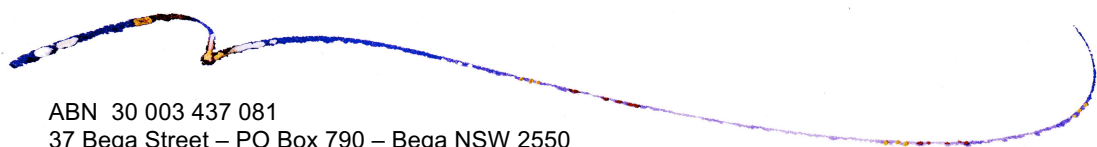


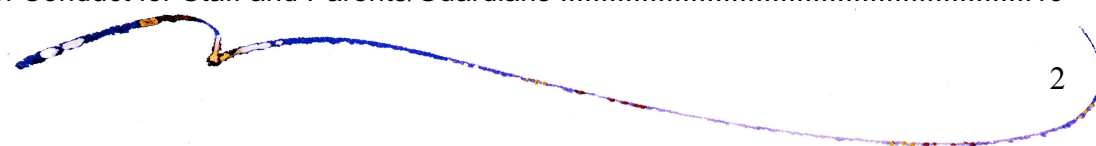
Policy Review Timeline			
Date of review	Reviewed by:	Actions taken	Next review date
June/July 2013	College Exec WHS Business Manager	Violent & Aggressive Behaviour added. Taken to College in August 2013.	March 2016
March 2016	College of Teachers Education Manager	-Document reformatted and wording updated -All attachments reviewed and updated to reflect current classroom practices -Removal of Bullying and Harassment section – with creation of <i>School Anti-Bullying Policy</i> -Taken to College in March 2016 to begin review/feedback	May 2017

STUDENT WELFARE AND BEHAVIOUR MANAGEMENT POLICY AND HANDBOOK March 2016

**Developing social skills and values and empowering children,
teachers and parents to prevent and respond positively
to harmful behaviour.**



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1. Policy Statement

The purpose of this document is to outline our policy to promote learning through building positive relationships in the Mumbulla School community.

Mumbulla School aims to create a safe and caring environment which fosters healthy social and emotional development.

Collaboration between school staff, students and parent/s or carer/s is an important feature of Mumbulla School's *Student Welfare and Behaviour Management Policy*.

When parents enrol their children at Mumbulla School they enter into a partnership with the school which is reflected in the school's Enrolment and Fee Contracts.

The school does not sanction, either implicitly or explicitly, the administration of corporal punishment by teachers, staff or parents to enforce discipline.

Bullying and harassment will not be tolerated at any level.

1.1 Principles

- All children, parents and teachers have the right to feel and be safe at school.
- All children have the right to learn and all teachers have the right to teach.
- All children will be supported to develop a positive, inclusive outlook on life and relationships.
- Children learn social skills in different ways at different ages. Their individual level of skill will also depend on their experience, their environment and their developmental maturity.
- All behaviour is a form of communication and performs a function.
- It is important for teachers and parents to work co-operatively to solve individual behaviour issues.
- Behaviour of children is a whole school responsibility even if it is occurring in a particular class.

1.2 Values

At Mumbulla School we believe that:

- all individuals are to be valued and treated with respect;
- all individuals have rights and responsibilities with regard to their behaviour;
- self-esteem is crucial to the positive development of all individuals;
- a commitment to pastoral care exists for both staff and students;
- education needs to address the whole child;
- positive relationships create safe, harmonious and co-operative working environments;

- the school's preferred behaviour management practices are meaningful, consistent and based on fair treatment;
- behaviour management is the responsibility of the whole school community;
- discipline is understood as an opportunity to learn rather than as punishment;
- the process of thinking about behaviour and making appropriate choices leads to the promotion of self-discipline.

1.3 Aims

At Mumbulla School we aim to:

- educate the whole child;
- ensure all individuals are valued and treated with respect;
- ensure the rights of all individuals are maintained;
- encourage all individuals to accept and act upon their responsibilities;
- enhance the self-esteem of all individuals through positive action;
- support individuals when required;
- further develop the safe, harmonious and co-operative working environment that exists at Mumbulla School;
- ensure that behaviour management practices are meaningful and consistent throughout the whole school and are based on best practice;
- foster an understanding of discipline based on positive learning and self-development;
- promote self-discipline by encouraging students to think about the consequences of their actions and make appropriate behaviour choices, in keeping with their rights and responsibilities.

1.4 Definitions

1.4.1 Rights

A right is something an individual is entitled to.

At Mumbulla School everybody has rights.

1.4.2 Responsibilities

A responsibility is something for which one is responsible – legally or morally obliged to take care of something or carry out a duty.

At Mumbulla School everybody has responsibilities.

1.4.3 Rules

A rule is a statement of what can, must or should be done in a certain set of circumstances. To protect our rights and to encourage responsibility, we have school rules, rules for our classroom and for times we are out of class.

At Mumbulla School it is expected that everybody follow these rules.

1.4.4 Consequences

Behavioural consequences are a link between rights, responsibilities and rules.

