



Topic: Behaviour Management and Bullying Policy

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Dealing with Bullying, Harassment, Aggression and Violence (Students)

2-D6 Community School Personnel Committee 2003

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Padbury Catholic Whole School Student Management Policy.

Informed by Positive Behaviour, Support and Restorative Practices

Student behaviour management policy and procedures seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

Section 1 – Guiding Principles

A Catholic school's provision of positive behaviour education and behaviour management skilling of students ought to be pastorally driven, comprehensive, and whole-of-school in nature.

The focus and intended outcome is personal resilience, the mode is prevention and primary intervention, and the application is to the school community as a whole, and to each member of the school community individually.

Student Connectedness and Engagement

An essential element of wellbeing is the experience of belonging; of being connected to others in a community, being accepted and valued, and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing. When a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with the school community are to be preferred to those that disengage the student.

Restorative Practices and Positive Behaviour Support

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management, and is recommended for Catholic schools.

- A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

Whole School- Social and Emotional Program

You Can Do It! Education (YCDI) has over the past two decades evolved into a distinctive theory that defines and explains the social and emotional competences children and adolescents need to achieve to experience social-emotional well-being. Figure 1 below illustrates the main focus of YCDI's educational programs; namely the social and emotional characteristics of students (The Five Foundations) and supporting Habits of the Mind (Ways of Thinking) that all children need to achieve the objectives which appear at the top of the triangle (see Table 1 following References).

