

School Behaviour Policy

The need for a behaviour policy that gives clear guidelines within our school community has been felt for these past years. It has been the cause of a number of heated debates during staff meetings and SDP sessions. SDP document 2014-2015 has stipulated the formulation of a behaviour policy, this has been further enhanced by the publication of the Respect for All Framework which includes a whole section for Anti bullying policy. Our School Behaviour policy deals with encouraging and acknowledging good and desirable behaviour and gives guidelines how to curtail and manage undesirable behaviour.

The Philosophy behind the Behaviour Policy

The school behaviour policy adopts a whole school approach. We aim for a collaborative and constructive approach by all stakeholders - administrators, teachers, ancillary staff, parents and students alike.

In the School Staff Handbook that is updated yearly it is clearly stated that as a school community we aim to have a healthy and supportive school environment conducive to learning, that ensures the holistic development of every student. Every child needs to feel accepted and respected. This can only be achieved if the school community permeates a sense of respect and fairness for all its members.

In the Respect for All Framework , Chapter 2 clearly states:

2.2

The school environment needs to enable students to perceive “themselves to be ‘of’ the school, rather than just in it” (Griffith, 2013). Giving students this level of acknowledgement, leads the latter to feel respected and thus be more accountable for their behaviour.

2.3

Furthermore the school environment needs to also embrace the collaboration of parents within the school life. Seeing parents as partners (Griffiths, 2013) from the onset of each scholastic year enables and encourages parents to provide their support and participation in various school activities is considered to be beneficial to the entire school community. Such empowerment increases the parents' awareness of school dynamics resulting in collaboration.

2.4

The Framework for the Education Strategy for Malta 2014-2024 focuses its attention on supporting the educational achievement of all students including those coming from vulnerable groups. It highlights the conviction that "students develop their personal and social potential and acquire the appropriate knowledge, key skills, competences and attitudes through a value-oriented formation including equity, social justice, diversity, and inclusivity" (p.2). 2012: 48).

This environment is developed mainly through the type of relationships that the children have with their peers and teachers as these impact their lives in different ways (Goodenow, 2003; Lantieri, 2009; Cefai and Camilleri, 2011). Children need to feel accepted, valued and respected by their peers as well as by the people caring for them.

Good Classroom Management

Good classroom management encourages normal and desirable behaviour. Each teacher must use his/her professional skills to create a lively and stimulating learning environment in his/her class. Well planned and structured teaching and learning experiences help to keep the children motivated and focused on the work assigned to them.

Positive Reinforcement

Positive Reinforcement and continuous encouragement are paramount in any teaching and learning experience. This can be further enhanced by the following suggestions for all teaching staff to follow:

- Certificates for behaviour, effort, generosity, kindness etc. class based and school based are given out on a monthly or quarterly basis.
- Special prizes for children who show respect, adherence to rules, kindness, generosity etc. are given out during Celebration Days
- Pupil's work is displayed in class, Fronter, school corridor, foyer, school website etc.
- Immediate feedback by rewarding efforts such as clapping, personal star cards, smileys, positive and constructive comments on children's copybooks is given out consistently according to the learning outcomes and criteria of success of each lesson.
- Teaching staff can send children to the SMT to show good work or good effort and the SMT can announce the event during the school assembly or during Special Assemblies

Dealing with undesirable, challenging behaviour

The role of the home and society at large play a substantial role in determining social behaviour and will inevitably affect the behaviour in class. A child with a good and culturally rich home background, where his/her basic physical, emotional, social and psychological needs are sufficiently met, can tolerate the classroom environment and all the demands that the school community imposes on him/her. On the other hand a child from a culturally and emotionally deprived background puts more demands on the class and school community.

It is important to distinguish the nature of the undesirable, inappropriate behaviour in question. If the undesirable behaviour is disruptive in nature and endangers the teaching and learning experiences of the other peers, it is of a

very serious nature and teacher needs to refer such behaviour to the right channels. Such channels would include the SMT, guidance teachers, school councillors, nurture class teachers, prefect of discipline, antibullying teacher and the child safety, SEBD(Social, Emotional Behaviour Disorders)and SPS (School Psychological Services) services If on the other hand the behaviour originates from lack of motivation and interest in the school environment this requires a different form of intervention. This might include the complementary teacher, the literacy support teacher, the maths support teacher,Nwar facilities, the SPLD and SPS services.

