

Behaviour Management and Anti-bullying Policy

Rosary School is a Christ-centred community, striving for excellence in the Dominican Spirit.



Related Policies

Child Protection CEO

Exclusion, Expulsion Policy or Transfer of Students CEO

Legal Responsibilities and Authority CEO

Restraint of Students CEO

Sexual Harassment CEO

Student Management (Discipline) CEO

Supervision of Students CEO

Suspension of Students CEO

Related Resources

ACT Government Community Services [ONLINE] Available at
<http://www.communityservices.act.gov.au/ocvfs/services>

Australian Federal Police - Constable Kenny [ONLINE] Available at
<http://www.constablekenny.org.au/>

Australian Government – Cybersmart [ONLINE] Available at <http://www.cybersmart.gov.au/>

Bullying No Way [ONLINE] Available at
<http://www.bullyingnoway.gov.au/parents/index.html>

Catholic Care Canberra and Goulburn [ONLINE] Available at
<http://www.catholiccare.cg.org.au/>

Kids Matter [Online] Available at <http://www.kidsmatter.edu.au/families>

Parenting Ideas – Michael Grose [ONLINE] Available at
<http://www.parentingideas.com.au/Home>

Purpose

The Rosary Primary School Behaviour Management and Anti-Bullying Policy aims to:

- provide a safe, happy and positive learning environment for the students and staff
- provide opportunities for students to develop, maintain and enjoy positive and respectful relationships.

Policy

At Rosary Primary School, reconciliation and re-establishment of relationships forms a major part of behaviour management.

Corporal punishment is **NOT** to be administered in any circumstances.

Rosary Primary School **does not** explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

Rationale

The Rosary Primary School Behaviour Management and Anti-Bullying Policy draws its principles and practices from what we, as followers of Jesus, believe to be fundamental to maintaining a harmonious environment through positive relationships.

*And you will know the **truth**, and the **truth** will set you free.* John 8:32

By following the example of our Patron Saint Dominic, we endeavour to instil the values of truth and lifelong learning in our students.

Our personal and communal responses to others are reflections of our relationship with God. Therefore our policies and practices must be true to our Mission and incorporate the values of justice, inclusion, reconciliation, respect, truth and honesty.

Our Behaviour Management and Anti-Bullying Policy is founded on the following beliefs:

- every person is an individual and should be treated as such
- every person is entitled to respect, dignity and forgiveness
- every person can strive to do their best.

Our school rules reflect a balance between the rights and corresponding responsibilities of each person and are designed to promote the wellbeing and safety of everyone.

We encourage every student to develop a loving relationship with Jesus and be respectful and inclusive of all cultures and backgrounds. Our Behaviour Management and Anti-Bullying Policy focuses on preventative, supportive and corrective measures to support all students.

In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

National Safe Schools Framework (revised 2011)

Student behaviour management policies and procedures in Catholic schools should 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.

Based on Pastoral Care of Students in Catholic Schools Policy, CEOB, 2010
and Effective Schools Are Engaging School, Student Engagement Policy Guidelines, DEECD, 2009

Behaviour Management

Pastoral Care

At Rosary Primary School we endeavour to always respond with sensitivity to the emotional, social and cultural diversity of our students. Each staff member has a duty of care for all students. We strive to create a school culture that is safe, supportive and respectful by providing the following:

- daily prayer and reflection opportunities
- Religious Education lessons, prayer celebrations, Masses and assemblies
- a values based Whole School Focus
- Personal Development programs - Grade level
- Student Leadership program - Year 6
- individual discussions (where appropriate)
- grade meetings
- buddy programs
- access to the School Counsellor
- social play tubs (located in junior playground)
- the *Seasons for Growth* Program, to assist students who are dealing with grief.

Encouraging Appropriate Behaviour

We believe that preventative measures, which provide students with a set of clear expectations and boundaries, are essential to guide students to make good choices. The reinforcement and acknowledgement of good choices is another effective way of rewarding and encouraging appropriate behaviours.