Children learn:

- that actions have consequences;
- that all actions cause a reaction – positive actions create positive consequences and negative actions create negative consequences;
- that there are positive and negative behaviours attracting natural and logical consequences.

At Mumbulla School consequences are:

- relative to rights;
- related to the behaviour concerned;
- reasonable;
- respectful of the dignity of the individual;
- have degrees of seriousness built in.

1.4.5 Behaviour Management

Behaviour management is a process that guides people to change their actions within a specific context.

At Mumbulla School our commitment is not to manage behaviour, but rather to make positive social behaviours intrinsically rewarding for all students.

To this end Mumbulla School is committed to the explicit teaching and reinforcement of a range of Social Emotional Learning.

This is done through the use of a tiered system that encompasses a high level of fluency in foundation classroom management skills, secondary supports to reengage students and individual planning to support students with significant behavioural challenges. These levels of behaviour management are outlined in full in Section 3.3 of this policy.

Mumbulla School acknowledges that behaviour is a form of communication and realises that all teaching, learning, discipline and behaviour strategies need to be informed by this.

2. RIGHTS AND RESPONSIBILITIES

Table 1: RIGHTS AND RESPONSIBILITIES - TEACHERS

AS A TEACHER AT MUMBULLA SCHOOL FOR RUDOLF STEINER EDUCATION	
I HAVE A RIGHT TO:	I HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> teach in a friendly, safe and engaging school, which is supported by the school community. 	<ul style="list-style-type: none"> be courteous and respectful to children, teachers, staff and the community. follow the School's Code of Conduct.
<ul style="list-style-type: none"> have access to adequate resources. 	<ul style="list-style-type: none"> provide an engaging and effective learning environment.
<ul style="list-style-type: none"> have a professional, respectful, collaborative working relationship with students and parents. be treated with respect by students, parents and community members. 	<ul style="list-style-type: none"> model the values that are expected of students. communicate regularly, meaningfully and collaboratively with parents. inform the Education Manager and parent(s)/carer(s) prior to any serious disciplinary action being taken.
<ul style="list-style-type: none"> manage/enforce welfare and behaviour management of students. be supported by staff and parents in implementing the Mumbulla School's Student Welfare and Behaviour Management Policy. 	<ul style="list-style-type: none"> have primary responsibility for implementing the Student Welfare and Behaviour Management policy. manage behaviour consistently according to the Student Welfare and Behaviour Management policy.
<ul style="list-style-type: none"> make recommendations for professional assessments for children where extra support is needed. make referrals where needed to the Learning Support teacher/s 	<ul style="list-style-type: none"> inform Education Manager and College of Teachers, as appropriate, when a serious or consistent breach of behaviour is made by a child. collaborate with Learning Support Teacher/s, Education Manager and College of Teachers, as appropriate, to request input from external professional(s). keep behaviour plans updated and make progressive reports where applicable.

Table 2: RIGHTS AND RESPONSIBILITIES – PARENTS/CARERS

AS A PARENT/CARER AT MUMBULLA SCHOOL FOR RUDOLF STEINER EDUCATION	
I HAVE A RIGHT TO:	I HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> expect my child, once enrolled, to have a Steiner Education as described in Mumbulla School's Curriculum documents or as outlined in an Individual Plan (IP). 	<ul style="list-style-type: none"> ensure my child attends school regularly, on time and prepared for learning. be supportive of the values of Mumbulla School as outlined in the Mumbulla School Handbook and Enrolment Policy.
<ul style="list-style-type: none"> feel respected at Mumbulla School and know my child/ren work, play and learn in a friendly, safe and helpful school. 	<ul style="list-style-type: none"> become familiar with the Student Welfare and Behaviour Management Policy and be supportive of its implementation encourage and assist my child in following behaviour expectations as outlined in the Student Welfare and Behaviour Management policy. comply with the parent Code of Conduct Policy and rights and responsibilities.
<ul style="list-style-type: none"> be informed of my child's progress and have opportunities for respectful, collaborative meetings with the class teacher and other teachers/staff as required. 	<ul style="list-style-type: none"> be supportive of teachers and their endeavours. follow the School's Communication Policy in the case of a disagreement and/or concern. attend class meetings. communicate to the class teacher any concern about my child in a timely manner, including known explanations for behavioural disruptions as well as any positive behavioural progress.
<ul style="list-style-type: none"> discuss problems, behaviour modification strategies and support for my child/ren in keeping with the Student Welfare and Behaviour Management Policy. 	<ul style="list-style-type: none"> attend meetings requested by the school. commit to actions agreed with teachers, staff or outside referrals as a support to the welfare of my child/ren. recognise that a partnership between parents, teachers and students is necessary to promote socially responsible behaviour in keeping with the school's Student Welfare and Behaviour Management policy.

