



Indulkana Anangu School Behavior Management Policy 2012

Everyone at Indulkana School has the right to.....

<p>Safety</p> <p>Students and teachers have the right to feel emotionally and physically safe at school.</p>	<p>Learn</p> <p>To the best of our ability and with our assistance free from fear, abuse, intimidation or threat.</p>
<p>Respect</p> <p>For people and property with due regard for the feelings, wishes, rights and traditions of others.</p>	<p>Teach</p> <p>To the best of our ability free from fear, abuse, insult, intimidation, or threat.</p>

Students attending Indulkana Anangu School agree to:

<p>Practice Respect: We will....</p> <ul style="list-style-type: none">• Look after other peoples bodies or feelings.• Take care of ourselves• Take care of property and the environment.• Respect rights and traditions of others.	<p>Practice Listening: We will...</p> <ul style="list-style-type: none">• Listen with quiet hands, feet and mouths.• Look at the person speaking.• Listen from start to finish.
<p>Practice Participation: We will...</p> <ul style="list-style-type: none">• Trust our teacher and give things a go even if we don't like those things or find them hard.• Always give something a go.• Keep trying even when we make mistakes or fail.	<p>Practice Kindness: We will...</p> <ul style="list-style-type: none">• Use our words and actions to help people and not hurt them.• Help people in difficulty.• Speak nicely to people.• Be friendly even to those who are not our friends.
<p>Practice Awareness: We will...</p> <ul style="list-style-type: none">• Know our feelings and take charge of them.• Remember that what we do can sometimes hurt others, so we must act safely.• Tell a teacher if we see or hear something that might be dangerous to other or us.• Listen to our conscience.	<p>Practice Courage: We will...</p> <ul style="list-style-type: none">• Try our best at everything we do.• Face our problems or things we find hard to do.• Take responsibility for our own actions.



Influences on Student Wellbeing:

Protective factors:

Positive relationships with educators & peers
Feeling safe
Engaging curriculum
Feeling connected
Belonging
Positive climate
Pro-social peer group
Sense of Responsibility & required helpfulness
Opportunities for success
Recognition of achievement
Sense of control over learning
Feeling competent
Understanding why school is important
Appropriate content and methodology for all individuals in the classroom

Risk factors

Poor connection to the setting
Bullying
Peer rejection
Feeling of failure
Anti-social peer group
Ineffective behavior management
Lack of challenge or inappropriate expectations
Lack of manners
Outside factors such as family issues, violence and lack of connection to an adult.
Poor physical health
Low self esteem
Tiredness



COMMUNITY RESPONSIBILITIES

Our school provides a social context in which students need to be supported, while being taught how to accept responsibility for their own behavior.

DECS, school communities, services and agencies will work together to create a learning community which is:

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

When Parents or Caregivers enroll a student in a school, parents and caregivers accept responsibility to:

- ensure that the student attends school and that school staff are notified of absences
- keep schools informed of health issues, concerns about behavior or other matters of relevance
- comply with DECS and school policies including this School Behavior Policy.

****If parents have concerns about the schools behavior management or wish to discuss an issue regarding their child they need to report straight to the front office. They must not go to their child's classroom with out permission.***

RESPONSIBILITIES OF SCHOOL-BASED STAFF

School staff will:

- develop and foster positive relationships with students and families
- communicate and interact effectively with students and engage in cooperative problem solving to address issues faced in the community
- participate in developing, implementing and reviewing the school's procedures for managing student behavior
- establish, maintain, make explicit and model the school's expectations relating to student behavior
- respond positively to responsible student behavior and use the behaviour management policy if students behavior is interfering with teaching / learning and the safe school environment.



In particular, teachers will:

- structure the teaching program to facilitate learning and encourage students to achieve their personal best
- cater for the developmental, social and emotional needs of individual students and use a range of teaching methods
- 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
- develop classroom management strategies including but not limited to **'Play is the Way'**.

Indulkana School Behavior Education Support Process:

1. Teachers follow a step system in their classrooms.
2. Students report to the '3 R's Room (Reflection, Repair, Restitution)
3. They will be counseled through the 3'Rs Process with an adult and prepared to return to class.
4. Take home : Where the student is repeatedly offending or exhibiting extreme behavior (such as rock throwing and other violent acts), such that they cannot re-enter the class, the Principal or Anangu Coordinator will either take the student home or call for family members to come and collect the student.

***** When a student is taken home, the teacher marks the role with a K= taken home (please include a comment about what happened, and complete an incident report)*

*****Where circumstances prevent this from happening, the Principal, Anangu Coordinator or person in charge will determine what course of action is most appropriate at the time, considering the safety and well being of those concerned, including the student.*

In the case of violence or serious breaches of school agreements:

1. Students will proceed straight to the 3'R's room.
2. A family meeting will be scheduled and a send home, suspension or police meeting will occur.
3. In cases where students are not making improvements to their behavior or have made a serious breach of the agreements, they will be put onto a Behavior Support and Education Plan.
4. If a student has been sent home or suspended, they must re-enter the school through the 3 R's Room.



Serious breeches may include:

- . Rock throwing
- . Physical Violence
- . Threatening Violence
- . Bringing in family to continue their disagreement.

BULLYING AND HARASSMENT

...may involve hitting, kicking, pinching (physical); name-calling, teasing, threats (verbal); notes, graffiti, sending filmed or photographed images, comments on social networking sites; stand over tactics, gestures (psychological); rumors, put downs (social exclusion); physical, verbal or non-verbal sexual conduct (sexual), and:

- may be done directly (e.g. face to face) or indirectly (e.g. via the internet or mobile phones)
- involves the misuse of power and may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- has an element of threat
- can continue over time
- is often hidden from adults
- will be sustained if adults or peers do not take action.

****Please note bullying is a repeated act and not categorized by a single act.***

Conflict

Arguments can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to unacceptable behavior which will be responded to as part of the school's behavior management processes.



Bystander Behavior

A bystander is someone who sees or knows about child maltreatment, harassment, aggression, violence or bullying that is happening to someone else. Supportive bystander behaviors are actions / words that are intended to support someone who is being attacked, abused or bullied. The actions of a supportive bystander can stop or diminish a specific bullying incident or help another person to recover from it.

Bystander Behavior will not be tolerated and should be dealt with just as any other behavior issue. Although it is not a direct act of bullying or harassment it allows it to continue or fuels the situation. Therefore it has a direct effect on another person.

The following documents must be filled in correctly and kept as a record.

- Behavior Contracts
- 3R's work sheets
- Incident Reports
- Login in sheet to the 3R's room