



# BEHAVIOUR MANAGEMENT PROCEDURE (Reviewed 2023)

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## RATIONALE

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

### **Santa Clara School's Mission Statement**

Inspired by the Dominican tradition, Santa Clara Catholic Primary School is founded on the principles of Truth and the Christian way of living. We seek to nurture the individual qualities of each person within our school community in a caring and accepting atmosphere.

Santa Clara School's Behaviour Management Procedure 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.

Santa Clara 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 behaviour 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 Behaviour 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

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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."

Staff have also participated in professional learning on trauma informed practice techniques shown to improve protective factors and reduce behavioural 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 Behaviour Management Procedure has been developed in consultation and collaboration with the School Behaviour Management Team and staff and based on data produced through our school climate survey.

### **BEHAVIOUR MANAGEMENT TEAM**

While all staff at Santa Clara 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 is comprised of:

- Principal
- Assistant Principals
- Social Worker (TBC)

### **STUDENT CODE OF CONDUCT**

In Term Four, our Year 6 student leaders participate in a half day workshop where they review 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).

At the beginning of the school year, class teachers develop a set of classroom rules based on the Student Code of Conduct.

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

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## PROCESSES

Processes involve the means by which the policy is translated into action. This requires open communication between all parties.

The following processes will enable the school to carry out the policy:

- Identification of needs of all parties
- Relevant information gathering – behavioural and anecdotal records
- Critical analysis of information
- Systematic and appropriate sharing of information on a “need to know” basis
- Management of sensitive information and confidential storage
- Collaboration with the school community
- Professional development of staff and parents
- Involvement of outside agencies e.g. Non-government schools psychology service
- Identification of roles and responsibilities of students, staff and parents
- On-going development and publication of action statements for dealing with bullying
- Intervention through the curriculum

## PROCEDURES

1. Positive attitudes or desired behaviours will be rewarded and celebrated using processes for encouraging the desired behaviour.
2. Cases of poor attitudes or behaviours will be:
  - a. Dealt with in accordance with the Managing Student Behaviour Policy.
  - b. Dealt with according to the school's Code of Conduct.
  - c. Communicated to the parent/s.
3. Appropriate consequences for poor attitudes or behaviours may include:
  - a. Reflective time out.
  - b. Withdrawal of privileges.
  - c. Contract arrangements.
  - d. Discipline journals if required.
4. The school's Behaviour Management Procedure endeavours to develop a positive relationship between the children, parents and staff.
5. In cases of serious or re-occurring negative behaviour:
  - a. The Principal, or his delegate, will meet with the child to seek a resolution.
  - b. The Principal, or his delegate, the class teacher, parents and child will meet to try to establish a resolution and to plan a way forward.
6. Inquiries and investigations shall respect the principles of natural justice with each party will be given equal opportunity to put their version on the record.
7. All concerns or issues arising from the implementation of the Behaviour Management Procedure should be raised with the staff member concerned or the Principal.
8. In cases of a serious breach of the Behaviour Management Procedure a process will be established in consultation with the parent/s and student to reinforce the principles of this procedure.
9. This procedure maybe varied at the discretion of the Principal.

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10. Assistant Principals will take a proactive approach in supporting students and teachers in managing student behaviour through restorative conversations using the restorative questions where necessary..
11. As required, teaching staff will contact a student's parents to engage in a consultation process when behaviour management issues are encountered. Parents are informed and engaged in the process when planning individual behaviour management plans.
12. The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

Child abuse: Four forms of child abuse are covered by Western Australian law:

- Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where: the child is the subject of bribery, coercion, a threat, exploitation or violence; the child has less power than another person involved in the behaviour; or there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- Emotional abuse includes: psychological abuse; and being exposed to an act of family and domestic violence.
- Neglect includes failure by a child's parents to provide, arrange or allow the provision of: adequate care for the child; or effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

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## SCHOOL RULES

School rules exist for the safety of those within the school community. At all times, rules and their enactment should be consistent with Gospel values and reconciliation which is a central value to the Gospel and should be the underpinning philosophy to the management of student behaviour.