Table 3: RIGHTS AND RESPONSIBILITIES – STUDENTS

AS A STUDENT AT MUMBULLA SCHOOL FOR RUDOLF STEINER EDUCATION	
I HAVE A RIGHT TO:	I HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> learn to the best of my ability and benefit from an education at Mumbulla School. 	<ul style="list-style-type: none"> follow teachers' instructions respect the rights of others work and learn without disrupting others. be a co-operative learner: helpful, polite, punctual, ready to learn and apply myself to tasks.
<ul style="list-style-type: none"> work, play and learn in a friendly, safe and respectful school. 	<ul style="list-style-type: none"> show respect to all members of our school community. not tease, bully or hurt others emotionally, physically, socially or psychologically. act in a safe and considerate manner during school hours and at school events, excursions, camps and on buses to and from school.
<ul style="list-style-type: none"> be treated fairly with dignity and respect. be listened to and have problems worked out in a fair manner. 	<ul style="list-style-type: none"> treat others politely and fairly regardless of differences of race, religion, gender, age, or disability. be truthful and demonstrate integrity. work out problems in a fair manner.
<ul style="list-style-type: none"> expect personal property to be safe and treated respectfully by all students and staff. 	<ul style="list-style-type: none"> show proper care and regard for my own property, the property of others and school property.

3. Methods

3.1 Proactive practices

Mumbulla School encourages positive behaviour by:

- providing a quality Steiner education while meeting required Board of Studies outcomes;
- ensuring a safe learning environment;
- consistently modelling responsible and caring behaviour;
- developing a small number of easily understood rules, which are fair, clear and consistently applied;
- discussing school rules with children regularly;
- acknowledging and reinforcing children's positive behaviour including acts of kindness and good manners;
- promoting peer mediation and support;
- providing orientation/transition support;
- providing social skills program/s;
- providing annual class camps, festivals and other community events;
- creating opportunities for children to show their success to classmates, other classes and the wider school community;
- holding regular school assemblies;
- establishing programs to develop resilience and leadership;
- discussion with parents their role in promoting acceptable student behaviour and learning;
- holding staff workshops on child protection and social welfare and behaviour management.

3.2 General Principles

At the beginning of each school year, students are introduced/reminded of the school rules:

1. Be kind and respectful.
2. Be considerate and behave sensibly and safely.
3. Work hard/give your best at all times.

Teachers and students develop class rules based on the school rules and on the definitions of Rights and Responsibilities, Rules and Consequences. These are worded in a developmentally appropriate way in each classroom.

- Each class teacher and their students discuss the importance and relevance of these rules, along with rights and responsibilities.
- Students are taught that these rules form the expected Code of Conduct at school.
- These class rules are displayed in classrooms.

- Staff, specialist teachers and relief teachers are informed of the behaviour management policy and class rules during induction.
- Parents are informed of their rights and responsibilities, the behaviour management policy and their role in supporting learning and building positive relationships.
- The Education Manager, College of Teachers and Business Manager are responsible for supporting teaching and non-teaching staff.
- The Education Manager ensures teaching staff, and the Business Manager ensures non-teaching staff, are aware of the school's Student Welfare and Behaviour Management Policy and suggests training where needed.

See *Attachment A: Class by Class Suggestions for Teaching Social Behaviour* for more detailed, class specific strategies.

3.3 Guidelines

3.3.1 Management of Unacceptable Behaviour

The management of behaviour depends on the nature, degree and impact of unacceptable behaviour. The Student Welfare and Behaviour Management Policy is most effective in modifying inappropriate behaviours when it is implemented through a cooperative partnership between parent/s or carer/s and the school.

Teachers at Mumbulla School are guided by the Student Welfare and Behaviour Management Policy when implementing age appropriate behaviour management strategies for students in her/his care.

Mumbulla School defines 4 Levels of Behaviour Management support. These strategies are outlined below.

Note: if necessary, students may move to Level 2 or 3 immediately their behaviour warrants it.

Please see *Attachment A: Class by Class Suggestions for Teaching Social Behaviour* in conjunction with the following outline.

3.3.2 Level 1: Redirection

Minor: incidences where a child requires a reminder of the school or classroom rules.

Teacher Response:

1. Discreetly remind child of the rules and responsibilities she/he has overlooked;
2. Redirect the child/activity;
3. Separate the children experiencing difficulties if necessary;
4. Give the child/ren a warning that the behaviour is inappropriate and they need to stop;

5. Direct the child/ren to have some time or space away from the situation to 'cool down';
 6. Give the child/ren a clear consequence that relates to the rule they have broken;
 7. If appropriate, give child/ren opportunity to make amends:
 - verbal apology
 - written apology or card
 - act of kindness
 - repair damage;
- class teacher will inform the parent/carer of a young child if any social problems have affected the child's day.

Additional Teacher Responses:

- Discussion with mentor or other teacher.
- Monitor child's behaviour and if inappropriate behaviour continues implement Level 2 intervention

3.3.3 Level 2: Mediation

When a pattern of negative or inappropriate behaviour occurs repeatedly, the involvement of parents may be required.

