



## BEHAVIOUR MANAGEMENT PROCEDURES

Reviewed: 2020  
Due for Review: 2023

### RATIONALE

Catholic schools have a responsibility to provide an educational environment that promotes the dignity and respect of each person.

#### St Jude's Catholic School Vision Statement

St. Jude's Catholic School is a compassionate and welcoming community.  
We centre our learning in Christ and strive to achieve excellence,  
as we affirm, nurture and develop the unique gifts of each child.

St Jude's School Positive Behaviour Procedures honours this vision by highlighting the value we place on creating a supportive, safe and positive school environment where staff, students and parents become known and valued members of our school community.

St Jude's School aims to:

- Create a positive environment within the school and classroom.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment.
- Establish a set of rules that protects the rights of all individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules.
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner.

The rationale for developing whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self-managed. Central to our mission, is the commitment to the development of full potential which can only be achieved in an environment where acceptable standards of behavior are apparent and developmentally appropriate with a focus on looking for opportunities for positive feedback. Through consistent application throughout the school, children will understand the expectations of them regarding managing their own behaviour and the importance of treating others with respect and care.

This Management Procedure acknowledges the research evidence that suggests the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills and decision-making, emotional management and conflict resolution, can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

This revised document has responded to the National Safe School's Framework initiative and the CEWA Child Safety Framework, by aligning the guiding principles for promoting a safe school environment with our own. We have implemented the Keeping Safe Program and have embraced the protective behaviours philosophy: "**We all have the right to feel safe all of the time and that nothing is so awful that we can't talk about it with someone.**"

We have also participated in training to become a Trauma Informed School and are actively implementing practices from the "**Making Space for Learning Program**" which includes mindfulness techniques shown to improve protective factors and reduce behavioral risks through improving:

- Self-control
- Understanding and recognition of emotions
- Ability to tolerate frustration
- Use of more effective conflict-resolution strategies
- Thinking and planning skills
- Decrease anxiety
- Decreased conduct problems
- Decreased symptoms of sadness and depression
- Decrease report of conduct problems, including aggression.

The procedures have been developed in consultation and collaboration with the School Behaviour Management Team and staff and based on data produced in the Insight School Data Surveys (Quality Catholic Schools).

## **BEHAVIOUR MANAGEMENT TEAM**

While all staff at St Jude's School are responsible for effectively managing student behaviour, a small team has been established to deal with those behaviours or situations that require further follow-up or intervention. The Behaviour Management Team at St Jude's School is comprised of:

- Principal
- Assistant Principals
- School Pastoral Care Worker

## **STUDENT CODE OF CONDUCT**

At the beginning of the school year, class teachers develop a student code of conduct in collaboration and consultation with the students for their class. In addition, our Year 6 student leaders participate in a half day workshop where they develop our school code of conduct for students. The session is facilitated using the 'Developing a Student Code of Conduct Facilitator's Guide' developed by the Catholic Education Office of WA (CEWA).

Involving students in the development of their Code of Conduct enhances engagement in learning and the student's sense of pride in their school. It develops a sense of belonging, enhancing the feeling that they have been listened to and most importantly heard.

# Student Code of Conduct

At St Jude's Catholic Primary School, we want to feel safe, appreciated, happy, respected and encouraged.



- 1** In order to feel **safe**, we will follow the rules, focus on what we are doing and check in to see that others are feeling ok.
- 2** In order to feel **appreciated**, we will make sure to thank others when they have done something for us, use our manners, be encouraging and compliment others.
- 3** In order to feel **happy**, we will be WEST people, listen to instructions and treat people the way we want to be treated.
- 4** In order to feel **respected**, we will treat others with respect, listen to others, use positive and respectful body language, be helpful and be positive role models to each other.
- 5** In order to feel **encouraged**, we will congratulate people when they achieve something great, show good sportsmanship by encouraging and cheering for our team and encouraging others when they make mistakes.

*When someone isn't feeling in this way, or there is conflict, we will ask a teacher for help, use our words to try and resolve the conflict in a firm but polite manner and speak up when you see something that is not right.*

**By doing these things, we prohibit bullying, harassment, and other forms of peer to peer abuse; and we require respect for the privacy and human dignity of others.**

Developed by the Year 6 student leaders of St Jude's Catholic Primary School 2023.

Coordinated by, compiled and written by Mr Graham Maher

Presented to the School Community – [28 April 2023]

**RIGHTS AND REPSONSIBILITIES**

Students have the <b>RIGHT</b> to	Students have the <b>RESPONSIBILITY</b> to
<p>Learn without being disrupted</p> <p>Work and play in a safe, friendly and clean environment</p> <p>Be treated with respect, courtesy and honesty</p> <p>Be proud of your achievements</p>	<ul style="list-style-type: none"> <li>• Make sure that your behaviour is not disrupting the learning of others.</li> <li>• Support the teacher and peers by listening, helping, cooperating and behaving responsibly.</li> <li>• Show kindness and respect to everyone.</li> <li>• Always use your best manners when dealing with others.</li> <li>• Show respect for your own and for other's property.</li> <li>• Walk quietly around all corridors and verandahs.</li> <li>• Follow teachers' directions immediately.</li> <li>• Play safely and fairly in appropriate areas.</li> <li>• Treat other students, staff and visitors in a friendly and respectful way.</li> <li>• Sit down when eating or drinking and place all rubbish in the bin.</li> <li>• Wear your school uniform with pride</li> <li>• Treat everyone with respect.</li> <li>• Not gossip, tell secrets, or spread untruths about others.</li> <li>• Show good manners and courtesy toward others.</li> <li>• Include and welcome others.</li> <li>• Own up and tell the truth.</li> <li>• Develop your potential and help others to do the same.</li> </ul>
Staff have the <b>RIGHT</b> to	Staff have the <b>RESPONSIBILITY</b> to
<p>Teach without disruption</p> <p>Work in a clean, safe environment</p> <p>Be treated with respect, courtesy and honesty</p> <p>Be supported by the whole school community.</p>	<ul style="list-style-type: none"> <li>• Be well organised and provide relevant and challenging educational programs.</li> <li>• Deal effectively with students whose behaviour disrupts the learning of others.</li> <li>• Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure.</li> <li>• Share responsibility for making sure that the school environment is safe.</li> <li>• Treat others with respect, courtesy and honesty.</li> <li>• Support the school's ethos, policies and procedures.</li> <li>• Communicate effectively and respectfully with other staff, students and parents</li> </ul>
Parents have the <b>RIGHT</b> to	Parents have the <b>RESPONSIBILITY</b> to
<p>Be treated with respect and courtesy</p> <p>Be informed about your child's progress and behavior</p> <p>Expect your child to participate fully in their education program</p> <p>Communicate issues related to your child in an appropriate forum, at an appropriate time</p>	<ul style="list-style-type: none"> <li>• Treat all members of our school community with respect, courtesy and honesty.</li> <li>• Support your child's learning program at home by ensuring homework is completed to a satisfactory standard.</li> <li>• Regularly communicate any information that may affect your child's behaviour or performance at school.</li> <li>• Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school.</li> <li>• Ensure your child arrives at school on time and attends school regularly.</li> <li>• Ensure that the child's physical and emotional needs are met at home.</li> <li>• Contact the class teacher first, to communicate any concerns, questions or seek clarification.</li> <li>• Contact the Principal for further clarification if necessary.</li> </ul>