1. Whilst in the school uniform or when representing the school in any manner the highest standard of behaviour is expected.
2. Attendance at school prior to the 8:45am.
  - a. Children should not be on the school premises prior to 8:25am.
  - b. Children who arrive prior to 8:25am remain in the care of their parent/guardian. No supervision will be provided prior to 8:25am and parents remain responsible for their child/ren until the school gates open.
  - c. Kindy and Pre-Primary students are to remain under the care of their parent/caregiver or nominated guardian until the classroom door opens at 8:45am.
3. Once a child arrives at school he/she shall not leave the school grounds except when accompanied by a teacher or parent/ guardian or their confirmed nominee.
4. Between 8:25am and 8:45am children from Year 1 to 6 are to make their way to the oval. Kindy and Pre-Primary students are to remain under the care of the parent/caregiver or nominated guardian.
5. Children must be in class and ready for lessons to commence when the bell rings at 8:45am. (Under the Education Act 1999 students are required to be in class on time for lessons to commence at the start of the day.)
  - a. Students arriving after 8:45am are required to go the School Administration to sign in.
  - b. Parents of children who are late for school are required to provide written explanation or a letter requesting explanation will be sent home with the child (Appendix 9).
  - c. Where a child is regularly late for school the Principal will commence a process, with the family, to address the concern (Appendix 10).
  - d. Procedural Guideline: After three late notices signed by the teacher, the teacher will notify the Principal who will sign all other notices. The Principal will enact a process to enforce the appropriate sections of Schools Education Act 1999 to address the punctuality.
6. All forms of bullying are unacceptable and will be dealt with according to the school's Behaviour Management Procedure.
7. Playground and class rules shall be followed at all times.
8. Fighting and other actions that may cause harm to others are unacceptable therefore children should not:
  - a. Touch, carry, grab or demonstrate aggression towards their peers or staff.
  - b. Throw any object – excluding appropriate sports equipment.
9. All forms of communication shall be respectful.
10. All students shall wear the appropriate school uniform in accordance with the School Uniform Procedure. No child shall be permitted to attend any excursion unless in correct school uniform or in the clothing designated by the organiser.
11. Under Cover and Verandas:
  - a. Running on the concrete under the verandas and in the Under Cover Area is dangerous and therefore not permitted.
  - b. Students are to remain visible at all times are not to play under the staircases, near the School Administration or Canteen area.
  - c. Ball games, other than hand ball, should not be played under or near the veranda.

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12. To support the school in the provision of the best environment possible, children:
  - a. For the safety of all shall walk their bicycles, scooters and wheeled items while on the school grounds.
  - b. Shall not:
    - i. Litter.
    - ii. Have chewing gum at school.
13. "No Hat No Play" in the sun.
  - a. Must be a school hat worn appropriately.
  - b. Applies all year round.
  - c. A child moving between the teaching areas is not required to wear a school hat.
  - d. A child without a hat is permitted to be in:
    - i. The Under Cover Area or under the verandas.
  - e. Class teachers will establish an appropriate process to deal with children who repeatedly fail to bring their hat to school.
14. Personal games, toys and sports equipment tend to be expensive and treasured by the owner and as the school cannot guarantee the safety of the items they should not be brought to school.

## **OUR BEHAVIOUR HAS CONSEQUENCES**

We are responsible for how we choose to behave.

Acknowledgement of co-operative and positive behaviour:

### Whole School Rewards

- Faction Points
- Core Values Awards
- Merit Certificates

### Classroom Rewards

- Individual rewards – verbal acknowledgement, 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 e.g. 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.
- Core Value Awards

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## CONSEQUENCES OF BREAKING SCHOOL RULES

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 concrete and paved areas and on pathways
- 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

#### 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 to 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
- Inappropriate use of IT e.g. iPad

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

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## 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.**

### Classroom Consequences:

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

If a child breaks a rule inside the classroom, staff will use a 3 choice model to manage the behaviour:

- First occasion: Reminder of appropriate behaviour, Verbal Warning. (Warning)
- Second occasion: Reminder of appropriate behaviour, Second Verbal Warning. (Rethink)
- Third occasion: Reminder of appropriate behaviour, Verbal Warning and Reflection Time, involving Think Sheet. Student moves to a reflection space and is given time to reflect on their behaviour (Reflect).
- Student re-joins the group with a fresh start with the processing beginning again.
- For continuous disruption to the class, students may be sent to the Leadership Team 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 Behaviour Management Plan and follow the plan in and out of the classroom.

