PSS BEHAVIOUR EXPECTATIONS

PROSERPINE STATE SCHOOL

Learning Together Making A Difference

BEHAVIOUR EXPECTATIONS

At Proserpine State School, we embrace a Schoolwide Positive Behaviour focus and we expect that each member will strive to:

BE SAFE
BE FRIENDLY
BE RESPECTFUL
BE A LEARNER

Our school's values are underpinned by a clear set of school and classroom expectations that teachers and students unpack together at the beginning of each school year and revisit regularly throughout the school year.

Parents and carers who promote these expectations in the home setting provide an easier transition for their students to the school setting and prepare them to be a valued member of our community.

In what ways can students demonstrate these expectations?

- By acting in a safe and responsible manner for the protection of others and themselves.
- By being cooperative and caring of others.
- By being considerate of others and the school environment.
- By staying focussed, striving to do their best and accepting challenges.

The behaviours that we expect of our students are set out in our School-wide Positive Behaviour Matrix. Consequences for inappropriate behaviour are set our in the Student Responsible Behaviour Plan which is available on our school web page or on request from the administration office. When enrolling children at our school, parents/carers will receive a copy of this document.

Safe and Respectful Behaviour

By encouraging safe and respectful behaviour, our school aims to eliminate bullying in our school setting. Bullying is a term used to describe ongoing or repeated harassment of a child by another child or children. It can be verbal, physical, emotional, racist or sexist in nature. Our school community has zero tolerance of bullying and urges all children to **report** any breaches of our expectations to Staff and/or Parents. Please be aware that a one-time incident is not considered to be bullying, but at the same time may require adults to intervene on the child's behalf. We can lessen the incidences and impact of bullying if we encourage children to develop coping strategies or what we term, **resilience.** Nonetheless, in cases of bullying, the child should be given maximum support from family, school staff, friends, and peers.

Please contact the Principal/Deputy Principal if you have any concerns about your child's safety or well being.

Equipping children to respond appropriately

Bullies set out to get a reaction from their victim – either for the victim to hit back, get upset or do something against their will. If the bully gets a reaction the first time, he/she is empowered and will then target that child as an easy mark. Equip your children to ignore the initial behaviours and not to show any outward signs that they are upset, as this is what the perpetrator wants. If the perpetrator doesn't get the desired reaction, the power is then taken away from them.

Encourage your child to adopt these strategies when dealing with bullies:

1. Ignore it
2. Tell the person – STOP! I don't like what you are doing.
3. Report

Bullies will not target those that they do not get some sort of response from.

Modelling Positive Behaviours

Children model behaviours on their experiences and if they are exposed to a good set of social skills at home these are then brought to the school setting. Parents and schools need to develop the premise of:

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TELL
SHOW
PRACTISE

Eg. Parents **tell** their children about the need to wash their hands after toileting and why it is necessary to do this. They then **show** them how to do it. Finally, they ensure that they **practise** the skill.

A sound set of **social skills** is essential for children to interact in the school environment and our staff has developed the following outline.

Social Skills

In order for children to develop coping skills known as 'resilience', teachers and administration advocate the purposeful teaching of 'social skills'. Although most social skilling is taught in family situations in the child's early years (0-5 years), these skills are reinforced and developed within the primary school environment.

Inappropriate Behaviour

The following behaviours are inappropriate at our school:
Rough play; poor manners; disruption to class-time learning; safety and health rule infringements; insolence to teachers, other members of staff and school visitors; physical or verbal abuse; wilful and persistent disobedience; wilful damage to the property of the school and others; harassment (repeated annoyance to students or staff or visitors); theft; truancy.

VALUABLES / TOYS / MONEY

Students should not bring items of value to school such as: -

- Valuable toys, computer games, electronic devices etc.
- Jewellery
- Money in excess of tuckshop/travel needs
- Treasured belongings
- Valuable heirlooms
- Dangerous items such as penknives, knives, fishing lures, lighters etc.
- Cards or collectibles for the purposes of selling, buying, or swapping. Children often regret swapping items and then are upset which can lead to disputes.

When students bring these types of belongings to school, there is a risk that they may be broken, lost, or regrettably taken by others. The items may also become a catalyst for bullying. The school is unable to locate or replace these items, so it is wise to leave them at home. If children are having a 'sleepover' and going to another location after school, belongings can be housed at the office and collected at 3.00 p.m.

Money needs to be kept in a safe place when brought to school e.g. wallet secured in a pocket, or handed to the teacher.

MOBILE PHONE USE

The use of mobile phones, pagers, portable CD and MP3 players is disruptive to the learning environment of all students and is discouraged.

It is acknowledged that there are times when it is genuinely appropriate and beneficial for students to have access to a mobile phone. Students may, for example, feel the need to carry a mobile phone to and from school for security reasons. Immediately on entry to the school premises, mobile phones (labelled with student's name) will need to be taken to the school office for secure storage during the day. They can then be collected by students at 3.00 pm. No liability will be accepted by the school in the event of the loss, theft of, or damage to any device brought onto the school premises.

Further information on how behaviour is managed at Proserpine State School is located in the School's Responsible Student Behaviour Plan. This document will be available to parents on your child's enrolment or can be located on the school's website.