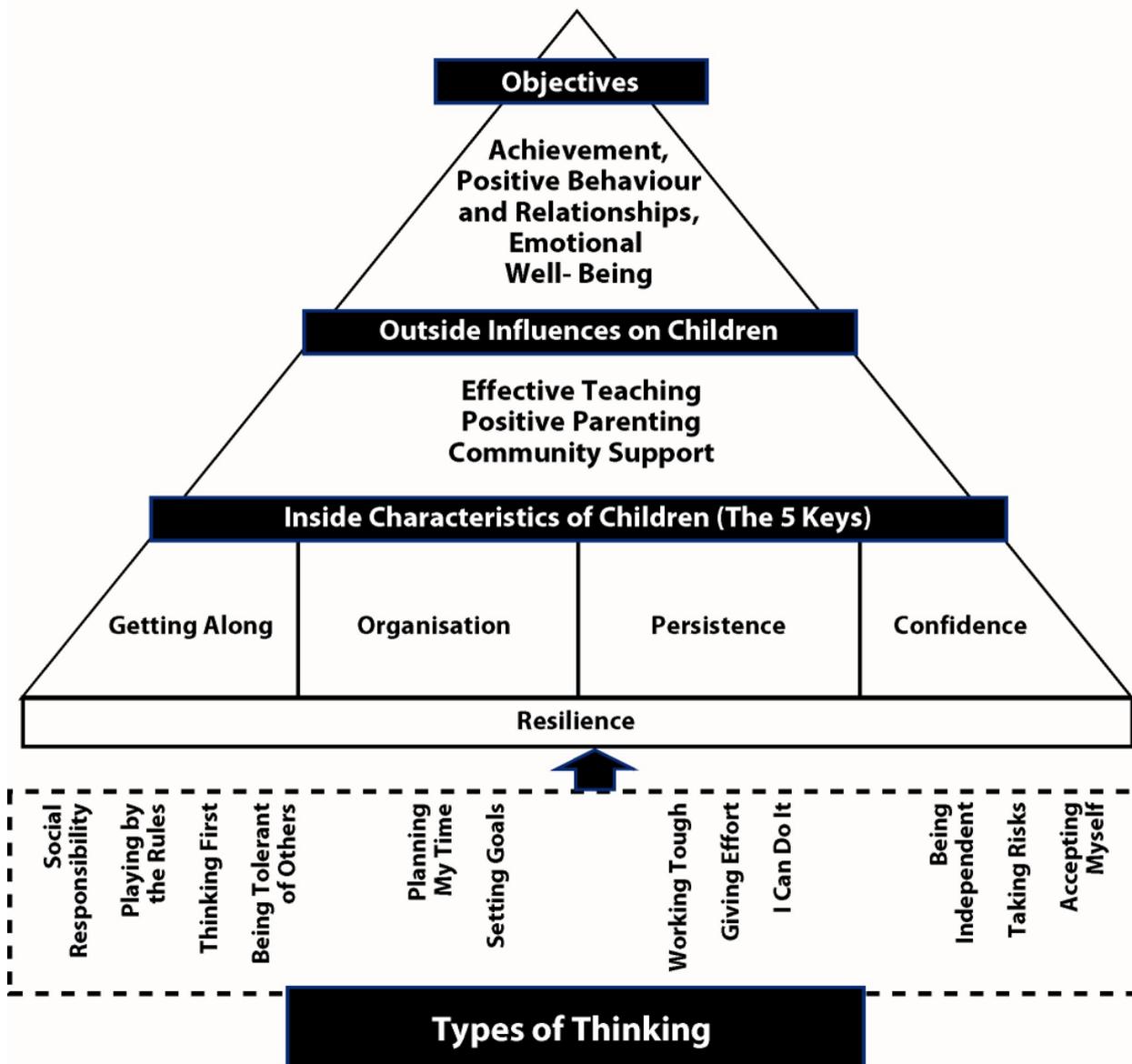


Figure 1. Goals of You Can Do It! Education for All Students
See appendix at the bottom of this document for the Habits of Mind.

The Five Foundations (Keys) for Achievement and Social-Emotional Well-Being are:

Confidence

Confidence requires that children not be overly concerned with what others think if they make a mistake. Confidence is revealed when students are not afraid to fail and are happy to meet someone new. Confidence involves students having trust in themselves and believing that they will probably be successful in the end.

Persistence

Persistence is revealed when children complete challenging tasks or activities. Persistence means trying

hard and not giving up when something feels like it's too difficult to do.

Organisation

Organisation is revealed when children keep track of their assignments, schedule their time effectively and set goals for how well they want to do in specific areas of their schoolwork and in other endeavours.

Organisation means setting a goal to do your best in your schoolwork, planning your time so you're not rushed, having all your supplies ready, and keeping track of when your assignments are due.

Getting Along

Getting Along is revealed when children work co-operatively with each other, resolve conflicts by discussion rather than fights, manage their anger, show tolerance, and follow class rules, including making responsible choices so that everyone's rights are protected.

Resilience

Resilience is being able to bounce back when something bad happens. Resilience means being aware of one's feelings and knowing how to stop getting too angry, down or worried.

Restorative Practice

Restorative practice is a whole school approach, which is supported by the implementation of social emotional learning in every class level. Restorative practice involves the use of transferable values and principles to promote social equity in relationships, empathy and personal accountability.

The hierarchy of restorative practices (Morrison) includes:

- Universal – reaffirming relationships through developing social and emotional skills
- Targeted – repairing relationships in the classroom, small groups, individual conferences
- Intensive – rebuilding relationships through community conferencing

Section 2: Creating a Positive School Culture to Support the Whole School Behaviour Management Policy

The vision of PCPS is to educate and develop the whole child within a faith sharing community which centers on Christ and His values. Our school has as its foundation; a strong sense of community, the school's motto of "Love on Another", commitment to achieving excellence and is an individual and communal response to Jesus' call to: "love one another as I have loved you" (John 13; 34)

AIMS: Padbury Catholic Primary School's Behaviour Management Policy aims:

- To provide a happy, positive learning environment.
- To help students strive for their personal best.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour; "choose the behaviour – choose the consequence."
- To ensure rules are applied consistently, fairly, consequentially and are reviewed as required.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- To establish procedures so that conflicts can be resolved in a positive manner.

The following principles underpin the teachings of Christ in the Gospel message:

has as its focus the life of Jesus Christ.

- *I have come that you may have life and have it to the full. (John 10:10)*
The Catholic world view perceives Jesus as God's Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God.

... is concerned with the dignity and integral growth of the person.

- *God created humankind in God's image. (Genesis 1:27)*
The Catholic world view perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected.

... is a responsibility entrusted to all members of the faith community.

- *All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ. (1 Corinthians 12:25-27)*

The Catholic world view perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us.

... is a force for healing, reconciliation and liberation.

- *I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them. (Ezekiel 34:16)*

The Catholic world view perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

... is an expression of and commitment to justice.

- *He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free. (Luke 4: 18)*

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

OUR CORE VALUES

- Sacredness
- Respect
- Personal best
- Community

WHOLE SCHOOL INCENTIVES

- Merit Certificates - all students given the opportunity to receive an award over the year.
- White tickets – 5 keys to success (getting along, organisation, persistence, confidence and resilience), recognising the core values of the school

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.
- Express themselves.

Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behaviour.
- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.
- Display respect for the school property, personal property and the property of others.

Staff have the RIGHT to:

- Respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperation and support from parents in matters relating to their children's education.
- To be the first point of contact if there is an issue or concern with one of their students.

Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students (open door by 8:30am to allow informal discussions and preparation)
- Ensure good organisation and planning.
- Report student progress to parents.
- Be vigilant about bullying and encourage awareness of the school's policy.