A lot of effort and time is invested in dealing with undesirable behaviour. There are innumerable initiatives from government , the education division and other supportive NGO's to address this challenging reality. However there is a general feeling of dissatisfaction among all stakeholders and society at large regarding our efforts to deal with such undesirable, inappropriate behaviour.

Notwithstanding all this there are some fundamental principles to abide by to guarantee positive behaviour and adherence to rules. It is important to formulate a set of class and school rules and consequences are agreed upon at the beginning of the scholastic year with the pupils and class teacher. These should include amongst others:

School and Classroom golden rules

- Everyone must show respect, kindness and tolerance to each other
- Everyone must be expected to listen to each other and no use of foul language is tolerated
- Everyone is expected to look after their property and the school's property.

- Everyone is expected to use textbooks and other school books properly, when handing back textbooks or books a child is expected to replace any missing textbook or book.
- Everyone is responsible to keep his/her desk organized and to carry only necessary items in the school bag
- Everyone is expected to do his school work to the best of his/her abilities
- Homework is an integral part of the child's education where he/she are expected to work more independently and weekly or monthly reports are sent to inform parent if child keeps presenting incomplete or no homework
- No running and shouting in corridors is tolerated and only a child at a time is allowed to use the bathroom
- When celebrating birthdays, the birthday boy or girl is allowed to choose only another 2 peers to go round the classes with the birthday cake
- Students are expected to wear their full school and P.E. uniform
- Everyone is expected to be responsible for his/her actions

Once these set of rules have been established especially during the first week of the scholastic year then the following measures must be adhered to:

- An evaluation is carried out in class regarding adherence to class and school rules preferably during circle time conducted by the class teacher on a weekly bases or as the need arises
- Consequences of desirable and undesirable behaviour are clearly defined and understood by all stakeholders and are carried out consistently and in a serious manner

- Teachers organizes a behaviour chart or a behaviour contract with the students on an individual basis to reinforce the classroom practice
- Teachers or SMT keep a record if an inappropriate behaviour is being repeated and no improvement is being observed
- Referral sheets to guidance teachers, school councillor, nurture class teachers, prefect of discipline, friendship teacher, anti bullying teacher are kept updated and teaching staff and children are made aware of all the support our school can offer and how they can access it.
(See Appendix 1 for all the referral sheets)

Administering Sanctions

Members of school staff need to keep in mind that their behaviour and actions influence those of the pupils, and have a crucial role to play in fostering an environment that nurtures respect among all members of the school community. While being firm and consistent, any response to disruptive behaviour should not include threats, ambiguous statements or punishments directed at the child rather than his/her action. Sarcastic remarks which invariably hurt must be avoided at all times. Habitual use of language and actions aimed at demotivating students and crushing their spirit may constitute emotional abuse. One must remember that many times the opportune intervention of a grownup should help to diffuse tension and quiet down the conflicting situation.

Sanctions may include:

- Assigning of extra work to be carried out at school, during break or at home
- Sending child to another class of the same year or of a lower year to finish off start or to be assigned extra work
- Detaining the child from playing with his classmates during break for a limited time of 5 or 10 minutes
- Sending a child out of class and in the corridor to cool off should be used to a minimum

- Children detained from going on an outing because of inappropriate behaviour is not to be encouraged
- Depending on the case an Isa can be assigned to supervise a particular child on an outing
- Whole class punishments should be used only in very extreme cases and only with the approval of the head of school.
- Detention and exclusion provisions can only be assigned after all the school support agencies have been exhausted and can only be administered by the SMT or the qualified staff of the support services.

The role of the school in preventive work and timely interventions is indeed crucial. School-based initiatives not only serve to reinforce the positive efforts of the major stakeholders but it can actually help to counteract unsuccessful attempts of parents to change the unacceptable behaviour manifested by their children. It is understood that there will be variations in staffs' tolerance and acceptance of behaviour depending on the nature of the class and content of the lesson, that is why every teacher must establish his/her own classroom rules that are reasonable and relevant to the children under his/her care.