## **RULES PROTECT PEOPLE'S RIGHTS**

A set of whole school rules guide student behaviour throughout the school. These complement classroom rules that the students develop with their teacher at the beginning of each year and integrate principles from the Making Jesus Real Program.

### **WHOLE SCHOOL RULES**

#### **Be Welcoming**

- Ensure a welcoming and well-managed whole-school environment
- Ensure a welcoming and well-managed classroom environment
- Treat other students, staff and visitors in a friendly and respectful way.
- Show kindness and respect to everyone.

#### **Be Encouraging**

- Encourage others to do their best
- Encourage others during team games and activities

#### **Saying Sorry**

- Acknowledging mistakes or when we have hurt others
- Saying sorry to restore relationships

#### **Be Thankful**

- Always use your best manners.
- Thanking those who are being helpful
- Thanking those who have given their time to help

#### **Be Respectful**

- Show respect for your own and for other's property.
- Follow a positive approach to Behaviour Management

#### **Be Responsible**

- Walk quietly around all corridors and verandahs.
- Play safely and fairly in appropriate areas.
- Sit down when eating or drinking and place all rubbish in the bin.
- Make sure that your behaviour is not disrupting the learning of others.
- Own up and tell the truth.

#### **Follow Instructions**

- Follow teachers' directions immediately.
- Listen to others.

#### **Be Prepared**

- Wear your school uniform with pride.
- Line up quietly when the bell goes.
- Have all of your books and pencils ready for your classroom.

#### **Strive for Success**

- Provide diverse and engaging learning opportunities
- Develop your potential and help others to do the same.
- Support the teacher and peers by listening, helping, cooperating and behaving responsibly.

**We aim to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community.**

Some of the ways we work to achieve this aim are:

- Offer School Based Presentations regarding Parenting Skills
- Offer multiple Performance Opportunities for students
- Offer opportunities for student leadership and responsibility
- Offer public acknowledgement and celebration of student achievement
- Provide opportunities to participate in External Competitions or Awards
- Provide opportunities to participate in various Sporting events
- Invite our community Members to engage fully in school activities
- Acknowledge the efforts and skills of our Staff
- Provide opportunities for Parent Involvement in the school
- Provide Self-Improvement and Peer Support Programs
- Provide access to Student and Family Services

#### **Individual Classrooms Teachers will**

- Focus on the behaviour and not the person.
- Preserve the dignity of the student and discipline them discreetly.
- Have their own reward system. The reward system will be displayed in the classroom for others, including education assistants and relief teachers.
- Use evidence-based research relating to behavioural practices.

#### **CLASSROOM RULES: GUIDELINES**

- Classroom rules should reflect the rights and responsibilities outlined in the behaviour management procedure.

Rules should be:

- Written in a positive tone – highlighting desired behaviour
- Clear and concise
- Few in number
- Easily understood by children
- The number and type of rules should reflect the developmental age of students.
- Students and teacher should develop the rules in collaboration at the beginning of the school year and review them regularly.
- The code of conduct for each class must be forwarded to the Principal as part of the Parent Information Evening documentation.
- **Expectations should be clearly displayed in the classroom and referred to regularly.**

#### **OUR BEHAVIOUR HAS CONSEQUENCES**

We are responsible for how we choose to behave.

#### **Acknowledgement of co-operative and positive behaviour:**

##### **Whole School Rewards**

- Lining Up points for each class
- Faction Points
- Mercy Awards
- Gotcha Awards
- Merit Certificates

##### **Classroom Rewards**

- **Individual rewards** – verbal acknowledgement, faction certificates, stickers, stamps, free time, lucky dips, class raffles, lucky draws, dojo points
- **Group rewards** – points towards a negotiated reward
- **Class rewards** – points towards a negotiated reward eg free dress days



### **Playground**

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:

- **Positive verbal acknowledgement and body language** – A reward may be as simple as a smile or words of encouragement.
- **Faction certificates and Gotcha Awards** – which contribute towards faction tally and individual tally which could result in a prize.

## **PROCEDURES FOR MANAGING UNPRODUCTIVE BEHAVIOUR**

Whole school practices and procedures are followed to ensure that all children are treated with dignity, fairness and consistency by all members of the community. The **Incident/Unproductive Behaviours Flowchart below** summarises the steps involved in managing behaviour, both in and out of the classroom, and summarises unproductive behaviours that are major and minor.