Teacher Response:

1. Remove child for a short time from the particular activity where unacceptable behaviour occurred - accompany them to another supervised room (e.g Kindergarten, buddy class, neighbouring class);
2. Give child 'time out' from class game;
3. Arrange for child to do community service with a social element;
4. Informal discussions with child about a suitable course of action, including making amends;
5. Class teacher to contact parents the same day to inform them of child's behaviour. Explain the process that school is taking to address the issue;
6. Use "*Shared Concern Technique*" (see *Attachment B*) where a group is involved in an incident where harm has been caused to another;
7. Have a formal interview with the child with another teacher present or with parent/carer present. The child will enter into a Behaviour Contract (see *Attachment C*);
8. Use "*Restorative Justice Practices*" (see *Attachment D*) for students whose behaviour may have caused harm to another.

Additional Teacher Responses:

- Liaise with support and specialist staff for diagnostic purposes.

- Child study at College if appropriate¹
- In some cases, it may be necessary to write and implement an Individual Behaviour Support Plan (see *Attachment E*).
- If after exhaustion of the above strategies no significant improvements of behaviour occur, then implement Level 3 intervention strategies.

3.3.4 Level 3: Suspension

Rare cases of unacceptable behaviour where it may be in the best interests of the school community and/or a student's welfare that a student be removed from a special activity or school for a period of time.

Response:

1. Exclude child from relevant activity, for example, an excursion or Friday Sport;
2. With support and feedback from parents, continue to monitor and support child/ren's behaviour via their Individual Behaviour Support Plan (see *Attachment E*) and Behaviour Contract (see *Attachment C*);
3. Use "Shared Concern Technique" (*Attachment B*) where a group is involved;
4. After consultation with the Education Manager and the College of Teachers, in some cases, it may be necessary to implement suspension from school.

Additional Teacher Responses:

- Child study at College;
- Teacher/s, Education Manager and parent/s or career/s collaborate to implement, monitor and review Individual Behaviour Support Plan (see *Attachment E*) and Behaviour Contract (see *Attachment C*).

3.3.5 Level 4: Expulsion

Serious unacceptable behaviour which jeopardises the safety and rights of students.

The school will suspend or expel immediately and consistently any student who:

1. Is physically violent where their action results in serious injury;
2. Is in possession of a firearm, prohibited weapon, or knife (without reasonable cause);
3. Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance;
4. Uses, or is in possession of, alcohol or tobacco.

¹ Child Study refers to the Steiner practice of class teachers presenting a child of concern, be it developmental, social, emotional or academic, confidentially at a College meeting, for discussion and advise.

- The school will work with parent/s or carer/s with a view to assisting a suspended student to rejoin the school community as quickly as possible;
- The Education Manager will record the recommendations made for the resolution of the suspension.

Additional Teacher Response:

- College of Teachers, Education Manager, members of the Education Team and Board of Directors will all be notified prior to any expulsion as it poses a significant risk to the reputation of the school and may affect the whole school community.

Please refer to the school's *Anti-Bullying Policy* in conjunction with Levels 3 and 4 of behaviour management strategies and responses.

4. Playground

Students are expected to:

- Play safely – e.g. walking on concreted areas, near poles, doors, use equipment safely;
- Play fairly;
- Respect others, e.g. use kind words – keep hands and feet to yourself;
- Stay within the school boundaries;
- Listen and follow directions from teachers on duty;
- Follow the school rules established for play.

4.1 Proactive strategies

The following proactive strategies should be implemented during outdoor play:

- Punctual proactive supervision.
- Anti-Bullying strategies (*see Anti-Bullying Policy*).
- Clear rules communicated in class and through assemblies about what kinds of games can be played and where.
- Positive feedback for successful conflict resolution.
- Each staff member exercises a 'duty of care' whether on duty or not. Once in the playground, students are under the care of staff from the whole school.
- In class: Discussion, stories, role-plays should be used to explore the effects of bullying and the importance of peer respect and support, good communication skills, problem solving and fair play.

4.2 Unacceptable Behaviour

- Kicking, hitting, pushing, rough play
- Throwing sticks, stones and using either as weapons
- Bullying
- Violent behaviour
- Verbal abuse, teasing

- Rudeness
- Unfair play
- Exclusion/cliques

4.2.1 Level 1: Minor Playground Incidents

Intervention Strategies:

- Stop behaviour e.g. ‘calm down, talk to me, we can put things right.’
- Remind the students of expectations.
- Time out: students stay under adult supervision for 3 – 5 minutes.
- Student/s talk with adult to reflect on the incident with the aim of understanding what went wrong and work out a plan to set things right.
- May require writing a Student Reflection to keep record.

4.2.2 Level 2: Playground – Escalating/Ongoing Behaviour

Intervention Strategies:

- Time out of playground with supervising adult or student placed on “verandah”. Duty teacher must notify the Class teacher who will assess incident and determine the appropriate follow up consequence, monitoring and reporting in keeping with general Level 2 of Student Welfare policy;
- Class teacher ensures a written Student Reflection is completed and filed if age appropriate.
- Behaviour Support Plan is devised if necessary;
- An Interview is arranged with parent/s or carer/s and student to discuss and agree upon behaviour plan.

