



Rationale

The three main components of this policy are: Values Education, Managing Student Behaviour & Bullying. It is based upon:

* The belief that through the support, encouragement and nurturing care shown and experienced at Bletchley Park Primary School, all members of the school community have the opportunity to:

- **be** safe, **be** themselves, **be** affirmed in their dignity and worth as persons
- **think** about how they want to be treated and how they treat others
- **grow** to be the best version of themselves, **grow** skills in building personal relationships

* The following principles:

1. Everyone has the right to be treated equally and with respect.
2. Everyone has the right to be taught and to learn.
3. Everyone's property should be treated with respect.
4. Everyone is responsible for their own actions.

Values Education

Our values will underpin policies, strategies and procedures for the effective functioning of the school. This will benefit all members of the school community and will impact our relationships within the community.

Values will impact on our teaching and learning programs within the school, namely:

- **how we work** eg. group work, cooperative tasks, classroom organization,
- **the tasks we do** eg. choir, recycling, sports carnivals, buddy classes, celebrations, school incursions, grandparents day, classroom themes.
- **how our school is organised** eg. MSB program, Bullying Prevention Program, TED Program (Treat Everyone Decently), Student Councillors, Faction Captains.
- **how we learn** eg. from teachers, from peers, from other students, from other adults.

Our Values Education Program will:

- Achieve consistency across the school in promoting the specific values that our school community embraces. We will use the same language of values, across all school activities.
- Help students think about and reflect upon different values and the practical implications of expressing them in relation to themselves, others and the community.

Through shared Core Values the staff of Bletchley Park Primary School is committed to the achievement of the principles of:

Teaching and Learning

All teaching staff provide learning experiences that are inclusive, flexible, integrated, developmental and outcomes focused.

Team Work

All staff members participate positively as part of a collaborative team.

Personal Growth and Responsibility

All staff members demonstrate initiative and are responsible. We strive for excellence, provide positive support to each other and are willing to change.

Working Environment

All staff members develop and maintain an environment that is free of favour and is open, accountable and impartial.

Bletchley Park Primary School has two core values – **RESPECT** and **DOING MY BEST**.

RESPECT includes respect and tolerance for their own and other peoples' cultures, respect and tolerance for people with disabilities, respect for the planet, (sustainability), honesty and kindness.

DOING MY BEST includes co-operation, perseverance and courage.

The practical implementation of the Values Education Program at Bletchley Park Primary School

- Students receive 'TEDs' tickets from any staff member (teaching and non teaching) around the school.
- Students place the 'TEDs' tickets in a box in their classroom and prizes are given during block/learning team assemblies. Students exchange their TEDs for a coloured pop stick, which gets posted in a faction mailbox, located in the undercover area.
- Several times a term, as outlined on the Assembly Timetable, students from each class are awarded a certificate for having demonstrated the value consistently. These certificates are presented at Thursday Parent Assemblies.

Managing Student Behaviour

Procedures

The school's Behaviour Management Policy is based on carefully developed steps of which the children are made aware, and the following is incorporated:

- Students are rewarded for maintaining appropriate behaviour and receive appropriate consequences for choosing not to demonstrate acceptable behaviour.
- School rules are to be clearly displayed in prominent positions throughout the school.
- Class rules and consequences must include both positive consequences for good behaviour and negative consequences for inappropriate behaviour and must be displayed in the classroom.
- A positive approach will always be used first.
- Parents will be informed about their child's good and/or poor behaviour.

Whole School Positive Consequences for Good Behaviour

- Ted tokens are given to students showing the school values of 'Respect' or 'Doing their Best'.
- Office visits to the Principal or Deputy Principals for good work or behaviour.
- Merit Certificates are presented at assembly for students who have worked hard/maintained good behaviour.