**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.

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## Playground Consequences:

### **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. (Rethink)
- **Second occasion:** Reminder of appropriate behaviour, Verbal Warning. (Warning)
- **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 re-joins the playground with a fresh start with the processing beginning again.
- 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

Santa Clara School'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 misdemeanours 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.

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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 Student**

(Ref: CECWA Policy Statement Exclusion of Students for Disciplinary Reasons.)

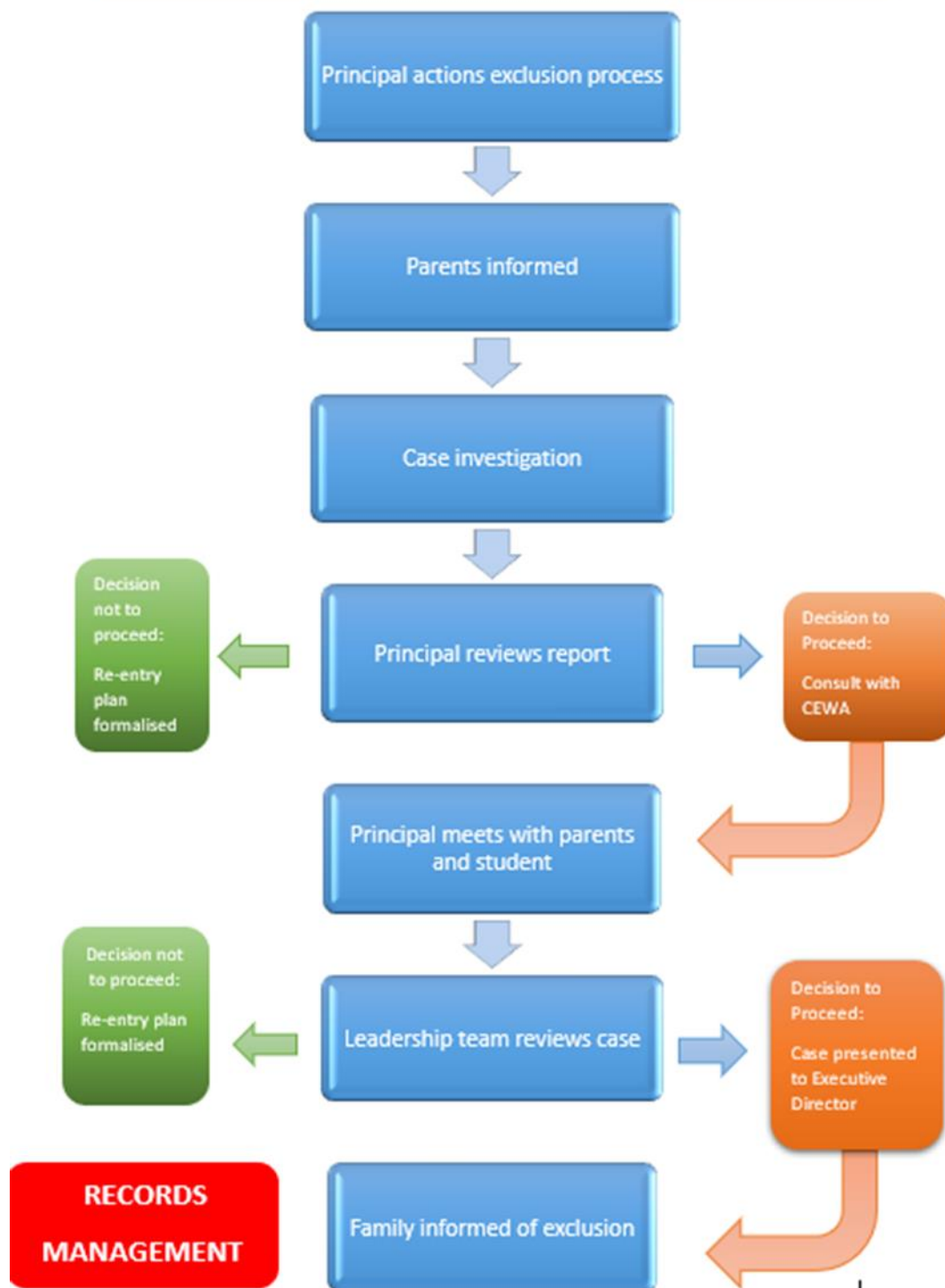
<https://cewaedu.sharepoint.com/sites/Handbook/SitePages/Student-Behaviour-Directives.aspx>

Exclusion means total withdrawal of a student's right to attend a particular school, i.e., termination of enrolment. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school and would be applied only as a last resort. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community. The decision to exclude a student shall be the responsibility of the Principal in consultation with the Executive Director of Catholic Education WA. No exclusion shall proceed unless the procedures outlined in the CECWA Policy Statement Exclusion of Students for Disciplinary Reasons have been adhered to.