4.2.3 Level 3: Serious Playground Incidents

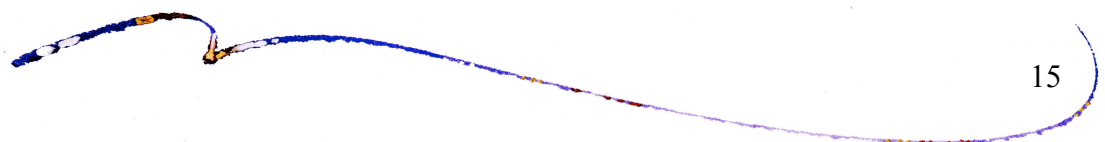
Intervention Strategies:

- Student/s immediately removed from playground and sent to the Education Manager or class teacher’s room. Education Manager, in collaboration with class teacher, deals with serious breaches to the behaviour code in keeping with Level 3 of the Student Welfare and Behaviour Management policy.

4.3 Duty Teacher’s responsibility:

- Be on time for duty.
- Be active with supervision.
- Be proactive, anticipating any serious inappropriate behaviours.
- Teachers need to familiarise themselves with the ‘Levels of playground support’ as listed above. They explain what action to take if any child transgresses the behaviour code.
- It is important that all duty teachers act consistently, so that children get clear messages regarding their behaviour in the playground.

4.4 Expectations of class teacher:



- To dismiss class on time (if dismissed early the class must be supervised by teacher)
- To arrive at school on time by 8:30am and return to class promptly after breaks.
- To make arrangements for duties if absent from school. Timetable is beside whiteboard in staffroom.
- To be mindful of students exiting room appropriately and be mindful of students wearing a hat.
- To follow up with appropriate procedures for child/children who arrive late to class after morning tea and lunch.
- If younger classes have extended playtime, the class teacher is responsible for their supervision. The play needs to be away from classrooms.
- To follow up, record and monitor any student on Level 2 or 3 in keeping with the Student Welfare and Behaviour Management Policy and Procedures.
- To notify relevant staff of any student on Level 2 or returning from Level 3 suspensions, in relation to playground misbehaviour.

5. Excursions and Camps

When participating in excursions and camps, students are expected to follow the same rule set at school. They are representing the school in the wider community.

5.1 Proactive Strategies

- Teacher plans the excursion /camp in accordance with the Mumbulla School Excursions and Camps Policy and Procedures;
- Teacher fills in risk assessment and excursion/camp checklist;
- Where applicable the teacher fills out an additional risk assessment for children with special needs and puts in strategies to minimise risk;
- A class meeting with parents may be arranged prior to the event to inform and discuss the framework of the planned activities;
- Develop a clear picture of the events planned on an excursion or camp, involving children in the relevant planning discussions and relevant information sessions;
- Discuss the expected rules, definitive codes of behaviour, with all children before excursions and camps, as part of a risk management plan. All children fill out a Behaviour Agreement for camps and excursions;
- On camp permission notes, outline the relevant expected standards of behaviour so parents are informed and can reinforce at home;
- Teacher briefs all parent helpers for the camp, outlining their role and responsibilities, as well as parent code of conduct;
- The teacher/s are responsible for the whole camp and the responsibility for behaviour management is clearly with the teacher (Level 2/3 includes Education Manager when needed);
- If a student has a pre-existing pattern of negative behaviour, the class teacher will have daily behaviour plans ready before camp, so the student

- knows what to focus on whilst at camp;
- If a student is already on Level 2 of the Student Welfare and Behaviour Management Policy, it will be up to the discretion of the class teacher, in consultation with College/Education Manager, whether the student participates on camp/excursions;
- The school will initiate exclusion, partial participation or conditions of participation where a child displays behaviour that makes the participation on camp/excursions potentially dangerous or unsafe for the child or for others. The Education Manager must be involved in these decisions.
- Children with special needs may require individual adjustments based on the nature of excursion/camp activities and excursion duration to ensure full inclusion;
- Where applicable, a modified program (camp IP) may be initiated by the teacher and discussed with parent/s and carer/s. Parent/s and carer/s are required to sign IPs for camp.

6. Bus

6.1 Bus Duty Staff Responsibilities:

- To be at the bus stop promptly in the morning and afternoon;
- To check each child off on the bus sheet when they get on the bus in the afternoon;
- To ensure children stay in the dedicated bus area when waiting in the afternoon;
- To ensure that children are safe and following school rules while waiting for the bus and when alighting from buses in the morning and boarding buses in the afternoon.

6.2 Class Teacher Responsibilities:

- To ensure that children are dismissed on time to avoid buses having to wait;
- Follow up with appropriate consequences where bus code of behaviour has been breached.

6.3 Student Responsibilities:

- To wait for the bus in an orderly manner in the designated area;
- To be on time for their bus;
- To wait for the teacher to call them for the bus, and walk in an orderly manner to the bus, being respectful of others and younger children;
- Whilst travelling on the bus, students are expected to follow a respectful code of behaviour towards peers, adults and bus driver and to stay seated on the bus, conducting themselves in a safe manner at all times.