Negative Consequences for Inappropriate Behaviour in the Classroom

- The class behaviour plan is shared during the class parent meetings. Class behaviour plans to be discussed in learning teams prior to class parent meetings to ensure a consistent approach across the learning team.
- A copy of the class rules and consequences is to be sent to the office by the end of Week 2, Term 1.
- Tracking books to be utilized across the school. (Gradual introduction in ECE.)
- The classroom teacher has responsibility to inform parents of concerns relating to inappropriate behaviour. Teachers need to keep a record of these telephone calls or interviews.
- Behaviour Slips are to be part of the school rules and consequences procedures.
- The consequences stated on the Behaviour Slips increase in severity. At the beginning of each term a student starts with a Level 1 consequence.
- Students who are regularly receiving behaviour slips need to be placed on an Individual or Group Behaviour Management Plan. This can be recommended by the class teacher, school administration and/or the school psychologist.

Negative Consequences for Inappropriate Behaviour in the Playground

- Minor levels of inappropriate behaviour, such as running on the concrete, not wearing a hat, eating out of area, are dealt with by all staff members on duty. Common sense consequences are applied – such as going back and walking on the concrete, playing in the shade or going to the correct area to eat.
- If a staff member observes extreme behaviour in the playground then the student/s involved will be escorted to the office or a red card will be sent to the office.
- Other inappropriate behaviour is to be reported to the student's class teacher at the end of recess/lunch using the Playground Behaviour Form. Teachers have the discretion to record this behaviour in their class tracking book or use it to fast track consequences.
- Education Assistants are to refer extreme behaviour to a duty teacher.

Consequences of receiving a Behaviour Slip are:

Behaviour Slip	Consequence
1	<ul style="list-style-type: none"> • Formal warning
2	<ul style="list-style-type: none"> • Recess or Lunch detention • Admin contact parents
3	<ul style="list-style-type: none"> • Recess and Lunchtime Detention
4	<ul style="list-style-type: none"> • Half day in another class • Recess and Lunchtime Detention • Parent Interview with the teacher.
5	<ul style="list-style-type: none"> • In-School Suspension • Parent Interview with administration
6	<ul style="list-style-type: none"> • Out of school suspension • Re-entry interview with parents and student

- Behaviour Slips are to be sent to the office and recorded.
- Only the name of the student who is receiving the slip should be written on the Behaviour Slip
- The original slip is sent home with the student. The parent signs and returns the Behaviour Slip.
- The class teacher is to be notified of behaviour incidents.
- A student involved in extreme behaviour (e.g. wilful disobedience, vandalism, etc) will be "fast tracked".
- A student involved in a physical fight or extreme behaviour may receive suspension.
- A student returning from out of school suspension recommences at level 3 of the Behaviour Slip if further misbehaviour is reported.

Bletchley Park Primary School Statement on Bullying

At Bletchley Park Primary School, we aim to establish a community in which everyone feels valued and safe, where the individual differences are appreciated, understood and accepted. Everybody has the right to enjoy their time at school.

What is Bullying?

Bullying is repetitive behaviour that hurts, threatens or embarrasses someone.

Examples of Bullying

Physical	Hitting, punching, kicking, threatening, damage to property.
Verbal	Name calling, sexist or racist comments, teasing, put downs
Social	Rumours, social exclusions, nasty notes, setting up humiliating experiences

Our School's Position on Bullying

Our school community does not tolerate bullying. Bullying is unacceptable because of the serious effects it can have.

Specific Aims

- Positive social behaviour is taught, reinforced and modelled throughout the school community.
- Students and staff are taught to manage and resolve conflict in non-aggressive and non-violent ways.
- Opportunities are provided for students, staff and families to develop the skills necessary to handle incidents of bullying in constructive ways.
- Create a safe, caring school environment.

What the School will do

- We will work to solve the problem with the bully and the victim using the *No Blame* or *Shared Concern* strategy.
- In extreme cases, especially where physical aggression is concerned, there will be immediate and serious consequences. The school's Managing Student Behaviour Policy will inform subsequent actions.
- We are careful to protect the victim as much as possible.

Levels of Intervention

- Step One – All bystanders, both students and adults, have a responsibility to take appropriate action when they witness bullying.
- Step Two – Shared Concern/No Blame strategies [except for cases of physical aggression or severe threats]
- Step Three – B.M.I.S. strategies including suspension.
- Step Four – Case management of individuals.



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



RESPECT

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser



DOING MY BEST

Name: _____

LA: _____

Faction: Farmer, Bradman, Strickland, Fraser