESSING VIOLENCE/BULLYING

Identify the Violence/Bullying Risk Factors
a. Consult with others about issues
b. Identify the category of violence/bullying
c. Identify the violence/bullying control measures which already exist
d. Consult the Violence/Bullying Action Plan and consider the risk factors
e. Review incident and injury reports
f. Keep records of the risk identification

Assess the Risk of Violence/Bullying
a. Consider the identified risks in each category for the following factors
   - The individual (Physiologically and psychologically
   - The workplace design and layout
   - The systems used
   - The workplace culture
   - Accident/incident statistics
b. Determine the level of risk from the risk assessment table below

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Insignificant</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
<th>Catastrophic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost certain</td>
<td>High</td>
<td>High</td>
<td>Extreme</td>
<td>Extreme</td>
<td>Extreme</td>
</tr>
<tr>
<td>Likely</td>
<td>Moderate</td>
<td>High</td>
<td>High</td>
<td>Extreme</td>
<td>Extreme</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Possible</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Extreme</td>
<td>Extreme</td>
</tr>
<tr>
<td>Unlikely</td>
<td>Low</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Extreme</td>
</tr>
<tr>
<td>Rare</td>
<td>Low</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>

c. Enter the level of risk on the Action Plan
d. Decide if the current control measures are adequate
e. Keep records of the risk assessment.
STUDENT GRIEVANCE PROCEDURES

For use by Meningie Area School students at school.

When a student is not feeling safe at school or when they have a concern about something that is happening or has happened at school.

At any point during this process students are encouraged to discuss these issues with their parents or caregivers.

1. Speak with the person concerned
   
   *If not resolved or if circumstances suggest follow this course*

2. Speak with the person concerned with a friend with you for support
   
   *If not resolved*

3. Speak with the subject teacher, anti-harassment contact teacher or yard duty teacher (whichever is appropriate)
   
   *If not resolved*

4. Speak to your Home Group teacher.
   
   *If not resolved.*

5. Speak with the Sub-school Manager
   
   *If not resolved*

6. Speak with the Deputy Principal
   
   *If not resolved*

7. Speak with the Principal.
   
   *If still not resolved*

8. If you are not satisfied with the outcomes of this process, approach your parents and they will use the Parent Grievance Procedures to follow the issue up further on your behalf.
STAFF GRIEVANCE PROCEDURES

This includes all individuals on paid employment at Meningie Area School and will include School Services Officer, Aboriginal Education Workers, Hourly paid Instructors, Temporary Relieving teachers, Contract teachers, Classroom teachers, Key teachers, Coordinators, Sub-school managers, Assistant Principals, Deputy Principal and Principal.

Grievance

An issue which a particular member of staff feels has been dealt with inappropriately or unfavourably through the school’s normal decision making or line management process.

Support Groups / structure / Individuals

♦ Staff meetings, (General, Sub-school, Curriculum area)
♦ Anti Harassment Contact persons (Sexual harassment, Anti-racism)
♦ A.E.U.S.A. Branch
♦ Personnel Advisory Committee
♦ Sub-school Manager
♦ Line Manager / Supervisor
♦ Assistant Principal
♦ Deputy Principal
♦ Principal

PROCESS

The following steps should be followed ensuring that steps 1 to 4 take no longer than 48 working hours.
All steps in the process should preserve confidentiality in accordance with DECS Guidelines.

1. Personally raise the issue with the person or group concerned.
   
   If not resolved:

2. Have an advocate (e.g. AEUSA Branch secretary, Line Manager, Anti-harassment contact) raise the issue on your behalf or support you in the process.
   
   If not resolved:

3. Raise the issue with the member of the school’s middle management (Sub-school manager, Coordinator, Deputy)
   
   If not resolved:

4. Raise the issue with the Principal (who will involve officers of DECS e.g. Personnel counsellors, etc as necessary)
   
   If not resolved:
5. Inform the Principal that the issue has not been resolved satisfactorily and that the District Superintendent of Education and/or the A.E.U.S.A. Field Officer (if appropriate) will need to be involved.

*If not resolved:*

6. Raise the issue with the Murraylands District Superintendent of Education and/or the A.E.U.S.A. Field Officer.
PARENT GRIEVANCE PROCEDURES

All students in the school are taught a Grievance Procedure for any personal concerns or issues that they may wish to raise. See attached sheet.

Students can raise general school matters at their regular class meetings or home group meetings.
Parents play an important part in the support network for the children.

All personal matters should be raised directly with the school through the Class teacher or Sub-school manager, Deputy Principal or Principal, in a confidential manner.
General school matters or comments can be raised with the appropriate school staff members, the Principal or an appropriate School Council member.