6.4 Consequences

1. Reminder or warning.
2. Sit in office until bus arrives.
3. For serious breaches of behaviour by students whilst travelling on the school bus the bus driver will issue consequences e.g. loss of travel pass. The bus duty teacher or class teacher may follow up with appropriate consequences at school.

7. After School Procedures

- Parents ensure children are collected at 3:05 pm;
- There is a teacher on bus duty until 3:20. However, teachers are not on playground duty;
- K – 2 wait with their class teacher/s to be collected by a parent or carer;
- Classes 3 – 6 are dismissed from their classrooms;
- No playing on equipment after dismissal unless directly supervised by an adult;
- Children are not to wait for parents at front of school near car park;
- If parents are socializing together or meeting a teacher after school they must still take responsibility for their child/ren and actively supervise their child/ren;
- Any child not collected by 3.20 will be directed to the Front Office and a parent/carer will be contacted by Front Office staff.

8. Evaluation

In addition, the Education Manager and College of Teachers will evaluate the efficacy of the policy and procedures methods internally.

The Student Welfare and Behaviour Management Policy will be evaluated annually through the school's parent survey. This will provide additional feedback on the efficacy of the policy. The outcomes of the survey will be published in the annual report and on the school's website.

The policy and procedures will be updated regularly based on evaluation and feedback.

8.1 Achievement of the aims of this Student Welfare and Behaviour Management policy will involve:

- all staff and the school community being informed of the policy;
- students understanding the school rules and how to demonstrate them;
- all staff, students and parents recognising acceptable behaviour;
- students making choices, being aware of the consequences of positive and negative behaviour;
- all staff responding to student's behaviour with natural and logical consequences consistently in keeping with the Student Welfare and Behaviour Management policy for the whole school;

- all staff (K-6) consistently increasing the level of response as the behaviour persists or deteriorates;
- consistent monitoring practices of incident reports behaviour plans, child studies and suspensions;
- effective support structures for the teacher provided by the Education Manager and College of Teachers to modify challenging behaviours within a classroom;
- upgrading and evaluating PD training on behaviour management, Anti Bullying and social skills programs. Records kept of each staff member's PD training and reporting back of training to all teachers;
- the Education Manager and College of Teachers will observe and discuss the standard of behaviour around the school at College meetings as requires;
- teachers will evaluate classroom management practices through self-reflective appraisals with colleagues;

9. Related Policies

9.1 Child protection Policy

Mumbulla School values a safe and supportive environment for all students. Our prime concern is for the happiness and well-being of each child in our school. We foster an environment where the care and protection of children is paramount. Child protection is an important facet in keeping children safe.

Mumbulla School adopts both a prevention and response focus. Prevention is important and teachers present in-class child protection programs. They also have staff training in Child Protection and current legislation. A response focus has been developed through relevant training courses, including Association of Independent Schools NSW training courses. The Education Manager, in consultation with the Management Team is responsible for this area, including investigation of reports and incidences.

See separate policy documents including the Child Protection Policy and Code of Conduct for Staff, Parents and Students.

9.2 Anti-Bullying policy

Bullying and Harassment

Bullying and harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the Education Manager and the class teacher including an Incident Report. A record is kept and parents are informed to ensure a collaborative and effective resolution of the problem.

For details of our anti-bullying procedures please refer to school's Anti-Bullying Policy.

9.3 Code of Conduct for Staff and Parents/Guardians

Code of Conduct

The school sets out general expectations of the standards of behaviour required by staff and parents/guardians at Mumbulla School. This policy places an obligation on all employees and parent/carers to take responsibility for their own conduct and to interact with others cooperatively to achieve a consultative and collaborative learning place where people are happy, safe and proud to be.

For full details of our code of conduct procedures please refer to Code of Conduct for Staff and Parents/Guardians.

ATTACHMENT A:

CLASS BY CLASS SUGGESTIONS FOR TEACHING SOCIAL BEHAVIOUR

All teaching is age appropriate and takes into account the children's stage of development.

Kindergarten

Social skills are a major focus for learning in Kindergarten. Often this learning takes place in response to children's needs or situations that arise during play.

Conflict situations are responded to in a predictable and repetitive way during play.

Ground rules or 'golden rules', that create clear firm boundaries, are established and consistently referred to:

- *"All children are welcome to play, but you must ask and listen."*
- *"This is a friendly place and our play needs to be friendly play"*

Teachers model appropriate language and guide resolution and social skills acquisition:

- *"You need to listen; I can hear them saying they don't like that."*
- *"Let's use our friendly voices."*
- *"Oh, you forgot how to play using kind hands. I will show you."*
- *"Oh, they forgot to ask to share the spade. Did you tell them? I will watch."*

Class 1

Class 1 social skills are more teacher-directed but the language established in Kindergarten is continued. Class 1 presents an opportunity to establish respectful behaviour relating to classroom and personal space. Simple rules are reflective of our whole school rules but the language used is developmentally appropriate:

- *"Always be kind to yourself and others."*
- *"Do your best."*
- *"Look after things."*

Class 2

Continued from Class 1, and including:

- The teacher will model and encourage the children to begin to take personal responsibility for behaviour by asking:
 - *"What did you do about it?"*
 - *"How might you do that next time?"*

- The teacher may use social stories and Main Lesson stories as a means to increase an awareness of body language and facial expressions to illicit appropriate social response/s.