### **Examples of Minor and Major Unproductive Behaviours:**

#### **Minor unproductive behaviours**

##### **(Recess and lunch, before or after school)**

- Not wearing a hat on head (if a student does not have a hat, they must be sent to the Undercover Area)
- Taking someone else's hat
- Rough play
- Running on paved areas and on pathways
- Not sitting quietly outside classroom before school
- Answering back
- Exclusion of others
- Playing in out of bounds areas
- Littering
- Playing after school in the drop off or on playgrounds
- Late back to class
- Removing footwear (unless in Junior Playground)
- Swearing
- Teasing
- Poor sportsmanship
- Running in the Japanese Garden

#### **Major unproductive behaviours (at all times):**

- Very offensive language
- Deliberately hurting/injuring another student
- Wilful damage of school property/another's personal property (e.g. graffiti, vandalism)
- Showing disrespect for staff
- Constant harassment of another student
- Stealing
- Coercion of money or food from another student
- Verbal abuse of a staff member, adult or student
- Crude or racist remarks or comments
- Physical abuse of a staff member, adult or student
- Spitting
- Threatening other students
- Leaving class to avoid consequences
- Homophobic or gender remarks or gestures and teasing
- Bullying behaviours of any kind including verbal, physical, cyber

The Assistant Principal will conduct a regular audit on SEQTA to follow up with children of concern.

### Consequences for inappropriate and uncooperative behaviour

- **We believe we need to work at building relationships.** When we deliver consequences of inappropriate student behaviour it should be done so in a manner that will not damage our relationship with the student. Our Trauma Informed Practice provides guidelines for these interactions and should be used as the compass for our interactions with the students. Students should understand that the consequence is a result of their actions. **All classroom and playground behaviour incidents should be recorded in SEQTA.**
- We believe that students should be given every opportunity to make **'a fresh start'** after inappropriate behaviour/s have been dealt with and that each child has the right to not be labelled by staff, students or parents (e.g. 'he's a trouble maker').
- Teachers are encouraged to use positive action first! Children must have a sense of their own self-control and responsibility to others. However, **the management of inappropriate behaviour should be consistent and certain for all members of the class.**

### Behaviour Tonics 1, 2, 3 Magic and Emotion Coaching

For consistency across the school, staff have received training and have implemented the Behaviour Tonics 1, 2, 3 Magic and Emotion Coaching approach when managing minor student behaviour across the school.

One part of this approach involves teachers / education assistants using a counting method of 1-2-3 to set limits on behaviour that can impact on others and be disruptive to learning. The counting method associated with 1-2-3, lets students know their behaviour is not OK and they should stop what they are doing or make an adjustment. This gives them practice at making choices when it comes to their behaviour.

A most important part of our whole school approach is the Emotion Coaching, this is key to improving students' self-regulation and their level of empathy. Staff will Emotion Coach students at times when they need help to regulate their emotions, often known as the "name it, to tame it" approach ("it" being the emotion).

Over time students will learn to "name it and tame it" for themselves, which is an essential part of learning to self-regulate and show more self-control. Our primary focus is always on providing a positive learning environment that is supported by good relationships. Emotion Coaching builds and strengthens these relationships.

#### Sorting Behaviours

Sorting behaviours is crucial to the 1, 2, 3 Magic approach to behaviour management. Behaviours can be sorted into three types:

- **Minor, But Annoying Behaviours (MBA)** (eg, Making silly noises)
- **Start Behaviours:** Behaviours we would like students to start (eg, staying in their seat or keeping hands and feet to themselves)
- **Stop Behaviours:** Behaviours we would like students to stop (eg, talking out of turn)

In sorting behaviours, staff need to identify key behaviours that they wish to see less of. These are referred to as the 'BIG ROCKS'. EG, hurting others, speaking or acting rudely.

#### 3 Choices Model

The 3 Choices model, provides a consistent approach to managing minor unproductive behaviours especially when under pressure. This model allows staff to pause, think and refer to the 3 options for managing the identified behaviours:

- **Ignore it:** The ignore it option assists staff to be clear about what they should and should not respond to. It involves choosing ones battles and is most commonly used for minor but annoying behaviours. In most cases, this will be enough to stop these behaviours but in cases where this approach may



escalate the behaviours, staff will need to consider moving to the other two options. Ignore it means that you simply do NOTHING. This is not the best option for behaviours that cause concern for safety.

- **Count:** Counting is a signalling system that helps students to toggle, pause and reflect, stop the behaviour and adjust accordingly. When using the 'count' effectively, staff must deliver the signal clearly and firmly (but not in a menacing way). Students must then be given time to respond. There is no talk and no emotion and there is no need to give an explanation as to why a student has been counted.
- **Emotion Coaching:** Students often need assistance to self regulate. Students need feedback to assist them to recognize their feelings and thoughts and this will eventuate to students being able to learn self-control. When emotion coaching, staff are aware of the child's emotion and recognize the emotion as a teaching opportunity. Staff listen empathetically and validate the child's feelings and help the child to verbally label the emotion they are feeling. Staff use three 'STEM statements' followed by a possible solution: The first two STEM statements identify the feeling whereas the third STEM statement validates the feeling. Eg,
  - You look **[frustrated]**. It's ok to feel **[frustrated]** from time to time.  
If somebody did that to me, I'd feel frustrated also.  
How about the next time you feel frustrated, you try counting to 10 or walk away to get some space?

### **Classroom Consequences:**

#### ***Kindergarten to Six:***

If a child breaks a rule inside the classroom staff will use the 3 choices model to manage the behaviour. In most cases, staff will use the 'COUNT' method from the 1, 2, 3 Magic approach as outlined above but may need to reevaluate if the count method is not effectively changing behaviours:

- First occasion: Reminder of appropriate behaviour, Verbal Warning. "That's one"
- Second occasion: Reminder of appropriate behaviour, Verbal Warning. "That's two"
- Third occasion: Reminder of appropriate behaviour, Verbal Warning and Reflection Time. "That's three, take 5 (take 3 for Kindy to Year 1)". Student moves to a reflection space and is given 5 minutes to regroup, calm and settle their behaviour before rejoining the group. A 5 minute sand timer (3 minutes for K-1) will be available in this space for students to keep track of elapsed time.
- Student rejoins the group with a fresh start with the processing beginning at '1'.
- For continuous disruption to the class, students may be sent to a buddy class or to the Assistant Principal in extreme cases or in cases where the students' behaviour is not improving or raise safety concerns.