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CEWA SCHOOL EXCLUSION PROCESS – DRAFT REVIEW FEB 2021

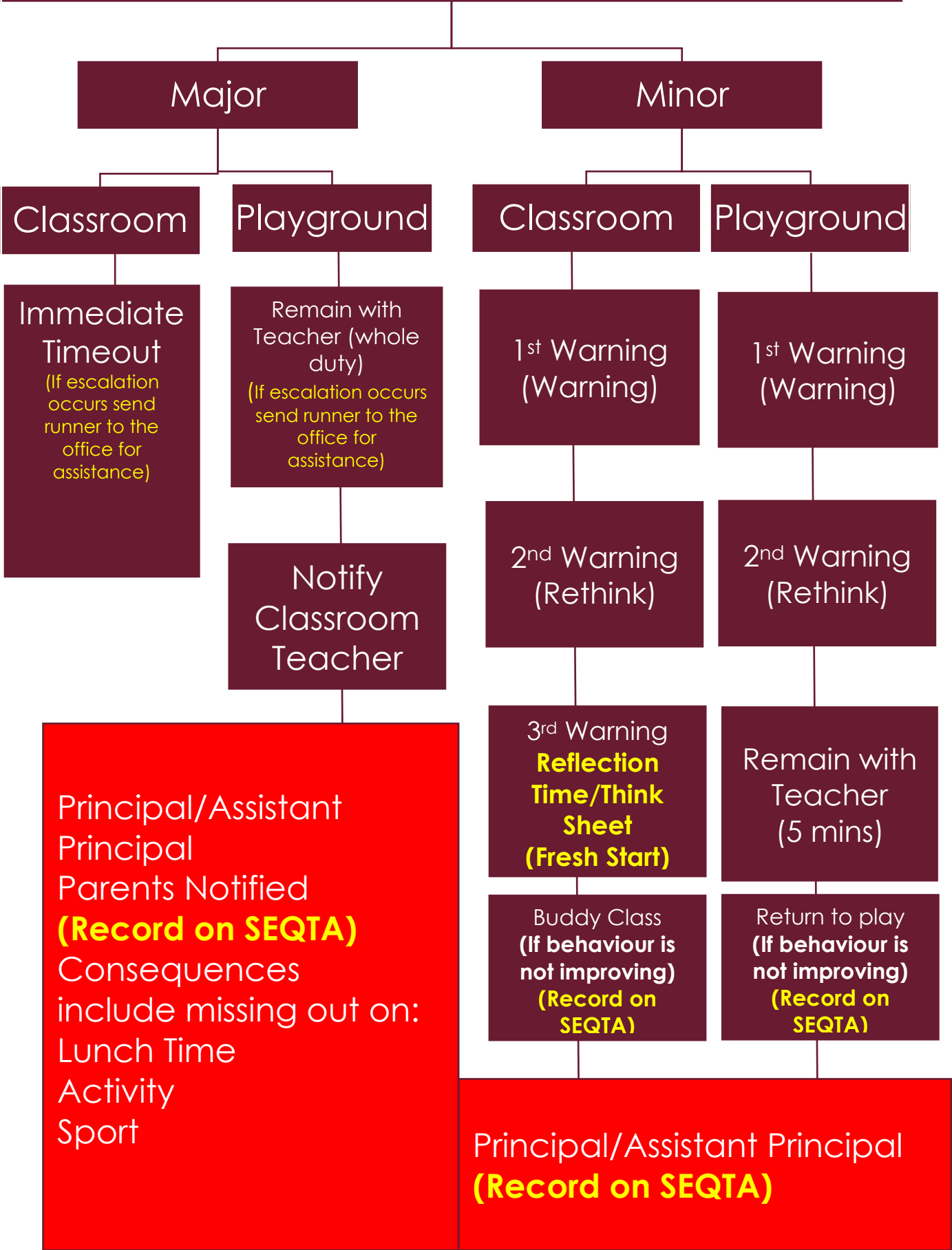


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# Incident/Unproductive Behaviours Flowchart