Rosary Primary School encourages appropriate behaviour by:

- promoting a safe and supportive school environment
- explicitly teaching appropriate behaviours and targeting areas of concern
- developing positive, supportive and respectful relationships
- displaying the **Rosary Primary School** rules in classrooms and corridors
- reinforcing the school rules at the commencement of each year and as needed
- establishing clear rules and expectations in the classrooms
- rewarding positive behaviours through: Veritas Awards, Whole School Focus Awards, Teacher Merit Awards, praise and stickers
- providing social play tubs for students (located in junior playground)
- proactively engaging with parents/carers
- responding to individual students and their needs
- ensuring staff are aware of potential 'trouble spots'
- observing early warning signs of distress to diffuse a potential conflict
- empowering all students to prevent bullying behaviours occurring
- promoting positive behaviours through Personal Development programs (e.g. social skills, role plays, resilience)
- providing education opportunities from outside authorities (e.g. ACT Police - *Constable Kenny*, *Cybersmart.gov.au*, and travelling anti-bullying and resilience educational programs).

Rights and Responsibilities

At Rosary Primary School we believe that there should be professional consistency towards the pastoral care and behaviour management of students. All members of our school community accept that they have certain **rights** and **responsibilities**.

All members of our school community have the right to:

- feel secure and safe in a caring and supportive environment
- expect that school rules are fair and consistently implemented
- be valued for their individuality
- be treated with fairness, courtesy and respect at all times
- teach and learn without disruption.

All members of our school community have the responsibility to:

- treat each other with fairness, courtesy and respect at all times
- support and model the school rules
- listen to the views of others and accept these may be different from their own
- communicate openly and seek to build and maintain positive relationships
- develop self-responsibility
- enhance the school environment by keeping it safe, clean and tidy.

Based on Bill Rogers 1997

Whole School Rules

In order to protect the **rights** of the people in our school and to reinforce shared **responsibilities**, an agreed set of school rules has been formulated. These rules are referred to as the **Rosary Primary School Rules of Respect, Pride and Safety**. These rules are explicitly taught and revisited regularly by classroom teachers.

Respect	Pride	Safety
		
<p>Students are expected to show respect for:</p> <ul style="list-style-type: none"> • themselves • the feelings and rights of students, staff and visitors • personal and school property. 	<p>Students are expected to take pride in:</p> <ul style="list-style-type: none"> • their behaviour • their school work • their uniform • the environment • the school's reputation. 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • resolve conflicts peacefully • use equipment safely • be <i>Sunsmart</i> • follow safe practices such as: walk in the quad & buildings, hold onto rails & keep left on the stairs, keep left in the corridors, be sensible in the toilets, use equipment safely, play safely, stay in supervised areas.

Classroom Rules

Rights and responsibilities should form the basis for class discussion and class rule formation. Teachers and students should agree on these and the class rules should be displayed with appropriate supporting visuals. Classroom rules should include procedures for: entering and leaving the classroom, seeking assistance, class tidiness and jobs, acceptable noise levels, movement about the class, group work procedures etc.

Dealing with Student Conflict using the *Real Justice* Approach

The Staff at Rosary Primary School have attended professional learning (January 2013) on the *Real Justice* approach in dealing with conflict situations where students feel victimised or bullied by another student or group of students. Through this process we aim to develop a cohesive community and manage conflict and tensions by repairing harm and strengthening relationships.

The *Real Justice* approach allows students to experience:

- a sense of safety and trust
- equality
- personal responsibility
- ownership of their own behaviour
- healthy ways of expressing emotions
- opportunities to be heard and understood
- an understanding of others
- modeling for problem-solving and collaboration
- ways of building connections.

The *Real Justice* approach provides students with:

- a way to become more accountable to one another
- strategies to help them develop positive relationships (problem solving)
- ways of modeling empathy
- a process to help them when they are struggling with personal issues.

Restorative Questions

A sequence of *Restorative Questions* should be used when dealing with students involved in an incident. *Restorative Question* cards are attached to playground duty bags to assist in developing a consistent approach to behaviour management. *Restorative Questions* are displayed in each classroom to assist students and staff in becoming familiar with the restorative process.

Real Justice – Restorative Question Cards

Restorative Questions 1 - *When things go wrong*

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

Restorative Questions 2 - *When someone has been hurt*

- What did you think when you realised 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?

Conferencing

The *Real Justice* conference is a tool that allows those who have been most affected by an incident to come together to share their feelings, describe how they have been affected and develop a plan to repair the harm done and prevent recurrence. Conferencing is a victim-sensitive approach to addressing wrongdoing. It is also re-integrative, allowing a person to make amends and avoid stigmatisation.