For continuous unproductive behaviours, teachers are to note this in SEQTA for future tracking and monitoring. A meeting may be organised with the parents where after time, the behaviour is not resolving to discuss the possibility of the child being placed on a Behaviour Management Plan. The Behaviour Management Plan will be discussed with Student, Parent, Teacher and Principal.

- All teachers are to be informed of any student's Individual Behavior Management Plan and follow the plan.

***In cases of serious behaviour,*** teachers may bypass the steps above and the student would immediately be sent to the Principal/Assistant Principal. Examples of serious behaviour include: throwing objects, using abusive language or gestures, insolent behaviour, vandalising property, stealing, fighting.

## **PLAYGROUND BEHAVIOUR MANAGEMENT PROCEDURES**

### **Consequences for Minor Misbehaviour (non-classroom time)**

All teachers strive to create a safe, positive and rewarding play environment, however, should any child on any day decide not to comply with the school expectations then the following will occur.

### **Playground Consequences:**

If a child breaks a rule outside of the classroom follow the steps below:

- **First occasion:** Reminder of appropriate behaviour, Verbal Warning. "That's one"
- **Second occasion:** Reminder of appropriate behaviour, Verbal Warning. "That's two"
- **Third occasion:** Reminder of appropriate behaviour, Verbal Warning and **Walk with me- Talk with me:** Student walks with teacher for next 5 minutes. Ask the student what rule has been broken, reflect on what positive behaviour is desired.
- Student rejoins the playground with a fresh start with the processing beginning at '1'.
  
- For further behaviour incidents, students may be sent to 'bench'. The 'bench' can be anywhere but must be in view of the duty teacher.
- As much as possible there should be natural consequences e.g. clean up lunch area after leaving a mess or community service (eg picking up rubbish).
- *Please note:* Class teachers should not use the bench as a classroom behaviour punishment
- For extreme behaviour, or in case where there are safety concerns, red tag from duty bag to be sent to office for Assistant Principal to attend.

### CONSEQUENCES FOR MAJOR MISBEHAVIOUR (non-classroom time)

Major misbehaviour will result in:

- The student remaining with the duty teacher for the whole duty and/or
- Duty staff will inform the Assistant Principal. The Assistant Principal will notify the parents and may apply appropriate consequences. These may be, but are not limited to, lunchtime time out, limited play area for a period of time, missing out on an activity.

### IN-SCHOOL SUSPENSION

St Jude's procedure on suspension is a disciplinary measure which may be invoked by the Principal, where a student's behaviour is deemed prejudicial to the good order or reputation of the school.

In the case of serious misconduct or a series of misdemeanors and following a review by members of the Behaviour Management Team, it will be decided if an in-school suspension is warranted.

- In School Suspension occurs within the administration area of the school and under supervision.
- The student will sit at a desk and complete classroom work.
- There is to be no contact with other students during the time of In-School Suspension.
- Recess and lunch breaks will be taken at different times to the rest of the school.
- Duration of in-school suspension may range from a half a day to three days.
- Any unacceptable behaviour may result in the student being excluded from special privileges such as – incursions, excursions, camps, disco's, class parties etc.

Examples of serious misconduct include, but are not limited to:

- refusal to follow staff directions
- throwing objects
- using abusive language or gestures
- being rude and or disrespectful to staff
- vandalising property
- stealing
- hitting, kicking, spitting, biting, tripping, shoving, punching
- fighting
- bullying
- excluding others, put-downs, spreading rumours/lies,
- teasing, insults
- threats
- sexist/racist remarks

## OUT OF SCHOOL SUSPENSION

Out of School Suspension means temporary withdrawal of a student's rights of attendance at school and is implemented for continued severe misconduct (as outlined under 'in-school suspension'), and when the student has had at least three (3) In-school suspensions in any one school calendar year.

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will work in partnership with CEWA, Behaviour Management Team, parents and key staff members, taking into account all previous circumstances prior to invoking an out-of-school suspension.

## EXCLUSION OF STUDENTS

*(See CEWA Policy: 'Process of Exclusion of Students for Disciplinary Reasons')*

**The decision to exclude a student from St Jude's Catholic School must be carefully considered and will only occur in the following circumstances:**

- 1. The nature of the alleged incident is deemed serious to a level that merits such action** e.g. possesses a weapon on school grounds or at a school activity, uses a weapon to commit a crime on or off school grounds, or sold (or tried to sell) illegal drugs on or off school grounds, physical violence which poses a threat to the safety of others.
- 2. Attempts to address the behaviour(s) of concern have been exhausted.**

**The Principal will seek consultation from School Improvement Advisor before proceeding with this course of action.**

### 1. Principal actions exclusion process

- Following a preliminary investigation by the principal, that if substantiated, would warrant exclusion, the principal makes the decision to proceed with the process.

### 2. Parents informed

- Principal will write to the parents to inform them of the following:
  - The nature of the breach
  - That an investigation of the case will be undertaken and its likely duration
  - When and how parents and student will be given opportunity to respond.
  - Based on the findings, the principal may decide to exclude the student
  - That the student is suspended until the investigation is concluded as deemed necessary by the principal.

### 3. Case Investigation

- Where possible, the Principal assigns responsibility for investigation to a member of the school's leadership team.
- Should this not be practicable, the principal must contact the Employment & Community Relations Team (CEWA) for advice.
- The principal's delegate must provide a written report of the investigation to the principal with copies of any statements or other documents referred to by the investigator.
- Where the recommendation to exclude is based on a continuing pattern of behaviour, the written history of that behaviour must be included.
- The report may or may not include recommendations.

- All attempts should be made to ensure that this is completed in a timely manner to ensure minimal disruption to the student's education.

#### **4. Principal reviews investigation report**

- If the principal believes that exclusion may be warranted, consultation is required with relevant CEO personnel e.g. SIA, Team Leader of Psychology, Safety and Wellbeing, Students with Disabilities or Aboriginal Education teams (as appropriate).

#### **5. Principal meets with parents and student**

- The principal will meet with parents, student, and any other person(s) deemed relevant e.g. CPFS case worker.
- The principal will present the case and the family will have opportunity to provide any additional information or reasons against the decision to exclude.