## RESPONSIBILITIES

OUR STAFF HAVE THE RESPONSIBILITY TO:

- Provide an inclusive, safe and engaging learning environment conducive to effective learning
- Model respectful, courteous and honest behaviour
- Establish positive relationships
- Ensure good organisation and planning
- Consistently implement our Santa Clara School Code of Conduct
- Negotiate and display our Student Code of Conduct in classroom

OUR STUDENTS HAVE RESPONSIBILITY TO:

- Treat others with respect, empathy and tolerance in a Christlike manner
- Be prepared for the day's learning
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure that they are punctual, polite and display a positive manner
- Abide by the Santa Clara School Code of Conduct
- Take ownership for their actions and work to restore their relationships

OUR PARENTS HAVE RESPONSIBILITY TO:

- Provide information about their child or circumstances that may impact on learning at school
- Ensure that their child attends school, wears the correct uniform and is punctual
- Support the school in the management of students
- Treat the school staff with respect, courtesy and honesty
- Abide by the Santa Clara School Code of Conduct

## ANTI-BULLYING & HARRASSMENT PROCEDURE

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(2003) bullying includes:

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

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Bullying is an ongoing form of aggressive behaviour 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 behaviour 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 behaviour in the classroom and school grounds.
- Do not fight back
- Try to ignore the person bullying.

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- 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 Leadership Team will**

- Take bullying seriously.
- Make debriefing sessions available to any staff member affected by negative student behaviour.
- Make professional development available to any teaching staff member who is experiencing difficulties in managing student behaviour.
- 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*.
- Counselling is available from the school Social Worker
- 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.

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**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 :
- Gathering reports from all parties immediately after the event, where possible.
  - Interviewing carried out using the 'No-Blame' approach.
  - Checking SEQTA Student File for any history.
  - Carrying out enquiries **discretely**.
  - Complete Bullying Registration Form.
  - Fill out the Notification of a Bullying Incident and upload to SEQTA. Contact all parties involved via phone and send Notification of a Bullying Incident letter home.
  - 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.