Parents have the RIGHT to:

- Respect, courtesy and honesty.
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperation and support from teachers in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- See bullying as a behaviour and not personalise in the form of a bully.
- Ensure that their child attends school regularly and on time.
- Support the school in implementing behaviour management strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their children.
- Inform the school about repetitive inappropriate behaviours towards their child.
- Make teachers the first point of contact if there is an issue or concern with one of their students.
- Respect and maintain confidentiality between staff and parents.

Procedure for Managing Student Behaviour

SCHOOL RULES

Respect the rights of others.

- Let others learn.
- Be prepared and organised.
- Wear correct school uniform
- Respect personal and school property.
- Act in a safe and caring manner.
- Live our motto of “Love one another.”

IMPLEMENTATION

Whole school practices and procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly.

Our Behaviour Management Plan:

- emphasises and acknowledges positive behaviours;
- includes consequences that are fair and reasonable;
- is known and clearly understood by all students;
- is written, displayed and made known to others working with the students;
- is distributed to parents;
- is reviewed by the teacher throughout the year.

School Actions and Consequences

Minor misbehaviour

A student fails to comply with school rules, which include but are not limited to;

1. Disruptive behaviour
 1. Disturbing other students learning and disrupting the class
 2. Forgetting to bring equipment to class repeatedly
 3. Failing to follow staff members instructions
 4. Running on the verandas
 5. Repeatedly receiving uniform slips
 6. Unacceptable manners
 7. Unacceptable language
 8. Using putdowns
 9. Being in an out of bounds area
 10. Failure to complete homework repeatedly
 11. Failure to respect equipment and use it appropriately

Procedures

Level 1

- All communication recorded on SEQTA.
- Student counselled using “you can do it” guided questions (See appendix)
- Parent informed of behaviour via email. Parent may initiate meeting with teacher.

Level 2

- A Parent informed a second time via email or phone call outlining the next level of consequence
- Behaviour management conference initiated by the teacher to meet with parent and student

Level 3

- Behaviour management conference initiated by Assistant Principal to meet with teacher, parent and student.

Level 4

- Behaviour management conference initiated by Principal.
- *Kindergarten, Pre-primary and Year 1 children have their behaviour issues dealt with immediately. The class teacher may be advised of the inappropriate behaviour.

As a result of these behaviour management conferences the following may occur.

1. Individualised behaviour management plan developed.
2. Loss of play – student to write letter of explanation or develop a plan for positive behaviour.

Severe behaviours

A student fails to comply with school rules inside and outside of the classroom including but not limited to;

- Constantly disrupting the class
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Teasing / taunting / bullying – this includes both physical and verbal
- Disrespecting the role of staff members
- Disrespecting property
- Any safety issues that puts self or others in danger
- Abuse of Social Media – See Cyber Bullying Policy.

Procedures

- All actions entered into SEQTA
- Student taken to Assistant Principal
- Assistant Principal to contact parents via phone call
- Behaviour management conference initiated by Assistant Principal – Teacher present
- Decision is made following meeting on consequence and support for student.
 - Detention recess / lunch
 - In school suspension
 - Liaison with outside agencies – school psychologist,
 - Loss of privileges
 - Community service within the school
 - Individual behaviour management plan
- *Kindy, Pre-primary and Year 1 children have their behaviour issues dealt with immediately. The class teacher must be advised as soon as possible of the behaviour and appropriate intervention put in place by the duty teacher in conjunction with the child's class teacher. The incident must be recorded by the class or duty teacher on SEQTA. Where necessary, a member of the Leadership Team is involved.

Extreme Clause

In extreme cases, expulsion may occur. Expulsion of students follows due process in consultation with the Catholic Education Office as per Policy – Exclusion of Students for Disciplinary Reasons. Policy No.2-D7.

Section B: BULLYING

1. Definition of Bullying

Bullying is a pattern of willful, conscious behaviour intended to hurt, injure upset, threaten or embarrass an individual or group. Bullying is a **repetitive attack**, which causes distress not only at the time of the attack, but also by the threat of future attacks. It involves an **imbalance of power**.

Bullying can be:

- verbal – name-calling including racist and sexist remarks, put downs, threatening;
- physical - hitting, tripping, poking, punching, kicking, throwing, objects, spitting;
- social - ignoring, hiding, ostracising, sending nasty notes
- psychological - stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on.
- cyber – the use of email, websites (eg Face Book), MSN, text, photo and video technology.

2. Practice and Procedures

Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this policy.

- Remove children from harm and attend to them if required.
- A decision needs to be made about whether this is an incident of bullying. See definition.
- The level of seriousness must be assessed before beginning the anti-bullying process.