#### **6. Leadership team reviews case**

- Careful consideration of the decision to exclude is undertaken by the school leadership team
- A decision to proceed with exclusion will require the principal to present the case to the Executive Director (or delegate). This should include evidence of actions taken to address presenting issues e.g. behaviour plans, records of action plans etc.
- A decision to not exclude will require the actioning of a re-entry plan.

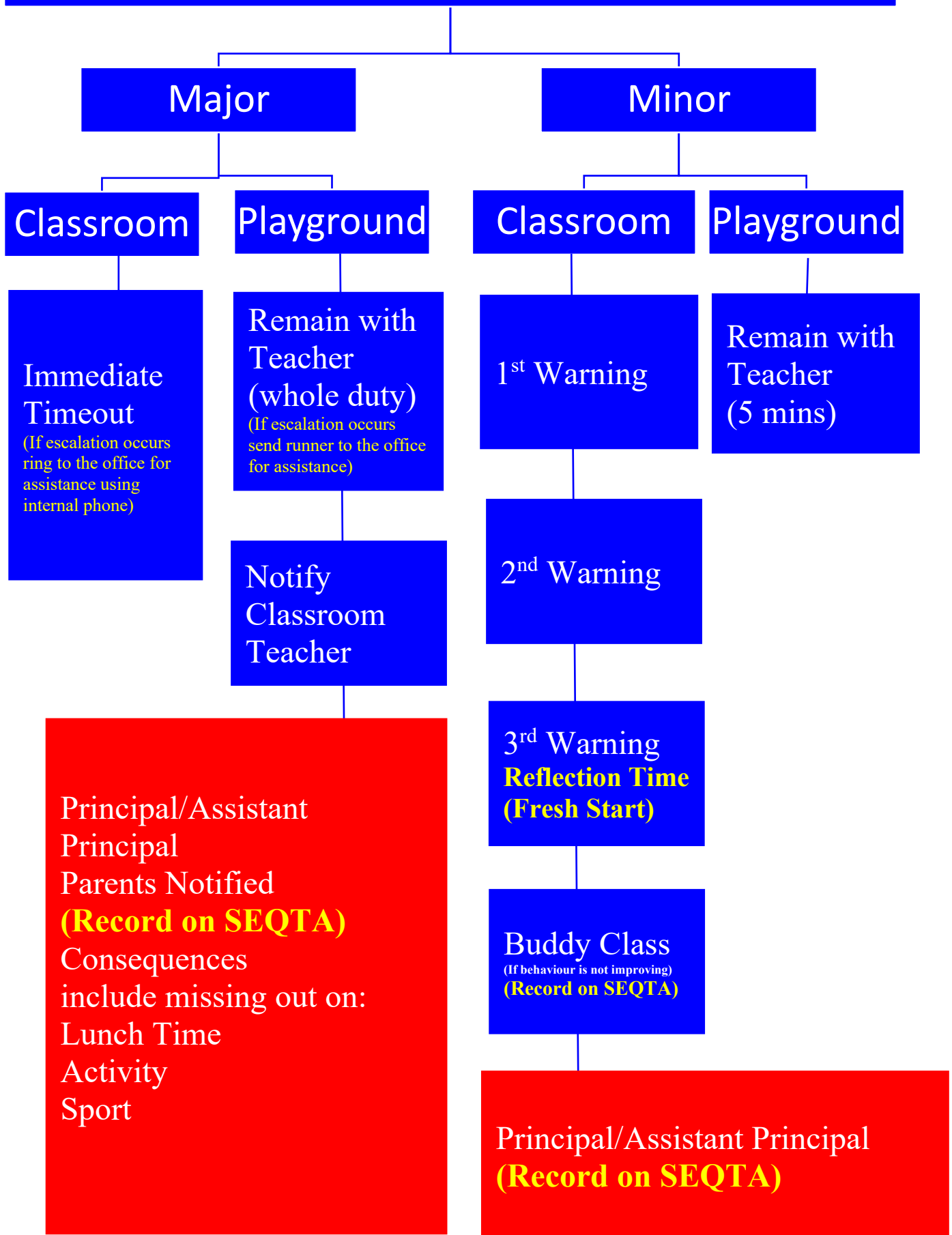
#### **7. Decision made not to exclude student;**

- Family informed of decision. This will be communicated via written correspondence.
- The letter will inform parents of the decision, and the need to attend a meeting and action a re-entry plan prior to returning to school

#### **8. Decision made to exclude student;**

- Family informed of decision. Where practical this will be done in person and followed up with written correspondence.
- The letter will inform parents of the following:
  - Decision to exclude has been made
  - Reasons which resulted in this decision
  - The option to withdraw student from the school prior to exclusion.
- Parents must be informed that complaints are made in accordance with the Resolution & Complaint Resolution Directive.
- The student and parents are to be supported in finding an alternative setting if this assistance is requested.

# Incident/Unproductive Behaviours Flowchart



## PROVISION OF A SAFE ENVIRONMENT - Anti-Bullying and Harassment Procedures

Every person has the right to feel safe, to learn and to be treated with respect and fairness. Bullying and harassment are not tolerated in any form.

**DEFINITION:** Bullying occurs when somebody who is less powerful than another person or a group is deliberately and (typically) repeatedly hurt without in anyway deserving that treatment (Rigby, 2003). The behaviours are maintained by secrecy that develops resulting from threats and fear.

According to Professor Ken Rigby bullying includes:

- i) A desire to hurt and this desire is acted on;
- ii) The action is hurtful;
- iii) There is an imbalance of power;
- iv) There is no justification for the action;
- v) It is (typically) repeated;
- vi) The person engaged in the bullying behaviour gains satisfaction from it.

Bullying is an ongoing form of aggressive behavior which is usually hurtful, threatening, frightening and deliberate. It can be:

- Verbal – name calling, teasing, swearing, racist remarks, extortion
- Physical – pushing, punching, spitting, rude gestures
- Indirect – rumours, exclusion from groups
- Cyber – sms, emails, chat rooms, Facebook, You-tube

A victim is a person or group that feels unsafe as a result of the behavior of others and who does not have the resources, status, skill or ability to counteract or stop the behaviour.