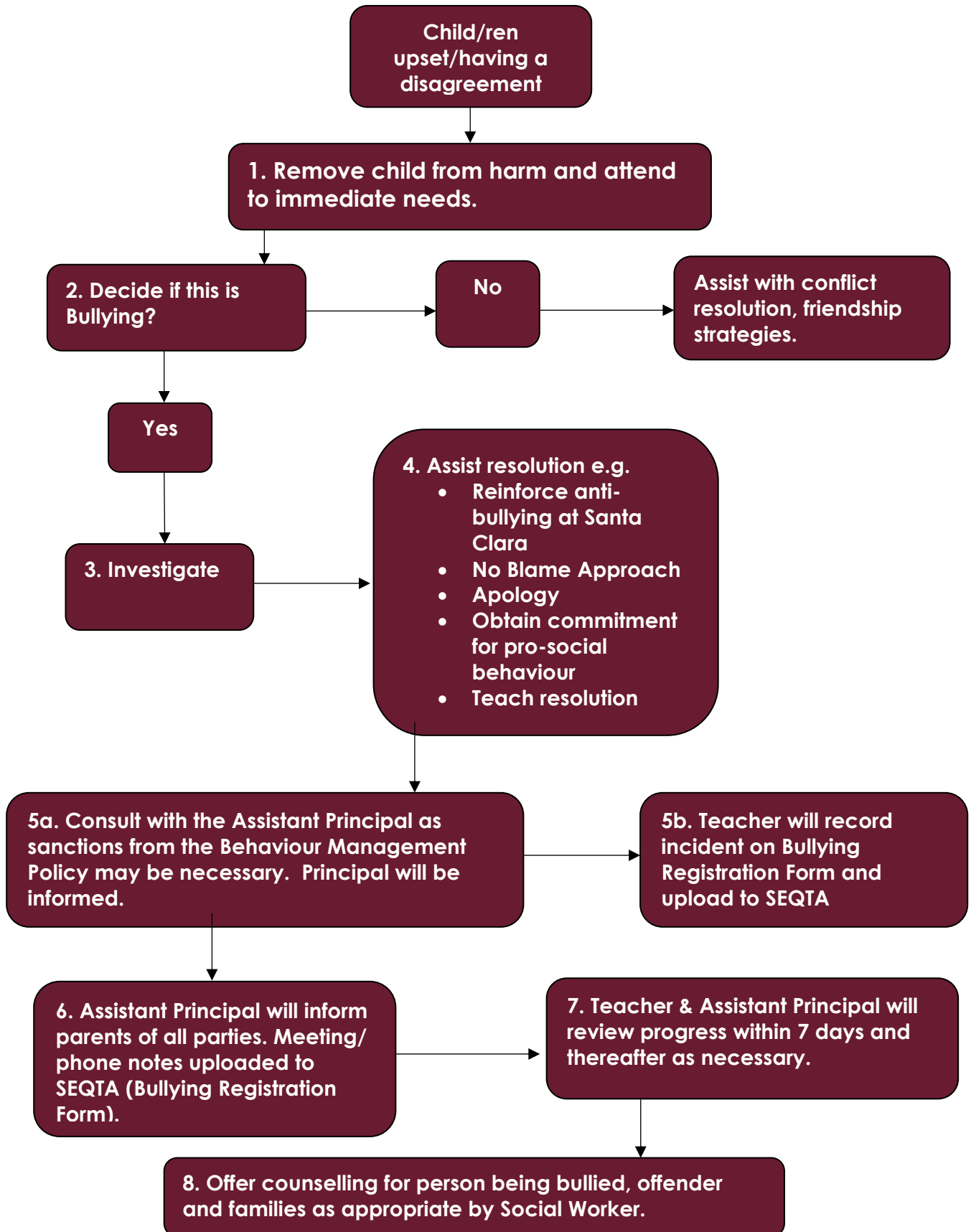
- Class teacher and parents informed
- Implementation of an Action Plan (i.e. referral to Educational Psychologist/Social Worker, individual contract, extra support)
- Lunchtime time out (depending on age) with focus on making a mends (e.g. apology letter, payback damages....)
- In-school suspension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

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**APPENDIX 1: Bullying Procedures Flow Chart**



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## **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.

**WE WILL INSPIRE**



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

**WE WILL INSPIRE**



**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 (please highlight):**

- |             |                      |                                   |
|-------------|----------------------|-----------------------------------|
| A bystander | Person Being bullied | Involved but not main perpetrator |
| Parent      | Staff Member         | Other _____                       |

**Place incident occurred (please highlight):**

- |       |            |         |             |
|-------|------------|---------|-------------|
| Class | Playground | Toilets | Other _____ |
|-------|------------|---------|-------------|

**Physical Behaviour (please highlight):**

- |          |          |          |             |
|----------|----------|----------|-------------|
| Hitting  | Punching | Kicking  | Shoving     |
| Spitting | Biting   | Tripping | Other _____ |

**Verbal Behaviour (please highlight):**

- |           |              |         |               |
|-----------|--------------|---------|---------------|
| Exclusion | Put downs    | Threats | Sexist/Racist |
| Insults   | Rumours/lies | Teasing | Other _____   |

**Damage to School/Personal Property:**

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

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

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

**What happened?**

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

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**Injury (please highlight):**

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

**Action Taken (please highlight):**

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

**Comments:**

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**People Notified (please highlight):**

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

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

**Follow Up Action: Review With (please highlight):**

Person being bullied      Person with bullying behaviour      Bystanders

**Outcome: The bullying (please highlight)**

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?

---

---

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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---

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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

**WE WILL INSPIRE**



APPENDIX 6: RESTORATIVE QUESTIONS

# 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?**

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**APPENDIX 7: NOTICE OF IN-SCHOOL SUSPENSION**

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

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

Dear \_\_\_\_\_

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

Our Code of Conduct stipulates our minimum standard of behaviour which was not followed.