Parents' Involvement

Parents' involvement in the school community is crucial. Parents must be made to feel that they are important stakeholders in their children's education. For this purpose, home-school links should be established from the start. Parents need to regard the establishment of home-school collaboration as a parental responsibility. Parents who sincerely wish to practice positive discipline with their own children must endeavour to become a positive role model in their children's life. Such role modelling extends to their behaviour on or near the school premises. Respect towards teaching staff, administration and other staff working in the school should be shown at all times. To maintain a healthy and constructive relationship with the parents, all parents should be made familiar with the school's philosophy of the behaviour policy. During parents' meetings a time should be allotted to report on new

developments in this area as a whole school. On an individual basis parents' should be notified if their child has been reported by the teacher to the SMT for the inappropriate behaviour and of every eventual referral the teacher and SMT see fit to make.

As a school we follow an open door policy, this means any parent can come and talk to the SMT, the teacher or the Isa as soon as the need arises. However under exceptional circumstances the school still holds the right to meet parents only during a designated time.

All schools in Malta have been called to formulate an antibullying policy by December 2014. We have been involved in this exercise through a college based initiative with the help of the Prefect of discipline and the antibullying teacher. (Appendix 2) Parents' Meetings will be held in February 2015 to inform them about these new initiatives.

Paola Primary B School Staff Handbook (2014)

College Positive Behaviour Policy (2010)

Respect for all Framework (2014)



PAOLA PRIMARY B

ANTI BULLYING POLICY

9.

2014-2015



**Kulleġġ San Ġorġ Preca
Skola Primarja 'B', Paola**

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General Introduction by Our School Community to the Anti bullying Policy

The International Commission on Education for the Twenty-first Century in its report **Learning: The Treasure Within (UNESCO, 1996)** proposed four pillars of learning: learning to know, learning to do, learning to live together and learning to be, as ‘foundations of education’ and ‘fundamental types of learning in the reorganization of education in the twenty-first century.’

The publication of the National Curriculum Framework (2012) was addressed to the development of the attainment and thinking skills – learning to know, learning to do. This year the education division has published The Respect for All Framework (2014) document with the intention of addressing the two other pillars – learning to be and learning to live together. The Respect for All Framework wants to involve all stake holders students, teachers, educational leaders and parents alike in making education as the instrument to develop better communities and societies based on sound values.

As the SMT of the school we believe we make part of a much bigger community and it is in our interest to know the existing trends and the directions that education in Malta is presently taking. Therefore we have eagerly worked with the other college representatives in a board that was formed regarding anti-bullying policies to be adhered to in our schools. The board was headed by the prefect of discipline Mr. Philip Pace and the anti-bullying teacher Ms. Joanne Buhagiar. There were representatives from the Secondary School Sector and the Primary Schools. It soon became evident that bullying in the Secondary Schools is more widespread and rampant, however measures still need to be taken from the Primary Schools to set the tone and to send the right message across of good values and respect from an early start.

Please find enclosed the following documents:

1. Guideliness – Addressing Bullying Behaviours in School
2. Dealing with Bullying Behaviour

3. Letters addressed to parents (1st warning, 2nd warning in Maltese and English)

4. Report Sheets

5. Restorative Contracts

6. Positive Report Sheets



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Data: _____

Għażiż/a _____

Huwa b'dispjaċir li qed ninfurmak li t-tifel/tifla tiegħek _____ ta' klassi _____ kien/kienet involut f'incident ta' bullying fil-konfront ta' tifel/tifla ieħor/oħra ġol-iskola. Hawn taħt għandek issib fil-qosor x'għara f'dan l-incident.

Fin: _____

Post: _____

Imġiba ta' Bullying:

Tifhmu li l-iskola tagħmel l-almu tagħha sabiex l-istudenti kollha jiġu l-iskola kuntenti f'ambjent san u konstruttiv. Għaldaqstant imġiba ta' ibbuljar m'hijiex aċċettabli għall-iskola u tittieħed bl-akbar serjetà u attenzjoni. Mil-lum 'il quddiem l-imġiba tat-tifel tagħkom se tkun taħt osservazzjoni.