Students are encouraged to:

- Tell a staff member of any incidents of bullying or harassment.
- Express disapproval towards bullying behaviours.
- Walk away and get help when a bullying incident is occurring rather than stand-by.
- Be aware of teasing or personal remarks.
- Give support to students who may be being bullied.

### School Response to Incidents of Bullying

Children are not expected to tolerate bullying or suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and have the confidence to speak up. Early intervention is important if behaviour is to be changed.

The management of all incidents of bullying will use a team approach i.e. child, parent, teacher and Leadership Team member, as required. The following 'Procedure for Intervention' explains the actions the school will take in response to incidents of bullying.

Support materials and resources can be found on the 'Bullying, No Way!' website.

<http://www.bullyingnoway.gov.au/teachers/classroom-resources/primary.html>

It is important to note that parents are not allowed to approach another child to discuss any alleged bullying or conflict between children, theirs, or anyone else's. Parents aware of this happening should report this to an Assistant Principal immediately and allow them to deal with the matter.

Although this approach is not based on consequences or punishments, there are a range of measures available, up to and including suspension or exclusion that are in accord with the Positive Behaviour Procedure, which may be used in response to bullying.



**Teachers will:**

- Take bullying seriously.
- Support students who are being bullied.
- Reinforce to children that nothing is so awful we can't talk about it with someone.
- Explicitly teach, as part of the school curriculum, what bullying is. Elicit assertive practices for students who are being bullied and ways that students can help to stop bullying.
- Address bullying behaviours at the time of an incident by using the support group approach to bullying.
- Refer information about any bullying incidents to the Administration Team.
- Support identified bullies to change their behavior in the classroom and school grounds.
- Do not fight back
- Try to ignore the person bullying.
- Walk away immediately when the bullying starts.
- Stand up to the person bullying. Look them in the eye and tell them calmly to stop. "Stop it I don't like it."
- Talk to your friends and ask for help
- Play with a group and stay close to duty teachers.
- Collect information on what is happening and write it down.
- Try one or a combination of these for a few days. If it is no better, speak to an adult. This can be a parent, a teacher or the school social worker.

**The Administration Team will**

- Take bullying seriously.
- Make debriefing sessions available to any staff member affected by negative student behavior.
- Make professional development available to any teaching staff member who is experiencing difficulties in managing student behavior.
- Refer families to the School Psychologist, School Social Worker and/or Family & Child/ren's Services where appropriate.

**Parents should:**

- Watch for signs of stress and/or distress in their children, including an unwillingness to attend school, onset of headaches, stomach aches or bruising, toys or equipment going missing, requests for extra pocket money or damaged clothing or books.
- Request an interview with the child's teacher and/or Administration Team if they suspect their child is being bullied or is bullying others.

It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships you may well learn of disagreements or difficulties.

## INTERVENTION

Any intervention will focus on helping all children involved.

- Apply *No Blame Approach with an integration of restorative practices*. (Appendix 2 & 3)
- Counselling is available from the school Chaplain.
- Consultation from the Assistant Principal in cases where bullying is not resolving.

The Assistant Principal will assess in view of severity and history and will then adopt a consequence be it time out, in-school suspension or out of school suspension.

This school currently has a number of programmes established to promote a caring and supportive environment. These educational and positive programmes we hope minimise bullying and violence. However, in the event that bullying occurs, the school will react firmly and promptly. There are a range of sanctions available depending on the seriousness of the situation.

The teacher will support students who raise a concern in regard to bullying by finding out the facts of the incident. This will involve meeting with those concerned using a shared concern or 'no blame' approach to address the issue. Parents' or caregivers will be contacted at an early stage and where appropriate, referral will be made to the social worker/educational psychologist to develop positive strategies to overcome bullying.

### Procedure for intervention

- A. **RESPOND:** Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this procedure.
- B. **REMOVE** child/ren from harm and attend to them if required.
- C. **IS THIS BULLYING?**
  - A decision needs to be made about whether this is an incident of bullying. Check definition.
  - The level of seriousness must be assessed before beginning the anti-bullying process.
- D. **NOT BULLYING** - If the incident is not bullying (e.g. Conflict, 'she stole my ball', etc) the teacher can assist with conflict resolution, friendship strategies or refer to the Positive Behaviour Procedure for appropriate action.
- E. **IF BULLYING, INVESTIGATE** - If it is deemed to be bullying, the relevant classroom teacher needs to be informed about the incident and the matter investigated with the assistance of the staff member (teacher or EA) involved :
  - i) Gathering reports from all parties immediately after the event, where possible.
  - ii) Interviewing carried out using the 'No-Blame' approach. (Appendix 2)
  - iii) Checking SEQTA Student File for any history.
  - iv) Carrying out enquiries **discretely**.
  - v) Complete Bullying Registration Form. (Appendix 4)
  - vi) Fill out the Notification of a Bullying Incident (Appendix 3) and upload to SEQTA. Contact all parties involved via phone and send Notification of a Bullying Incident letter home.
  - vii) Inform the Assistant Principal/Principal