Comments:

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\_\_\_\_\_ will receive an "In-school" suspension which means he/she is to report to the School Administration at 8.45am on \_\_\_\_\_. He/She will be supervised in a room in the School Administration 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)

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## APPENDIX 8: 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



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**APPENDIX 9: LATE FOR SCHOOL (CLASSROOM TEACHER)**

Dear \_\_\_\_\_

\_\_\_\_\_ was late for school this morning.

Under the Education Act 1999 I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8:45am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time \_\_\_\_\_ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....  
Class Teacher  
Date: .....



My child ..... (Child's Name) was late for school because .....  
.....  
.....

Parent's Signature..... Date.....

**WE WILL INSPIRE**



**APPENDIX 10: LATE FOR SCHOOL (PRINCIPAL)**

Dear \_\_\_\_\_

\_\_\_\_\_ was late for school this morning.

Under the Education Act 1999 I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8.50am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time

\_\_\_\_\_ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....

Clinton Payne  
Principal

Date: .....

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My child ..... (Child's Name) was late for school because .....

.....

.....

Parent's Signature ..... Date .....

**WE WILL INSPIRE**



**APPENDIX 11: INCOMPLETION OF WORK**

Dear \_\_\_\_\_

Your child \_\_\_\_\_ has failed to complete assigned work on time.

The work in question is:

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

This work was due to be handed in on \_\_\_\_\_ .

Please discuss the importance of completing work of the best standard possible with \_\_\_\_\_ and ensure that the work is submitted by \_\_\_\_\_.

Yours sincerely

\_\_\_\_\_  
Teacher  
Date \_\_\_\_\_

(Please sign and return to the class teacher commenting if you wish)

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

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**APPENDIX 12: THINK SHEET**



**Santa Clara School**

**Time to..... stop and think!**

You have made choices that have caused you to need to 'stop and think' about it.



Name \_\_\_\_\_

Date \_\_\_\_\_

What was my behaviour?

---

---

What was the reason for my behaviour?

---

---

How did my behaviour affect others?

---

---

What is my plan to improve my behaviour?

---

---

Do I need to apologise to anyone? If so, to who and why?

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---

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Principal's Signature

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**APPENDIX 13: THINK SHEET PARENT LETTER**

Dear \_\_\_\_\_

\_\_\_\_\_ has been involved in inappropriate behaviour today.

Attached is the "Think Sheet" he/she has completed which outlines the incident/s.

I would ask that you discuss this matter with \_\_\_\_\_ and ensure that he/she understands your expectations, as his/her current behaviour is adversely affecting his/her education.

Should you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely

\_\_\_\_\_

Teacher

Date \_\_\_\_\_

\_\_\_\_\_

(Please sign and return to the class teacher commenting if you wish)

\_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

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

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## APPENDIX 14: PARENT SUPPORT FOR THE SCHOOL'S BEHAVIOUR MANAGEMENT PROCEDURE

### SANTA CLARA SCHOOL STAFF USE A RANGE OF BEHAVIOUR MANAGEMENT TECHNIQUES AS PART OF THE PASTORAL CARE FRAMEWORK TO GUIDE, MOTIVATE AND ENCOURAGE THE STUDENT'S APPROPRIATE CLASSROOM BEHAVIOUR AND A POSITIVE ATTITUDE TO LEARNING.

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It is important that the parents and school work together in partnership in order to achieve the principles outlined within the Managing Student Behaviour Policy. This appendix endeavours to provide parents with techniques they can use to support their child's behaviour management. Research has shown that when parents are involved in and are supportive of the school's educational efforts, the students benefit significantly

#### Tips for Parents

##### **1 Tell your child how you expect him or her to behave in school**

Speak clearly and directly. Sit down with your child and in a no-nonsense, serious manner let him or her know that you are the parent, and you set the rules. Look your child in the eyes and say, "There is no way I am going to tolerate your misbehaviour at school. I know that you can behave. I care about you and love you too much to allow you to continue acting this way at school". It is very important that you remain calm while speaking. Don't yell or scream your demands. Speak in a firm, clear tone of voice. By staying calm you will let your child know you are in control.

##### **2 Avoid arguments. Use the Broken-Record technique**

When you tell your child to do something, chances are you will get an argument back. Don't fall into the trap of arguing with your child. Arguing is not useful - nobody wins. You must stick to your point and let your child know that you mean business. A technique called the Broken Record will help you avoid fruitless arguments.