Huwa mitlub minnkom li tagħmlu kuntatt mal-iskola sabiex flimkien niddiskutu xi strateġiji sabiex nimxu 'il quddiem fir-rigward tat-tifel/tifla tagħkom u sabiex inċidenti simili ma jerġgħux jirrepetu rwieħhom.

Filwaqt li nistennew li dan l-inċident jirrisolva ruħu bl-għajjnuna tagħkom,

Grazzi bil-quddiem

Kap tal-iskola



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Date:

Dear Parent/s,

We need to report a bullying incident in which your son/daughter has unfortunately been involved. Please read carefully a brief description of the sequence of events.

Time of incident: _____

Place: _____

Description of bullying behaviour

We hope you understand that the school does its best to ensure the school children a safe and supporting learning environment. Therefore the school takes very seriously these offences. From now on your son's/daughter's behaviour will be under observation.

You are advised to contact the school to discuss this matter in more detail and together come out with some strategies to avoid further incidences in this regard.

Whilst hoping to resolve this incidence in the best of ways,

Thanks beforehand

Head of School



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Data: _____

Għażiż/a _____

Huwa b'dispaċir li għal darb'oħra ikolli ninfurmak li t-tifel / tifla tiegħek _____ ta' klassi _____ reġa'/reġgħet kien/kienet involut/a f'incident ta' bullying fil-konfront ta' tifel/tifla ieħor/oħra ġol-iskola. Hawn taħt għandek issib fil-qosor x'għara f'dan l-incident.

Ħin: _____

Post: _____

Imġiba ta' Bullying:

Bħalma diġà intom infurmati permezz ta' ittra oħra, l-iskola tagħmel l-almu tagħha sabiex l-istudenti kollha jġu l-iskola kuntenti f'ambjent san u kostruttiv. Għaldaqstant imġiba ta' ibbuljar m'hijiex aċċettabli għall-iskola u tittieħed bl-akbar serjetà u attenzjoni.

Intom mitlubin sabiex tagħmlu kuntatt mal-iskola sabiex niddiskutu flimkien l-imgiba tat-tifel/tifla tagħkom. Huwa importanti li tifhmu li jekk l-imgiba tat-tifel/tifla tagħkom ma titjieb, jistgħu jittieħdu passi dixiplinari ulterjuri.

Grazzi bil-Quddiem,

Kap tal-iskola



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Date: _____

Dear _____

It is with great displeasure that we have to inform you again that your son/daughter has been involved in yet another bullying incident. Please find below a brief description of the bullying incident.

Time: _____

Place of incident: _____

Bullying incident:

As you already know from the previous letter you have received, our school does its utmost to help the students be happy and to provide a healthy and supportive learning environment. Therefore any type of bullying behaviour is not tolerated and is taken very seriously.

You are asked to contact the school to discuss your son's/daughter's behaviour . Please understand that if your son's/daughter's behaviour does not improve further disciplinary actions will be taken.

Thanks beforehand,

Head of School

BULLYING INCIDENT REPORT SHEET

Date: ____ / ____ / ____

/

PERPETRATOR(s):		CLASS:	VICTIM(s):		CLASS:
TYPE OF BULLYING BEHAVIOUR	Physical <input type="checkbox"/>	Verbal <input type="checkbox"/>	Social <input type="checkbox"/>	Cyber <input type="checkbox"/>	Other
DATE OF INCIDENT:	/ /	TIME OF INCIDENT:		PLACE OF INCIDENT:	
BRIEF DESCRIPTION OF BULLYING BEHAVIOUR:					
ACTION TAKEN:					

--

PLAN OF ACTION TO ADDRESS BULLYING BEHAVIOUR:

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LETTER SENT TO PARENTS OF PERPETRATOR	DATE: / /	MEETING WITH PARENTS OF PERPETRATOR	DATE: / /	MESSAGE CONVEYED TO PARENTS OF VICTIM	DATE: / /
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ISSUE RESOLVED: <input type="checkbox"/>	ISSUE NOT RESOLVED: <input type="checkbox"/>
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RS10 - Examples of Restorative Scripts

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. It may be useful to decide discuss with staff when individual scripts will be most useful or ask staff to devise their own.

