



# Behaviour Expectation Policy 2023



## **RATIONALE**

Appropriate behaviour is recognised on all possible occasions. This is at whole school and class level. Students who have consistently displayed appropriate positive behaviour will be eligible to attend termly Mega Reward activities.

Students who are repeat offenders will be offered the opportunity for referral to other agencies, which may be able to support them, the school and their parents, to develop strategies to manage their behaviour.

Parents will always have the opportunity to discuss their child's status with the Administration. At all times the school will encourage and foster a team approach, where Parents are an integral part of the management of their child's behaviour.

The students will recognise that there is a logical consequence for inappropriate behaviour at all times. At a classroom level this will be part of the class discipline procedure.

In the playground the Duty Staff will assume responsibility for ensuring positive behaviour.

Out of bounds areas are known by students. The areas around classrooms will be known as passive play areas therefore ball and running games will be excluded in these places.

## **PURPOSE**

Two Rocks Primary School (TRPS) believes that Behaviour Expectations and Management encompass both preventative and restorative actions within the school setting.

To create a positive environment throughout the school where teachers and students can work together in harmony.

To create a caring school environment where the rights and responsibilities of all individuals are recognised and respected.



## **RESPONSIBILITIES**

### **Students have a RESPONSIBILITY to:**

- Know the school rules
- Ensure that their behaviour is not disruptive to others.
- Ensure the school environment is kept neat, tidy and secure.
- Behave in a way that protects the safety and wellbeing of themselves and others.
- Be prepared for school activities and be responsible for their own learning.

### **Staff have a RESPONSIBILITY to:**

- Model respectful, courteous and honest behaviour.
- Ensure the school environment is kept neat, tidy and secure.
- Establish positive relationships with students and parents through regular contact.
- Ensure good organisation and effective planning.
- Report student progress to parents.
- Treat students fairly.

### **Parents have a RESPONSIBILITY to:**

- Ensure their child attends school regularly. (90%)
- Support the school in providing their child the essential tools for learning.
- Know the school rules and policies and support the school in the implementation of them.
- Communicate regularly with the school so that the school can support the needs of their child.



## **Weapons in School**

Under the Weapons Act 1999 “it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon”.

Students are not to be in possession of weapons on school grounds or at any school activity. Any student who is aware of a weapon on school grounds or at school activity must bring this information to the attention of school staff.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students will be suspended immediately under Regulation 44(2) of the school Education regulations 2000.

At Two Rocks Primary School we rigorously enforce this Act and any student found in possession of a weapon will be immediately suspended from school, their parents will be notified in accordance with suspension procedures and the police will be informed, and the incident will be entered on the Department of Education’s Incident Notification System.

The following list includes some of the items which are classified as weapons but it should be noted that this is not an exhaustive list:

- Firearms
- Spray Weapons
- Knives, including Flick Knives
- Switch Blades
- Swords
- Machetes
- Spear guns

## **Students Suspected of Intoxication**

The possession or use of illegal substances is not acceptable under any circumstances. The following list includes some of the possible substances:

- Alcohol
- Cigarettes
- Drugs
- Vapes/ E-Cigarettes

Student intoxication on school grounds or at a school activity is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated. Intoxication however will not be treated as a breach of school discipline. The



immediate priority will be the health and well-being of the student with follow up support and education offered.

While intoxication itself is not considered a school disciplinary breach this will not prevent the Principal from reporting the matter to the police.

## **Behaviour and Attendance**

All absences from school reduce a student's capacity to maximise opportunities for learning. Multiple absences can very quickly translate into cumulative educational disadvantage, which in turn, leads to an increase in the likelihood that the student will experience difficulties meeting behavioural expectations at school.

The only basis for enforcing absence from school on behaviour grounds for a student in the compulsory years of schooling is suspension (Section 90, School Education act & Regulations 43-46) and exclusion (Sections 91 – 94 of the act).

## **Behaviour and Disability**

Staff must be aware that some forms of disability may involve symptoms or manifestations over which the student has little or no control but which may look like poor behaviour. Students will not be punished for their disability.

## **Bullying Prevention**

### Creating A Safe Learning Environment:

This school community believes that the Learning and Working Environment for all staff and students should be safe and free from violence, harassment and bullying of any kind.

The safe working environment is outlined in the statements of an individual's rights. Bullying, violence and harassment will not be tolerated as they infringe on the fundamental right to safety and fair treatment. Bullying refers to a wilful, conscious desire to hurt, threaten or frighten. This may be physical or verbal in nature and is ongoing over a period of time. This also includes Cyber Bullying whereby students are contacted via technology. It gives power through creating ongoing pain, fear and humiliation.

**This school will not allow such behaviour in any circumstances.**



## Reporting Bullying

All victims of bullying are encouraged to report any incidents of this behaviour to members of staff or parents/carers. The school will always investigate and deal with these reports.

Through the incorporation of our Values program, You Can Do It, into our teaching and learning program, students will be encouraged to learn strategies that will help them to deal with situations of bullying and harassment without escalating the problem.

## **Parent Support**

The school will communicate to parents our need for their help and cooperation in dealing with these and associated issues. The problem will be dealt with in an open and transparent process.



## **GLOSSARY of TERMS**

### **Breach of school discipline**

Any act or omission that impairs the good order and proper management of the school.

### **Bullying**

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

### **Bystander**

Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else.

### **Code of Conduct**

Describes the school community’s expectations of student behaviour and management procedures to implement the code. The school dress code does not form part of the code of conduct.

### **Conflict**

Involves a disagreement where one or both party’s needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

### **Cyber Bullying**

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging, social networking sites and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

### **Education Instruction**

Delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.



## **Education Program**

An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs.

## **Harassment**

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race and sexuality based harassment.

## **Parent**

In this policy the term 'parent' will be used for brevity, but also includes caregivers who may not be the student's parents. Parents are classed as being partners in their child's education and as such will be communicated with on a regular basis by staff via phone calls, emails or interviews.

## **Personal Use of Mobile Electronic Devices:**

Mobile Electronic Devices (MEDs) include a range of devices including but limited to smartphones, tablets and laptops. TRPS does not implement a "Bring Your Own Device" policy but rather provides MEDs for student use, therefore students are required to leave their MEDs at Administration prior to the start of the school day and collect them from there at the end of day. Any student who chooses not to do this is entirely responsible for any loss or damage. Any student found with a MED during the school day will be required to take it immediately to Admin.

## **Physical Bullying**

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

## **Physical Contact**

When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.





## **Physical Restraint**

When one or more members of the Administration team use bodily force, intentionally, to limit a student's freedom of movement against their will when they are a danger to themselves, other students or staff. Physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- Will be for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

## **Procedural Fairness**

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

## **Protective Isolation**

A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own that is safe for themselves and others. It will only be used when other less restrictive strategies have proven unsuccessful.

## **Psychological Bullying**

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail and threats to an individual's reputation and sense of safety.



## **Relational Bullying**

This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.

## **Restorative Practice**

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

## **School Activity**

An activity that is organised or managed by a member of the school staff as part of his or her duties.

## **School Community**

All members of the school staff – both teaching and non-teaching, all students attending the school and all parents and family members.

## **Serious breach of school discipline**

A breach of school discipline that is set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

## **Verbal Bullying**

This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

## **Violence**

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.