If it is deemed not serious, teachers can help by discussing the child's feelings and possible options to deal with the harassment. This is particularly relevant to junior students. (See Appendix 1A and 1B for possible strategies to offer). State the School's anti-bullying stance and complete the Bullying Registration Form.

Any intervention will focus on helping all children involved. Apply No Blame Approach. Counselling is available from the School Psychologist if referred to by a staff member. Consultation from the Assistant Principals in cases where bullying is not resolving.

If this is deemed to be a serious bullying incident it must be recorded as so on SEQTA. Parents will be informed by phone and time and date of call also recorded on SEQTA.

The Assistant Principals will assess the severity and history of the recorded bullying incidences. They will then apply a consequence, be it detention, in-school suspension or out of school suspension.

This school currently has the You Can Do It program established to promote a caring and supportive environment. This educational, social and emotional programme is designed to minimize bullying and develop self-regulation in students. However, in the event that bullying occurs, the school will react firmly and promptly.

The teacher will support students who raise a concern in regards 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 non government School Psychologist to develop positive strategies to overcome bullying.

Proactive Measures

At the commencement of each school year, and periodically throughout the year, classes will discuss the Behaviour Management Policy. Copies of the Behaviour Management Policy will be made available to all current parents/caregivers on the school website.

- 1) Information on bullying will be made available on request to parents, teaching and non-teaching staff in the form of literature, educational sessions as required or through discussion.
 - 2) Students will be given opportunities to talk about bullying with a term 1 focus across the school.
 - 3) Discuss appropriate standards of behaviour and school rules with all students (assemblies).
 - 4) Identify students at risk/awareness of individual needs and develop individualised support plans, Teacher and Educational Psychologist).
 - 5) Organise appropriate referral for students experiencing difficulties (Support Teacher or Educational Psychologist).
 - 6) Teach the keys to success – resilience, confidence, persistence, getting along and organisation.
 - 7) Emphasis on conciliatory approach (listening to both sides, not labeling, problem solving).
 - 8) Encourage co-operative learning.
 - 9) Responsible and safe behaviour will be recognised and rewarded.
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STRATEGIES FOR TEACHERS TO HELP CHILDREN DEAL WITH MINOR BULLYING INCIDENTS

Teachers can advise children to:

- 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 calmly tell them to stop.
 “Stop I don’t like it.”
 “Stop, this conversation is over.” Then walk away.
- Talk to your friends and ask for help.
- Play with a group and stay close to duty teachers.
- If you are finding it hard to speak to an adult, write it down.
- Try one or a combination of these for a few days. If it is not any better, speak to an adult. This can be a parent or a staff member.

Using the ‘No Blame Approach

Use the following type of script to help the perpetrator resolve the pain that others may be going through. Deal with the perpetrators one by one.

The Individual Chat 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?" Maintain this as the focus of the conversation.

- 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 for _____. How about we meet again in a weeks 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. NB In a weeks 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.

STUDENT/PARENT REPORTING SHEET

Student's Name: _____ Class: _____ Date: _____

NOTE: 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 an Assistant Principal will make a time to talk to you.

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

2. How many people are doing this? Please name them: _____

3. How long has this been happening? _____

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

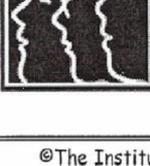
5. What have you tried to do to solve this? _____

6. Have you told anyone about this problem? Who? _____

- Take this to your teacher.
- 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

Habits of Mind

 <p><u>Persisting:</u> <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><u>Managing impulsivity:</u> <i>Take your Time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>
 <p><u>Listening with understanding and empathy:</u> <i>Understand Others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions</p>	 <p><u>Thinking flexibly:</u> <i>Look at it Another Way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p><u>Thinking about your thinking (Metacognition):</u> <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><u>Striving for accuracy.</u> <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
 <p><u>Questioning and problem posing:</u> <i>How do you know?</i> Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><u>Applying past knowledge to new situations.</u> <i>Use what you Learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><u>Thinking and communicating with clarity and precision:</u> <i>Be clear!</i> Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	 <p><u>Gather data through all senses:</u> <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>
 <p><u>Creating, imagining, and innovating</u> <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p><u>Responding with wonderment and awe:</u> <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><u>Taking responsible risks:</u> <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><u>Finding humor:</u> <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
 <p><u>Thinking interdependently:</u> <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><u>Remaining open to continuous learning:</u> <i>I have so much more to learn!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

Acknowledgements

You Can Do It - Professor Michael E. Bernard

Retrieved from <http://www.youcandoiteducation.com.au/> on the 12th of January 2014

Habits of Mind – Art Costa

Retrieved from <http://www.artcostacentre.com/html/habits.htm> on the 12th of January 2014

Restorative Practices - Brenda Morrison

Catholic Education Office of Western Australia

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