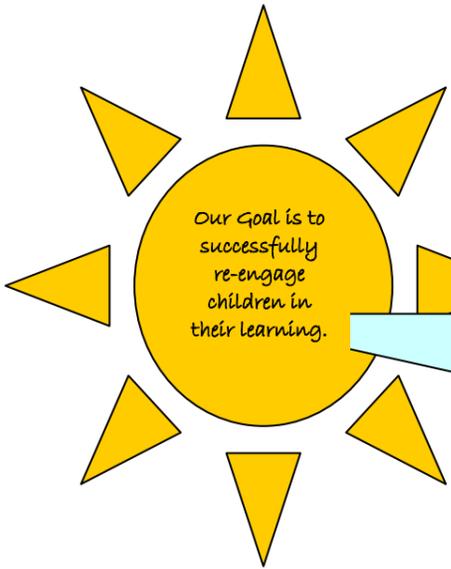


Work refusal & defiance-



As a school we want teachers to be able to do their job, *which is to teach*. Students are engaged in their learning. Learning should not be disrupted by other children's inappropriate behaviours.

If a student refuses to engage in, complete learning tasks or is defiant then:

The Teacher tries to re-engage the child back to their learning **without disrupting the learning of with class with:** *rule reminders, providing thinking time or offering help with the task.*

If the teaching has to stop to address the behaviour, the teacher will:

- Explain the consequence of the behaviour to the child.
- Find out what else could help the child to get back to work.
- Place the child in an environment away from any distractions. Options include: within the classroom or using other supervised areas.
- A child can re-join the class group when they are ready to get back to their learning tasks, with the understanding that any learning time will be made up at play times or during electives activities eg craft.

Ace (All Children's Education) Room Support

- A student may go to the ACE Room to calm down or talk about any problems they might be having.
- A child may also use the ACE room as a place for focussing on their learning, away from distractions.
- The student re-joins that class, making a commitment to follow rules and engage in their learning on re-entry. Remind the student of the learning expectations.
- Reinforce that they need to make up lost learning time.

If the work refusal or defiance continues and is persistent then they will be referred to a member of the Leadership team. Contact with families will be made: Consequences such as:

- Alternative placement (for a period of time), internal or external suspension will be considered.
- Behaviour plans may also be developed and shared with families.
- Regional Office support via Guidance/ SBM referrals can be accessed.
- SAPSASA participation is depends upon completion of learning tasks.

Conditions to create successful learning environments

- Structure sessions to respond to the concentration span of age group.
- Learning tasks are designed to meet the needs of students.
- Monitor student's energy levels
- Check students have had their basic needs met, food etc.
- Let children know of the expectations and consequences of their behaviour in advance
- Focus on positive feedback
- Praise and reinforce positive behaviour
- Use values cards to reinforce school values.
- Make sure that Staff are consistent in our responses to behaviours
- Knowing & recognising children as individuals and learning what works for them.
- ACE team support – in classroom, working together and reinforcing positive choices.
- Seek advice from families where a child's behaviour is noticeably different.
- Teach children to ignore other students when they are being defiant or disruptive.

Verbal & Physical Abuse

At APPS the play environment must be safe

- When a student swears during play, then the duty teacher will ask the student to withdraw from the game, and sit out for the next play time. The school staff realizes that some swearing is non intentional and not directed in an abusive way towards another school member. Those students will be reminded of the language that is suitable to use at school, and will be asked to sit out for a while in that play period.
- If the situation becomes aggressive, physical or violent the student will be removed from the yard straight away.
- The Principal, Deputy or Counselor become involved, and an investigation will occur. Victims or witnesses who may be affected will be counseled.
- Where a child continues to create a risk for others their play will be restricted through:
 - supervised play (stay in a designated area) or alternative play (without the presence of other children)

Violence is the intentional use of physical force or power, threatened or actual, against another person (s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Natural Justice Principles

- Procedural fairness principles include those that promote the rights of children/young people to be heard, to know what is alleged, to question evidence, to impartial adjudication and to the right of appeal. *The Declaration of Principles Governing the Treatment of Victims of Crime (Commissioner for Victim's Rights 2001)* outlines the rights of victims and the principles of justice regarding the treatment of victims, including being informed of support services.