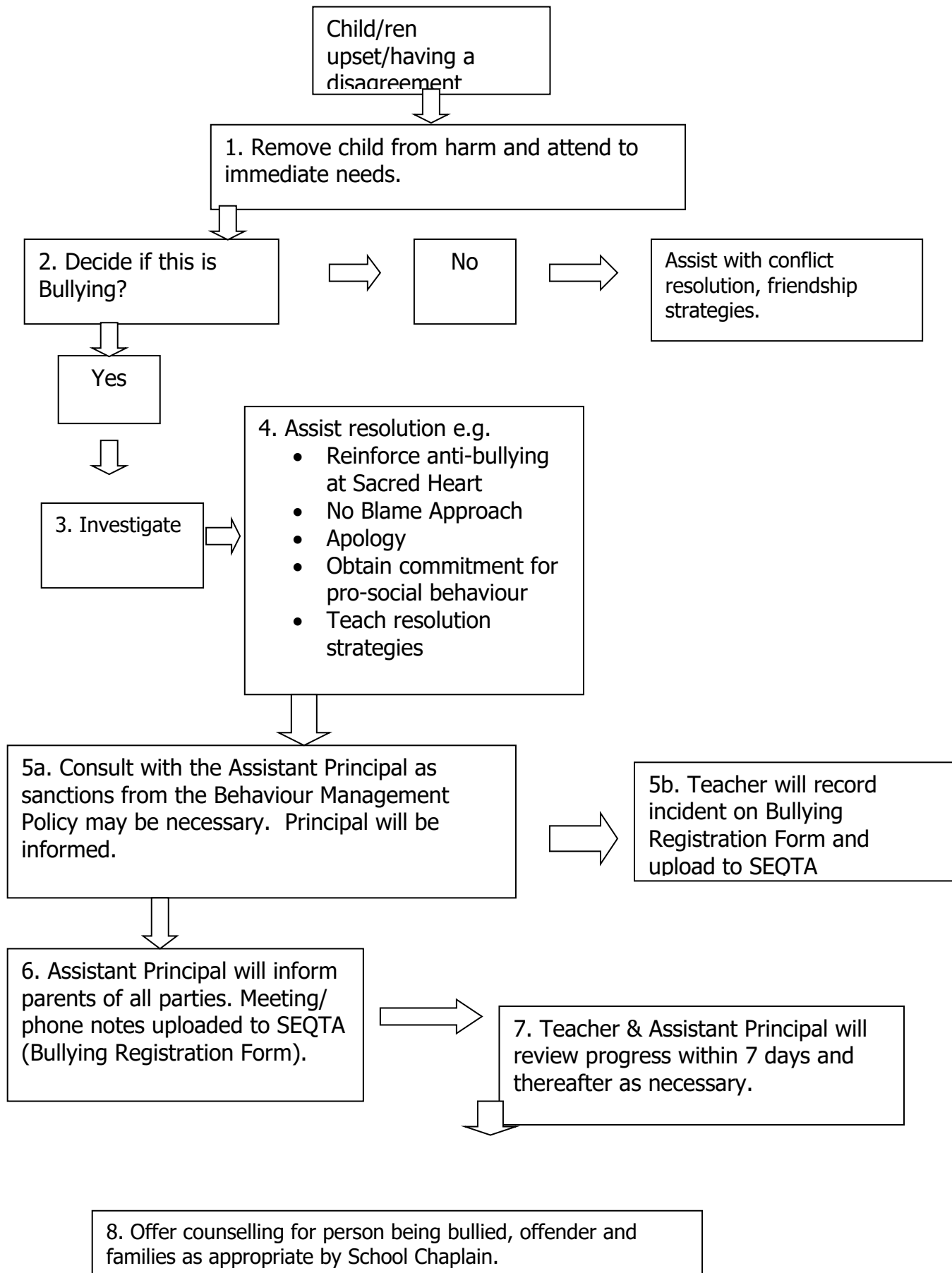
### **Serious Incidents**

Any incident involving physical injury, physical bullying and serious damage to property or repeated bullying behaviour will result in the student being sent to the Principal and/or Assistant Principals immediately.

Consequences for serious incidents will be at the discretion of the Principal/Assistant Principal and may involve any one or a combination of the following consequences.

- Class teacher and parents informed
- Implementation of an Action Plan (i.e. referral to Educational Psychologist/Chaplain, individual contract, extra support)
- Lunchtime time out (depending on age) with focus on making a mends (eg. apology letter, payback damages....)
- In-school suspension with different recess and lunch arrangements for 1 - 3 days
- Out of School suspension or other appropriate action.

**APPENDIX 1: Bullying Procedures Flow Chart**



## APPENDIX 2: Using the 'No Blame Approach'

Use the following type of script to help the bullies resolve the pain that others may be going through. Deal with the bullies one by one. Deal with the 'least bully' last.

### The Individual Chat's Method

#### **Stage 1 Thanks for Coming.**

Explain why the student is there. "We need your assistance in solving some concerns. You are not in trouble". Work with the students on a one to one basis.

#### **Stage 2 What's been happening**

I hear that \_\_\_\_\_ has been having a hard time recently. Can you tell me anything about it?' Then focus responses by asking, "What have you done?" (Be a broken record on this point).

- Let the student talk
- Avoid closed questions
- Do not question if they complain about the person being bullied. Bring them back to 'what have you done?' When the whole process is complete, then you may ask what the person being bullied has done.

#### **Stage 3 Bad**

'So it sounds as if \_\_\_\_\_ is having a hard time of it. How do you think \_\_\_\_\_ feels?

- As soon as the bully acknowledges these emotions, move to Stage 4.
- If the bully says, "it's his/her fault, accept the statement but still point out that this person is having a hard time of it.

#### **Stage 4 Make it Better**

'I agree?' What do you think you could do to help make \_\_\_\_\_ situation better?" OR 'I was wondering what you could do to help improve \_\_\_\_\_ situation?'

- Accept their positive suggestions.
- Negative suggestions – ask 'How will this improve \_\_\_\_\_ situation?'
- Do not bargain or question.
- Do not discuss how.
- If you think that the suggestions do not cover critical behaviours, prompt the bully by saying, 'what do you think you could do about ...(those behaviours)?'
- If the bully can't think of ways for helping, you may suggest an idea. Say, 'I have an idea. Would you like to hear it?' Try to give several. Allow the student to choose the one they are most comfortable with.

#### **Stage 5 Review**

'Thanks for talking with me today and making these suggestions to make \_\_\_\_\_ life easier. How about we meet again in a week's time, for two minutes, to see if things are better". (Arrange specific time and place).

This interview should not be longer than seven minutes long. Complete the "Reporting of a Bullying Incident by Teacher's Form" as soon as you can after this session.

In a week's time, review with the person being bullied first, then the perpetrators. If there are still concerns go through the process again (one more time only) and get the perpetrators' revised suggestions.