If parents have a grievance that needs to be raised, the following guidelines may assist:

1. Make an appointment to talk to the classroom teacher involved. (This makes the most productive use of the time available - when the teacher is free to give you his/her full attention). Parents may use an advocate e.g. School Councillor, another parent, etc to assist them to raise an issue if necessary.

If not resolved,

2. Make an appointment with the sub-school manager, Deputy Principal or Principal. Let them know what matter is going to be raised as this shortcuts the procedures. Meet with the Sub-school manager, Deputy Principal or Principal. This would be followed up with a phone call at later times to monitor the situation. It may also result in a further discussion with the parents, class teacher and Principal. It might include inviting outside support for the family or school, e.g. Guidance Officer, Social Worker, Behaviour Management.

If not resolved

3. If parents still feel unsettled, phone or write to the Principal again to air the concerns. The Principal will follow up until the matter is resolved between the school and the parents.

If not resolved

4. If after Steps 1-4 parents feel dissatisfied, they should contact the District Superintendent at Murraylands District Office, Beaty Terrace, Murray Bridge who will confirm the approach taken by the School or attempt to support the school in providing additional strategies or courses of action designed to resolve the issue.

Confidentiality will be preserved at all stages of the process.
The school can only deal with issues that are raised in the ways outlined above. If we do not receive information, then we assume that all is well.
## APPENDIX 1

### STUDENT MANAGEMENT REFERRAL

<table>
<thead>
<tr>
<th>Referred to:</th>
<th>By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of report:</td>
<td>Date:</td>
</tr>
<tr>
<td>Information only</td>
<td>I wish to discuss further</td>
</tr>
<tr>
<td>Further action required</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Home Group Teacher:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason for Referral:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow</td>
<td>Violence</td>
</tr>
<tr>
<td>instructions</td>
<td>Damage to property</td>
</tr>
<tr>
<td>Harassment (Sexual/Racial)</td>
<td>Abusive language</td>
</tr>
<tr>
<td>Harassment (bullying)</td>
<td>Tobacco use/possession</td>
</tr>
<tr>
<td>Not attending detention</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action prior to referral:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Discussion with Sub-School Coordinator</td>
</tr>
<tr>
<td>Conference with student</td>
<td>Discussion with Home Group Teacher</td>
</tr>
<tr>
<td>Parent/Caregiver contact:</td>
<td>Phone</td>
</tr>
<tr>
<td>Note</td>
<td>Conference</td>
</tr>
</tbody>
</table>

Other: .........................................................

<table>
<thead>
<tr>
<th>Action as a result of referral:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with student</td>
<td>Internal suspension</td>
</tr>
<tr>
<td>Interagency referral</td>
<td>Warning</td>
</tr>
<tr>
<td>Student development plan</td>
<td>Lesson check</td>
</tr>
<tr>
<td>Suspension ___ days</td>
<td>Take home</td>
</tr>
<tr>
<td>Parent contact:</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Note</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td></td>
</tr>
</tbody>
</table>

Other: .........................................................

Copies to: Sub-School Coordinator, File, Home Group Teacher, Referring teacher
# APPENDIX 3

## TIME OUT CONTRACT

Name: ………………………………..  Year level: …………

Teacher sending you to Time Out. ………………………………..

Subject: ……………………………..  Date: …………

You are to complete this contract during the first lesson in Time Out.

<table>
<thead>
<tr>
<th>Reason for Time Out. Explain the things leading to your removal from class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>………………………………………………………………………………………………………</td>
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<table>
<thead>
<tr>
<th>What I did to prevent confrontation in the classroom?</th>
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</thead>
<tbody>
<tr>
<td>………………………………………………………………………………………………………</td>
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<td>………………………………………………………………………………………………………</td>
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<td>………………………………………………………………………………………………………</td>
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<table>
<thead>
<tr>
<th>What I will do differently when I return to class?</th>
</tr>
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<tr>
<td>………………………………………………………………………………………………………</td>
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<td>………………………………………………………………………………………………………</td>
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</tbody>
</table>

I will present this contract to ………………………. at …………. on ………

<table>
<thead>
<tr>
<th>I believe the following will be the consequences of any inappropriate behaviour by me in the future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>…………………………………………………………………………………………………………………</td>
</tr>
<tr>
<td>…………………………………………………………………………………………………………………</td>
</tr>
</tbody>
</table>

Teacher comment.

| …………………………………………………………………………………………………………………|
| …………………………………………………………………………………………………………………|

Student signature: ………………… Teacher signature: …………………