The Broken-Record technique can be summarised as:

**Tell your child** exactly what you want him or her to do. For example, "I expect you to complete your assignments during class".

**If your child argues**, just keep repeating what you want. Do not respond to anything your child says. Just say, "I understand, but I want you to complete your assignments in class".

**Use the Broken-Record a maximum of three times.** If it does not work, stop the conversation. If the problem persists, you will have to take stronger measures. You will need to back up your words with actions.

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### **3 Backing up your words with actions**

If your child continues to misbehave, you must be ready to back up your words with actions. This means that you must have disciplinary consequences chosen which you will use if your child still does not behave. It may be helpful to have a range of possible consequences thought out beforehand so you aren't caught off guard. The consequence selected must be something that your child does not like, but it must not be physically or psychologically harmful. Taking away privileges, such as watching TV or talking on the phone is often effective. So is grounding. With younger children, grounding can mean being restricted to their room for a specific amount of time. For older children, grounding can mean having to stay at home for a certain number of days.

Possible guidelines:

➤ **Present the consequence as a choice**

Your child must understand that he or she has a choice. Your child can behave as you ask, or misbehave and choose to accept the consequence. Tell your child, "If you misbehave at school, you will choose to (for example) lose the privilege of watching TV during the week".

➤ **Give the child a consequence each time he or she chooses to misbehave**

You must be consistent if your child is to know that you mean business. Each time your child chooses to misbehave at school he or she must be given a consequence. No exceptions. No excuses. Don't back down.

➤ **Stay calm when you enact the consequence**

Stay in control. Remember, your child chose this to happen. You are simply following through with what you promised and they agreed to.

➤ **Forgive and forget**

Once your child has received the consequence, the issue is over and should be forgotten. It's time to move on. Don't stay angry or resentful. Instead, let your child know that you still have confidence in his or her ability to behave appropriately.

### **4 Know what to do when your child begins testing you**

Children often test their parents to see if they really mean business. Don't be surprised if this happens to you. When given a consequence, your child may cry, scream or yell at you, or beg you to give him or her just one more chance. Stand your ground! No matter how much your child cries or pleads, you must follow through with the consequence. Don't give in, no matter how upset your child gets. Let your child know that you are prepared to follow through.

Tell your child (for example), "You have chosen to be grounded in your room. You will go to your room and stay there".

### **5 Catch your child being good**

Praise your child when he or she behaves appropriately at school! This is the real key to improving behaviour. All children appreciate hearing praise from parents, and yours is no exception.

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Possible guidelines:

**First**, give your child plenty of praise when he or she begins to show improvement. You need to let your child know that you recognise the good effort being made. Don't ever let a day of good behaviour go unrecognised.

Tell your child, *"I like how well you did at school today. I'm so proud of you for trying so hard"*.

**Next** keep in mind that sometimes it's helpful to combine your praise with special privileges or rewards, like staying up late one night, going out to lunch, going to a movie, or whatever your child might appreciate and you are comfortable giving. Ask yourself, *"What would my child like to earn? What special treat might make him or her put in a bit more effort?"*

**Be consistent in giving praise – your child must know that just as he or she can expect disciplinary consequences for misbehaviour, he or she can also expect lots of praise and reinforcement for good behaviour.**

Reference: "Parents on your side" By L and M Canter

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## **APPENDIX 15: NOTES FOR STAFF MEMBERS OF SANTA CLARA SCHOOL**

1. Managing student behaviour is a stressful and time-consuming process.
2. The child can only receive a good education in an environment where the child:
  - a. Has the right to learn.
  - b. Is aware of the consequences that flow from failing to comply with the class or school rules.
  - c. Feels safe.
  - d. Understands that a consistent approach will be applied by all staff members.
  - e. Knows what is expected of them under the Behaviour Management Procedure And School Code Of Conduct.
  - f. Knows the consequences that flow from their decisions under the Managing Student Behaviour Policy.
3. Teachers can only provide a good education in an environment where:
  - a. The Behaviour Management Procedure is implemented by all staff consistently.
  - b. The teacher is free to focus on the educational processes.
4. Managing student behaviour is the responsibility of all staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour should feel comfortable to consult a peer or the Principal in the spirit of mutual support and with open communication to ensure the best outcome.

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