Class 3

The Year of Rules:

- *Kindness* Main Lesson at the start of the year reinforces our whole school rights and responsibilities.
- Actions and consequences begin to be highlighted, often through the use of story and role play.
- The difference between joking and teasing, “rough & tumble” and aggression versus play is highlighted.
- Children are encouraged and taught the importance of asking for help. They are guided and supported to self-manage social issues through role play and conflict resolution.
- Specific ways of supporting peers are outlined in our Anti-Bullying Policy: Anti-Bullying Information to Help Parents (Attachment A).

Class 4

Continued from Class 3 with the inclusion of:

- *Ways We Care* Main Lesson
- Explicit reference to the power of body language and facial expressions and their appropriate use and response.
- Children are taught that assertiveness is not to be confused with aggression or ‘bossiness’ (see Anti-Bullying Policy: Anti-Bullying Information to Help Parents, Attachment A).
- Helping others is encouraged, as is looking beyond one’s self as the children learn about empathy and become more aware of the feelings of others
- Actions and their consequences are explicitly referred to and children are held responsible for inappropriate behaviour (see Section 3.3).
- Social Awareness Programs such as BounceBack! are incorporated into the curriculum

Classes 5 & 6

Continued from Classes 3 & 4. The transition into the upper grades sees an emphasis on the individual’s heightened responsibility for their behaviour.

- The school’s consequences for inappropriate behaviour are made clear to the children if/when necessary (see Section 3.3).
- Through the use of appropriate social/emotional teaching and learning programming the teacher/s help the children navigate and understand their own and others’ moods, their growing consciousness as individuals and their relationships with peers (of both genders).
- Children are reminded to ask each other, “*Are you alright?*” and ask themselves, “*Am I alright?*”

Resources

- *KidsMatter:* <https://www.kidsmatter.edu.au/>
- *BounceBack!* <http://www.bounceback.com.au/> (Available in hardcopy for class teachers through the school library or in class resources)

ATTACHMENT B

SHARED CONCERN TECHNIQUE

The Shared Concern Procedure

The process can begin after information has been gathered from independent observers about an incident involving anti-social behaviour in which it is believed that a number of students are involved.

There are four stages:

Stage One: Interviews with perpetrators

Each member of the group of bullies who have been identified, or more precisely, suspected of being involved in the harassment of a fellow student, is interviewed alone. Normally each will be taken by the interviewer from a classroom to a comfortable room where there can be no interruptions. The class teacher will naturally need first to be informed of what is happening and of the importance of keeping the class occupied so that those returning do not discuss what has happened. No reference is to be made to bullying. It is customary to begin with the group leader (if known) and to see each student in turn, usually for not more than ten minutes.

Chairs are arranged so that the teacher and the student sit at the same level side by side, but with chairs somewhat inclined towards each other, clearly not in a confrontational or adversarial way. After the student is seated, the teacher should wait for eye contact and then raise the issue of the victim having recently had a bad time. A statement to that effect may be said firmly and clearly, for instance: "John has been having a rather miserable time lately". Alternatively, there may be a more direct statement used, such as, "I hear you've been nasty to John". This is not to be said in an accusatory or hostile way but as a statement of fact. There is a clear invitation for the student to talk about it.

How the student may respond may vary. The student may acknowledge that John has been hurt but deny any personal responsibility, and perhaps blame someone else. Sometimes the student will remain silent, uncommunicative; in which case a suggestion may be made that he or she might not like to talk today and can go back to class. This may motivate the silent to speak. In some cases the victim may be blamed (perhaps with some justice) and accused of provoking the negative treatment. Whatever is said by the perpetrator, it is important not to get into any argument, to interrogate and to blame. The teacher's role at this stage is to share his or her perception of the situation and to emphasize the concern that is felt for the person who is being hurt.

Normally, there will be some reciprocated concern expressed by the bully and some acknowledgement of involvement in the situation, either directly or indirectly. As soon as this happens, the interviewer turns to the question of what can be done to help the victim. The interviewer may say: "I was wondering what you could do to help

John". Suggestions may be forthcoming, such as leaving John alone, or more positively, including him in a group activity.

Once a suggestion has been made that is at all constructive and realistic, it is received and commented upon enthusiastically. Sometimes it is left to the teacher to make a suggestion that the student will find acceptable. The meeting closes with an agreement that they will meet again at a designated time to review progress.

The manner of the interviewer is as important as the "script" that is used. The teacher should be calm, empathic, never angry or indignant. The teacher needs to be ever attentive to what each student is saying or even suggesting by non-verbal activity. Throughout the interview there must be continued acceptance and respect shown for the student as a person. Although the method can be viewed as an attempt to persuade, the persuasion must not be "heavy" but subtle.