Main Restorative Script

What happened?
What were you thinking of at the time?
What have you thought about since?
Who do you think has been affected by what you did and in what way?

Alternative Restorative Scripts

What's happened?
Who's been upset by this?
What needs to happen to put things right?
What could you have done differently?

What's happened?
What choice did you make?
What choice could you have made?
How can you put this right?

What's happened?
What were you thinking?
What needs to happen to put things right?
What are you going to do differently next time?

What do need to do to make things right?
How can we make sure this doesn't happen again?
What can I do to help you?

How can we make sure this doesn't happen again?
Was it the right thing or the wrong thing to do?
Was it fair or unfair?
What exactly are you sorry for?

What's happened?
Who's been affected?
How can we move forward?
How can we do things differently in future?

APPENDIX B - POSITIVE REPORT SHEET

Date:		Time:																													
Location:	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; border-bottom: 1px solid black;">Inside/Outside</td> <td style="width: 33%; border-bottom: 1px solid black;">Supervised /Unsupervised</td> <td style="width: 33%; border-bottom: 1px solid black;">Classroom / Toilet / Corridor / Yard</td> </tr> </table>	Inside/Outside	Supervised /Unsupervised	Classroom / Toilet / Corridor / Yard																											
Inside/Outside	Supervised /Unsupervised	Classroom / Toilet / Corridor / Yard																													
Subject:		LSA Present:	Yes / No																												
Reported by:		Replacement Lesson :	Yes / No																												
Student:		Class:																													
Behaviour (Tick)	<table border="0" style="width: 100%;"> <tr><td style="width: 60%;">Listens carefully to the teacher</td><td style="width: 5%; text-align: center;"><input type="checkbox"/></td><td style="width: 30%;">Completes his work well</td><td style="width: 5%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Listens carefully to other students</td><td style="text-align: center;"><input type="checkbox"/></td><td>Works hard to improve his work</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Waits for his turn to speak</td><td style="text-align: center;"><input type="checkbox"/></td><td>Is always on time for lesson</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Shows respect to others</td><td style="text-align: center;"><input type="checkbox"/></td><td>Takes care of the school property</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Shows respect to authority</td><td style="text-align: center;"><input type="checkbox"/></td><td>Always brings his equipment</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Helps others</td><td style="text-align: center;"><input type="checkbox"/></td><td></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Is a fair player</td><td style="text-align: center;"><input type="checkbox"/></td><td>Others: _____</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	Listens carefully to the teacher	<input type="checkbox"/>	Completes his work well	<input type="checkbox"/>	Listens carefully to other students	<input type="checkbox"/>	Works hard to improve his work	<input type="checkbox"/>	Waits for his turn to speak	<input type="checkbox"/>	Is always on time for lesson	<input type="checkbox"/>	Shows respect to others	<input type="checkbox"/>	Takes care of the school property	<input type="checkbox"/>	Shows respect to authority	<input type="checkbox"/>	Always brings his equipment	<input type="checkbox"/>	Helps others	<input type="checkbox"/>		<input type="checkbox"/>	Is a fair player	<input type="checkbox"/>	Others: _____	<input type="checkbox"/>		
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Is a fair player	<input type="checkbox"/>	Others: _____	<input type="checkbox"/>																												
Action taken:	<table border="0" style="width: 100%;"> <tr> <td style="width: 25%; border-bottom: 1px solid black;">Praise</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; border-bottom: 1px solid black;">Physical Reward</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; border-bottom: 1px solid black;">Certificate of Merit</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Stickers</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="border-bottom: 1px solid black;">Class Reward</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="border-bottom: 1px solid black;">Other: _____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Praise	<input type="checkbox"/>	Physical Reward	<input type="checkbox"/>	Certificate of Merit	<input type="checkbox"/>	Stickers	<input type="checkbox"/>	Class Reward	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>																		
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Stickers	<input type="checkbox"/>	Class Reward	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>																										

Restorative Conference Contract

Incident date: _____

Conference date: _____

Brief description of incident:

Participants: _____

Agreement Terms:

Signature of
Participants: _____

Follow up date : _____ 20.