The Teaching & Learning environment should be free from violence and aggression

- All verbal, physical or violent behaviour in the classroom will mean that the student will be automatically removed.
- The well-being of the students and staff will be monitored after the abuse either verbal or physical has occurred.
- A student who swears in class, but not directed at anyone, will be removed for a minimum of 1 lesson, and can re enter the class after a discussion about appropriate language for school and has an understanding that they aren't to repeat the language.
- When abusive or swearing, directed at class members, occurs, then Take Home or Internal Suspension will be used in response, to allow the learning environment to be restored.
- Racial or sexual abuse will result in External Suspension.
- Abuse of a staff member will result in External Suspension.

Physical Abuse /Intimidation

Follow process as described under verbal abuse/swearing.

- Incidents of physical abuse or assault will be reported to the Police.
- Families of both the victim and the perpetrator will be notified of the police report.
- A formal re-entry process student can return to class.
- Support will be given to restore relationships and develop strategies to prevent re-occurrence.

Harassment & Bullying

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation or economic status; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

At APPS, we will work together to provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment & violence. Bullying is not acceptable in this school and will be dealt with seriously and expediently.

The school will work with school community to support its students in being responsible and productive members of the community.

Children will:
Report any bullying or harassment to a member of staff as soon as possible so that action can be taken.

Teachers will:

- know and respond to the "Signs of Bullying"
- Listen to a child's concerns; ask them to identify the child who is harassing them. Document their concern.
- Ask the child if that person has hurt them before.
- Provide an opportunity for all stories of the incident/s to be told.
- Discuss the behaviours eg 'How would you feel if this was happening to you?' etc. Develop empathy for the victim.
- Explain consequences for teasing / harassment/bullying.
- Support the perpetrator to fix up the relationship with the victim.
- Encourage a genuine apology; explain to the child that this is a way to repair the relationship. Explain that the best way of showing that they are sorry is through a change in behaviour- the bullying & harassment STOP.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Proactive Conditions: underpin the successful interactions between all members of the APPS school community.

- Teach children that harassment and bullying are hurtful and not accepted behaviours.
- Encourage children to seek help when faced with bullying eg reporting to an adult is a positive step.
- Children should be taught how to report eg as soon as possible.
- Informing children of consequences of behaviour in advance.
- Consistent responses by all members of staff
- Teach children how to support each other rather than use violent/aggressive or abusive behaviours.
- Teach children to use appropriate language when facing harassment and bullying
- Teach children skills to deal with bullying & harassment through the YCDI program focussing on 'Getting Along' & The Child Protection Curriculum
- Reporting back to a child & their family what has happened as a result of making a report. Reassuring them that their voice has been heard and responded to.

Leadership Response -

- Document the incident/s when reported. Make sure both the victim and the perpetrator have a voice.
- Identify the most appropriate 'Methods of intervention' based on the severity ranging from:
 - disciplinary action (take home/suspension etc)
 - mediation
 - restorative practice
 - the support group approach
 - the method of shared concern
- Communicate the outcome to the victim, perpetrator & families.
- Monitor to effectiveness of the outcome used over time, maintain contact with the children & families.

Signs of Bullying:

Parents and teachers have an important part to play in helping the school and the student deal with bullying. Many students do not talk about bullying for fear of making it worse. A change in behaviour in students may be a signal that they are being bullied or they have some other concern.

Signs Some signs that a student is being bullied may be:

- unexplained cuts, bruises or scratches
- damaged or ripped clothing
- vague headaches or stomach aches
- refusal to go to school
- asking for extra pocket money or food
- tearfulness, anxiety or difficulty sleeping
- 'hiding' information on mobile phones/ emails or in comments on their social networking pages.

Kids Matters Framework- A school wide approach to Bullying

- Ensure that students & staff receive training about responding to harassment & bullying including recognition of the 'Signs of Bullying'.
- Parents and the school community are aware of DECS info pamphlets & policies eg. 'Bullying & Harassment at School'
- Review the bullying aspect of the Behaviour Development policy annually
- Ensure that anti-bullying strategies are taught as part of the curriculum.
- Collect data in relation to incidents of bullying and report these to Governing Council.
- Support may be sought from the local police community constables where bullying is evident in the wider community eg via social media or outside of school hours.

Augusta Park Primary School



Student Behaviour Responses



Central to the success of our school community are the respectful relationships that are established between staff, students and families
APPS students participate in 'You Can Do It', a program that teaches and develops the skill children for building these relationships.