What can be expected to result from such an interview? Again there will be variations. Occasionally a student engaging in behaviour that is experienced as "bullying" may refuse to show any concern or accept any responsibility, but experience shows that most of them will. Generally, they are surprised and relieved at not being interrogated and blamed. They may feel pleased that they have been consulted rather than abused. They will not feel angry towards the teacher or towards the victim, especially if it made clear that the student who is feeling victimised has not initiated the enquiries. They are generally prepared to make constructive suggestions or to accept reasonable proposals. Importantly, they are not now motivated to confide in other members of the group regarding what they have promised to do to help the victim (this may seem like admitting a betrayal). When each member, one after another, has expressed concern and indicated steps that he or she will take to help the victim, each has begun to act as a responsible individual.

Stage Two: Meeting with the victim

After speaking with each student who is suspected of behaving in an anti-social manner, the victim must then be interviewed. The interview can start with an open-ended question: "How are things going?" The victim will quickly recognise the purpose of the meeting and is generally prepared to discuss the circumstances of the incident. In listening to the victim, the teacher will need to decide whether the victim is a classical, passive, non-provocative victim, or alternatively has played some role in provoking the incident. Subsequently, ways may be explored as to how matters can be improved, for example, by not provoking the perpetrators or by becoming more popular and supported by others. An agreed plan of action is devised and a future meeting arranged.

Again the manner of the interviewer is important. It might be highly supportive, especially initially. But the matter needs to be treated as a problem involving *some* responsibility on the part of the victim. Generally, the victim feels grateful for having been able to take the issue to someone sympathetic and supportive, and may be prepared to accept some responsibility for developing better relations with others.

Stage Three: Preparation for a joint meeting with the victim and the group

First it is necessary to see individuals again, quite briefly, to check on progress and motivate them further. If all goes well, plans can be made for a successful meeting between the group and the victim; this will make it clear to everyone that the bullying has really stopped and a final resolution or conciliation has been achieved. There may sometimes be repeated meetings with individual students and/or the entire group without the victim being present. At these meetings the teacher must note the progress that has been made and offer congratulations when agreements have been kept or bargains honoured.

At some point it will become evident (ideally at the suggestion of a group member) that the victim will be welcome at the group meeting. It is important that the group and the victim are adequately prepared for this event. It must be agreed that each member of the group will make a positive and sincere comment about the victim with him present. Next, the victim must be contacted and assured that he will be welcome and that indeed positive things will be said about him or her.

Stage Four: Group meeting

If the group members have been well prepared, the teacher can sometimes act primarily as a facilitator, enabling students to indicate their goodwill and acceptance of the victim. For this to be done publicly by group members will greatly strengthen any individual commitments that have been made. But in cases in which victims have been seen as provocative, a different scenario can be expected. The group members will then require some assurance and guarantee to change in the behaviour of the victim. The teacher then takes on the role of mediator, seeking from both sides suggestions or proposals that are acceptable to the other. The meeting may then conclude with an agreement as to how the victim, as well as the perpetrators, will behave in future.

ATTACHMENT C

Positive Behaviour Contract

Student photo



(Ideally photo of student engaged in behaviour)

Target Behaviour: Describe the behavior in clear, observable language - what does the behavior look like?, sound like? feel like?

My goal: How often do I need to demonstrate this behavior?

School Support: My teacher will help me

by.....

.....

.....

Student Support: I can help myself

by.....

.....

.....

Behaviour Recording

Session	Behavior score	Comment

Feedback

Student feedback:

These things **helped me** to display the behavior

These things **made it hard** to display the behavior

Teacher feedback:

Parent feedback:

Crisis/Escalation Plan

Stage	Description	Response	Comment
Baseline/Calm			
Trigger			
Escalation			
Crisis			
Post Crisis			

ATTACHMENT D

RESTORATIVE JUSTICE PRACTICES

Questions for those who have caused harm:

- *“What happened?”*
- *“What were you thinking at the time?”*
- *“What have you thought about since?”*
- *“Who has been affected by what you did?”*
- *“In what way?”*
- *“What do you think you need to do to make things right?”*

Questions for those who have suffered harm:

- *“What did you think when you realised what had happened?”*
- *“What impact has this incident had on you and others?”*
- *“What has been the hardest thing for you?”*
- *“What do you think needs to happen to make things right?”*

ATTACHMENT E

Sample: Individual Behaviour Support Plan

Student:

Date of plan:

Shared with all staff:

Review date:

Background Information	
What are the evidence based factors to support this issue/s?	

			Comment/Resources
Describe the behaviours of concern			
Student Interview Collaborative Problem Solving	<i>We've noticed you're having problems with.....</i>	<i>What's happening for you at these times?</i>	<i>What support do you need ?</i>
Agreed Behavioural goals			
Current level of behavior FID	Frequency Intensity Duration		
Describe the desired behavior (adaptive alternative to			

			Comment/Resources
meet same function)			
Describe the environmental adjustments that will reinforce the behavior			
Describe the communication adjustments that will reinforce the behavior			
Describe the curriculum adjustments that may reinforce the behavior			
How else will the behavior be reinforced?			