Real Justice conferences are structured meetings that provide victims and others with an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome.

Offenders hear first-hand how their behaviour has affected people. They may begin to repair the harm by apologising, making amends and agreeing to prevent recurrence of the behaviour.

Real Justice facilitators stick to a simple script to focus the encounter but otherwise do not actively participate. This demonstrates to participants that they can resolve their own problems.

The facilitator first asks offenders to talk about what they did, what they were thinking about when they did it, and who they think may have been affected by their actions. The facilitator then asks victim/s and perhaps witnesses to talk about the incident from their perspective, as well as how it affected them.

Finally the victim is asked what he or she would like to be the outcome of the conference. The response is discussed with the offender and everyone else at the conference. When an agreement is reached students are encouraged to start afresh.

Reference www.realjustice.org

Implementing an Individual Behaviour Management Plan

A recommended process for addressing an individual student's behaviour management needs and assisting in their growth in responsible behaviours is to tailor an *Individual Behaviour Management Plan* for the student/s. This is an agreement reached formally between the school, a student, and the student's parents/carers regarding future behaviour of the student and the management of such behaviour. It can be supported by authoritative advice, if required, in relation to the student's medical or mental health needs.

The following matters need to be considered and written into such a plan:

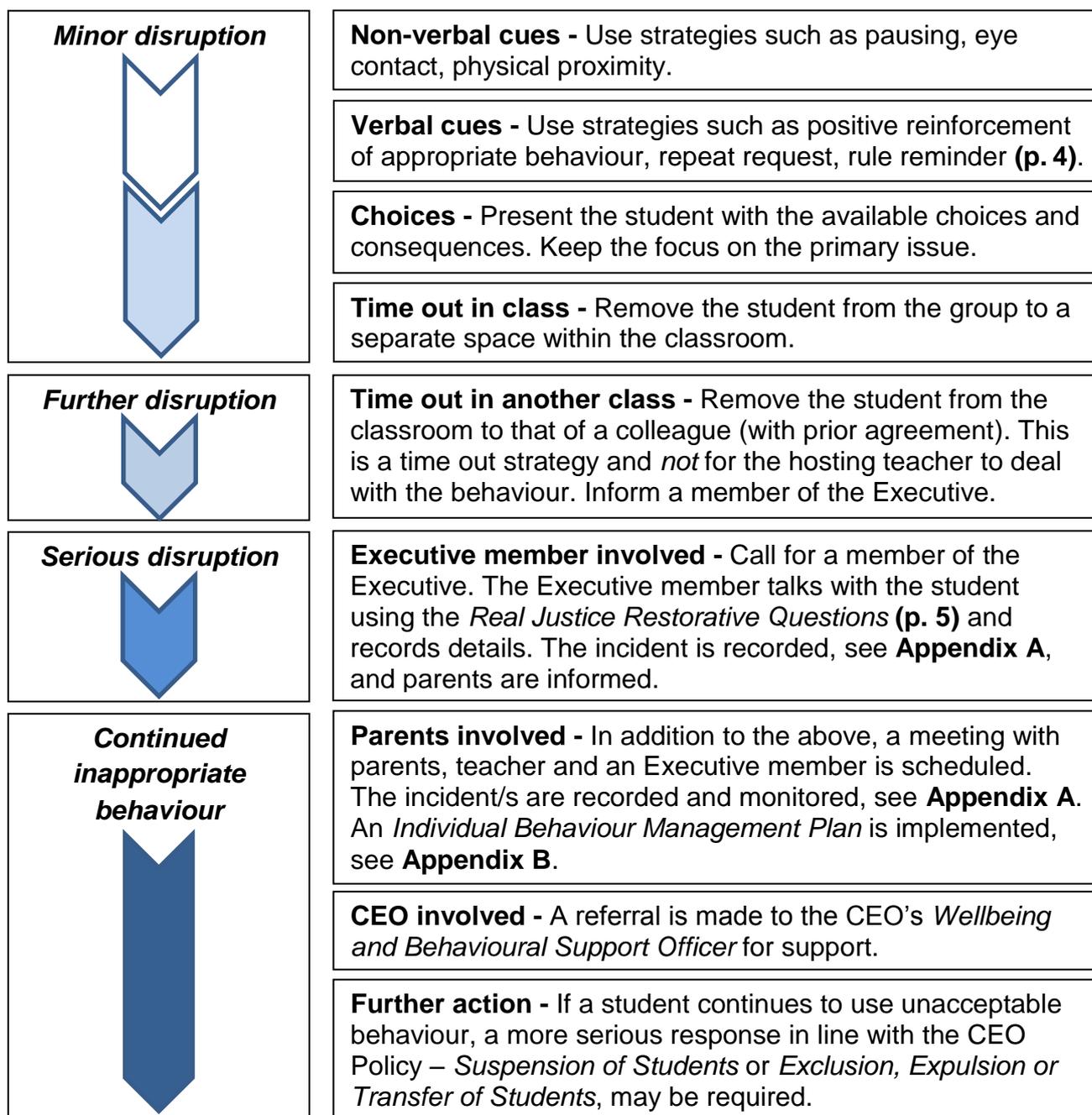
- the positive, formative purpose of the plan
- expectations regarding the student's future behaviour
- means by which the student will be supported in achieving this behaviour
- means by which the student's behaviour will be monitored and managed
- advice from medical or mental health officers
- arrangements to apply following a satisfactory conclusion of the plan
- arrangements to review the plan at an agreed time with all stakeholders.