**APPENDIX 3: NOTIFICATION OF BULLYING INCIDENT**

Date: \_\_\_\_\_

Dear Parents,

This letter is to inform you that your child \_\_\_\_\_ has been involved in a bullying incident on \_\_\_\_\_ (date). Your child was:

- engaged in bullying behaviour
- the target of bullying behaviour
- a bystander to bullying behaviour

The school's philosophy in regard to any bullying incident is that of consultation with all parties involved, that all parties are responsible for improving their peer relationships, and solutions and commitments are made to resolve this situation.

The matter has been acted upon and all children involved will be monitored over the coming week. I will speak with all of the children involved as to how they feel the situation has progressed.

On this occasion, behavioural consequences have/have not been applied. This letter is not intended to result in punishment at home. It is for your information and may be useful in discussing better choices that your child may follow in future. We would appreciate your support and consultation with the school. Please contact me via the school office.

Yours sincerely,

\_\_\_\_\_  
Teacher monitoring the situation

✂-----

Please return this reply slip to \_\_\_\_\_ (above named).

To: \_\_\_\_\_

I have discussed this incident of bullying with my child.

Parent Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**APPENDIX 4: REPORTING OF A BULLYING INCIDENT BY TEACHERS  
(REGISTER OF A BULLYING INCIDENT)**

**Student's Name:** \_\_\_\_\_

**Date of Incident:** \_\_\_\_\_ **Time of Incident:** \_\_\_\_\_

**Reporting Person:**

- A bystander       Person Being bullied       Involved but not main perpetrator  
 Parent       Staff Member       Other \_\_\_\_\_

**Place incident occurred:**

- Class       Playground       Toilets       Other \_\_\_\_\_

**Physical Behaviour:**

- Hitting       Punching       Kicking       Shoving  
 Spitting       Biting       Tripping       Other \_\_\_\_\_

**Verbal Behaviour:**

- Exclusion       Put downs       Threats       Sexist/Racist  
 Insults       Rumors/lies       Teasing       Other \_\_\_\_\_

**Damage to School/Personal Property:**

**Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Students Involved:** *Person being bullied, Person with bullying behaviour, bystanders, witness*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What happened?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Injury:**

- Nil                       Graze/bruise                       Laceration                       Distress  
 Other \_\_\_\_\_

**Action Taken:**

- Shared Concern Approach                       Taught Strategies  
 Commitment to stop negative behaviour                       Stated anti-bullying position of the school

**Comments:**

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**People Notified:**

- Class Teacher                       Parent                       Social Worker                       Assist. Principal  
 Principal                       Other \_\_\_\_\_

**Review Date:** \_\_\_\_\_

**Follow Up Action: Review With:**

- Person being bullied                       Person with bullying behaviour                       Bystanders

**Outcome: *The bullying***

- Stopped                       Is Reduced                       Is ongoing                       Referred for further action

**Comments:**

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**Recorder:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*Upload to SEQTA. Add to as progress is made through the anti-bullying procedure.*

## APPENDIX 5: STUDENT/PARENT REPORTING SHEET

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

***This form can be filled out by anyone who is being bullied or a bystander who wishes to help stop bullying. The information will be kept private.***

Please fill in the information below and a staff member will make a time to talk to you.

1. What type of bullying is happening? (e.g. name calling, leaving out of group)

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2. How many people are doing this? What are their names?

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3. How long has this been happening?

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4. How do you feel about the bullying/teasing?

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5. What have you tried to do to solve this?

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5. Have you told anyone about this problem?

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- Take this to the front office or hand it to a teacher you trust.
- Do not tell the people who are bullying about this.
- We are concerned and want to help stop this, so someone from the school will speak to you very soon.

Thank You

APPENDIX 7: RESTORATIVE PRACTICES

# Restorative Questions

## To respond to challenging behavior...

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
  - **In what way?**
- **What do you think you need to do to make things right?**

## To help those harmed by other's actions...

- **What did you think when you realized what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

**APPENDIX 10: NOTICE OF IN SCHOOL SUSPENSION**

**NOTICE OF "IN-SCHOOL" SUSPENSION**

Date: \_\_\_\_\_

Dear \_\_\_\_\_

Today, \_\_\_\_\_ received an in-school suspension.

The school rules are:

1. Respect the rights of others
2. Respect personal and school property
3. Let others learn
4. Move safely around the school and classroom
5. Always wear the correct school uniform

The school rule/s broken on this occasion has/have been highlighted. The actions that lead to the time out were:

Comments:

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\_\_\_\_\_ will receive an "In-school" suspension which means he/she is to report to the school administration centre at 8.45am on \_\_\_\_\_. He/She will be supervised in a room in the Administration Centre area and will have breaks at times different to the rest of the students in the school. He/She will be supervised during his/her breaks.

I would like to meet with you and the class teacher to review \_\_\_\_\_'s behaviour. Please call the school office to arrange a mutually convenient time.

Yours sincerely,

\_\_\_\_\_  
(Principal)

## APPENDIX 11: HOW TO TALK ASSERTIVELY

### How to Talk Assertively



The key to assertiveness is clear, open and honest discussion that does not blame, ridicule or put other people down. A way of saying things in an assertive way is to use the following formula:

1. "I feel.. "

eg. hurt, embarrassed, angry etc. This must be what you *feel*, not what you *think*.

2. "When you... "

eg. ignore me, call me stupid, don't help out etc.

3. "Because... "

eg. I am only human and make mistakes, it seems like you take advantage of me, I don't know what is going on etc.

4. "I would like / Let's / How can we resolve this?..."

Eg. To talk to you about it, if you didn't keep treating me that way, I want to be supported in my decisions etc.

5. "What do you think?"

### Coping With Others

So you try being assertive. All is going well until someone comes along and all of a sudden you are faced with... Put down! Criticism! Disagreements!! How do you stop people treating you this way? Well the answer is, you can't! You cannot change someone else. Here are some tips to protect and look after yourself when assertiveness doesn't work.

Coping with put-downs:

- ✦ Remember that just because someone says something, it doesn't make it true and you don't have to believe it.
- ✦ Put a stop to the put-down as soon as possible.
- ✦ Choose to leave the situation.
- ✦ Try to avoid hanging out with that person