For an example of an *Individual Behaviour Management Plan*, see **Appendix B**. This plan is subject to adjustments, according to the needs of an individual student.

Classroom Behaviour Management Plan

Teachers use a variety of strategies when dealing with inappropriate student behaviour in the classroom. The following flow chart is a guide to procedures that would normally be followed in the classroom. However, various behaviours can begin and cease at different points of this continuum. It is acknowledged that at all times students should be treated with respect. It is important to note that some students with social/emotional/behavioural needs will be managed in consultation with a member of the Executive team (Principal, Assistant Principal, Religious Education Co-ordinator, Co-ordinator).

Based on Bill Rogers 1997



Consequences

The consequences of inappropriate behaviour should be related to the behaviour and aimed at remedying the situation. Consequences should always leave the self-respect of the student intact. Consequences will depend on the severity of the inappropriate behaviour but may include; time-out, a restorative conference, phone call to parents, an apology.

Playground Behaviour Management Plan

Teachers use a variety of strategies when dealing with inappropriate student behaviour on the playground. The following flow chart is a guide to procedures that would normally be followed on the playground. However, various behaviours can begin and cease at different points of this continuum. It is acknowledged that at all times students should be treated with respect. It is important to note that some students with social/emotional/behavioural needs will be managed in consultation with a member of the Executive team (Principal, Assistant Principal, Religious Education Co-ordinator, Co-ordinator).

Based on Bill Rogers 1997

<p>Minor incident</p> 	<p>Rule reminder - The duty teacher talks with the student/s involved and decides on a consequence such as: a rule reminder (p. 4), game rule reminder, choices/consequences, an apology and/or a short time out (walking with teacher).</p>
<p>Serious incident</p> 	<p>Time Out - The duty teacher attends to the victim/s and talks to the students involved using the <i>Real Justice Restorative Questions</i> (p. 5) kept on the duty bag and gives a consequence, accordingly (e.g. walks with the teacher). At the end of duty, the teacher reports the incident to a member of the Executive for further follow-up, as needed.</p>
<p>Critical incident</p> 	<p>Executive member involved - The duty teacher calls for a member of the Executive, via the 'walkie talkie.' The duty teacher attends to the victim/s. The Executive member removes the perpetrator/s from the playground, talks to the students involved, using the <i>Real Justice Restorative Questions</i> (p. 5) and gives a consequence, accordingly. The incident is recorded, see Appendix A, and parents are informed.</p>
<p>Continued inappropriate behaviour</p> 	<p>Parents involved - In addition to the above, a meeting/s with parents, the student/s and an Executive member is scheduled. The incident/s are recorded and monitored, see Appendix A. An <i>Individual Behaviour Management Plan</i> may be implemented, see Appendix B.</p> <p>CEO involved - A referral is made to the CEO's <i>Wellbeing and Behavioural Support Officer</i> for support.</p> <p>Further action - If a student continues to use unacceptable behaviour, a more serious response in line with the CEO Policy – <i>Suspension of Students or Exclusion, Expulsion or Transfer of Students</i>, may be required.</p>

Consequences

The consequences of inappropriate behaviour should be related to the behaviour and aimed at remedying the situation. Consequences should always leave the self-respect of the student intact. Consequences will depend on the severity of the inappropriate behaviour but may include; time-out, a restorative conference, phone call to parents, an apology.

Anti-Bullying Measures

Definition of Bullying

Bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, engender fear and to control. Bullying can take a number of forms: physical, verbal, cyber, emotional, racist or sexual.

Bullying affects everyone, not just the offender and the victim. It also affects others who may witness violence, intimidation and the distress of the victim. Bullying can also damage the atmosphere of a class and the climate of a school. In accordance with these beliefs, we do not tolerate bullying of any child by another child or a group of students. We insist that justice and due process be extended to both the victim and the offender.

For an incident to be classified as bullying, the following three factors normally need to be involved:

- there is an imbalance of power (i.e. a group of students against a single child; an older child against a younger child; a physically/mentally/emotionally stronger child against a weaker one)
- the behaviour is intentional, in a premeditated sense
- the behaviour is usually, but not always, repeated.

Possible Signs of Bullying

A student who is being bullied may show signs of the following behaviours:

- unwillingness to attend school
- complaints of feeling ill
- lack of motivation and engagement with school work
- going home hungry
- withdrawal and lack of confidence
- distress, anxiety, lack of appetite
- nightmares
- loss of money and/or possessions
- refusal to say what's wrong
- increase in agitation, aggression and/or unreasonableness.

Negative Peer Interactions (usually not bullying)

Some negative interactions can occur among students which may involve inappropriate behaviour and directly break school/class rules. These interactions do not usually amount to bullying if there is: no imbalance of power, the incident is a response to a 'one off' set of circumstances, and no pre-meditated malice or intent is established. Incidents involving inappropriate behaviour will require attention using the regular procedural guidelines outlined in the *Playground Behaviour Management Plan (p. 8)*.

A Whole School Approach to Anti-Bullying

Research has shown that a reduction in school violence and bullying occurs when a whole school approach is adopted. A whole school approach provides a prepared and supportive foundation so the challenges can be more effectively met. It encompasses both prevention and response. With adequate prevention strategies in place, the need for intervention is

often reduced. Teachers, parents and students can all take actions that assist in preventing potential incidents of bullying.

Preventative Measures

Rosary Primary School seeks to be a place of acceptance, affirmation and justice. We believe that bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of their lives. Students are entitled to receive their education free from humiliation, harassment, oppression and abuse.

Teachers are expected to:

- be observant
- conduct class meetings to discuss school rules and expectations
- conference any issues with students
- teach Personal Development programs which include the anti-bullying message
- provide opportunities to access whole school anti-bullying initiatives
- provide strategies to avoid cyber bullying by incorporating programs such as 'Cybersmart' into Personal Development Programs (cybersmart.gov.au)
- promote exemplar behaviour
- model Christian values.

The Role of Parents

Bullying incidents can occur at all ages and in all situations. Therefore it is part of the role of parents as co-educators to teach their children to be resilient and prepare them to deal with potential conflicts.

Parents are encouraged to:

- teach their child to be assertive, resilient and bounce back from situations
- watch for possible warning signs of bullying
- be supportive and enquire when concerned
- encourage their child to report any bullying incidents either as a victim or bystander
- inform the classroom teacher of any bullying incidents
- refrain from discussing the incident with another child, other than their own.

Anti-Bullying Strategies for Students

Students require opportunities to practise and develop skills that enhance resilience, negotiation skills, conflict resolution, problem solving, communication and help seeking.

Students should be encouraged to:

- report all incidents of bullying to a teacher
- put on a brave front - be assertive and confident
- use a strong, loud voice
- walk away if possible (don't let the bully see that you are upset)
- avoid places where bullying might take place
- seek out friends
- talk to someone about issues (parents/carers, teachers and friends)
- maintain secure passwords and report any incidents of cyber bullying.

Anti-Bullying Vocabulary for Students

Fogging – best used when being teased or put down

Fogging involves the student who is the target of the bullying behaviour, responding to teasing with neutral statements or by indicating they don't care, thus not inflaming the situation. Bullies like to get a reaction from their target. When this doesn't happen, the bully will often move on. If needed, the student being targeted can repeat these messages whilst walking to safety near friends or a teacher.

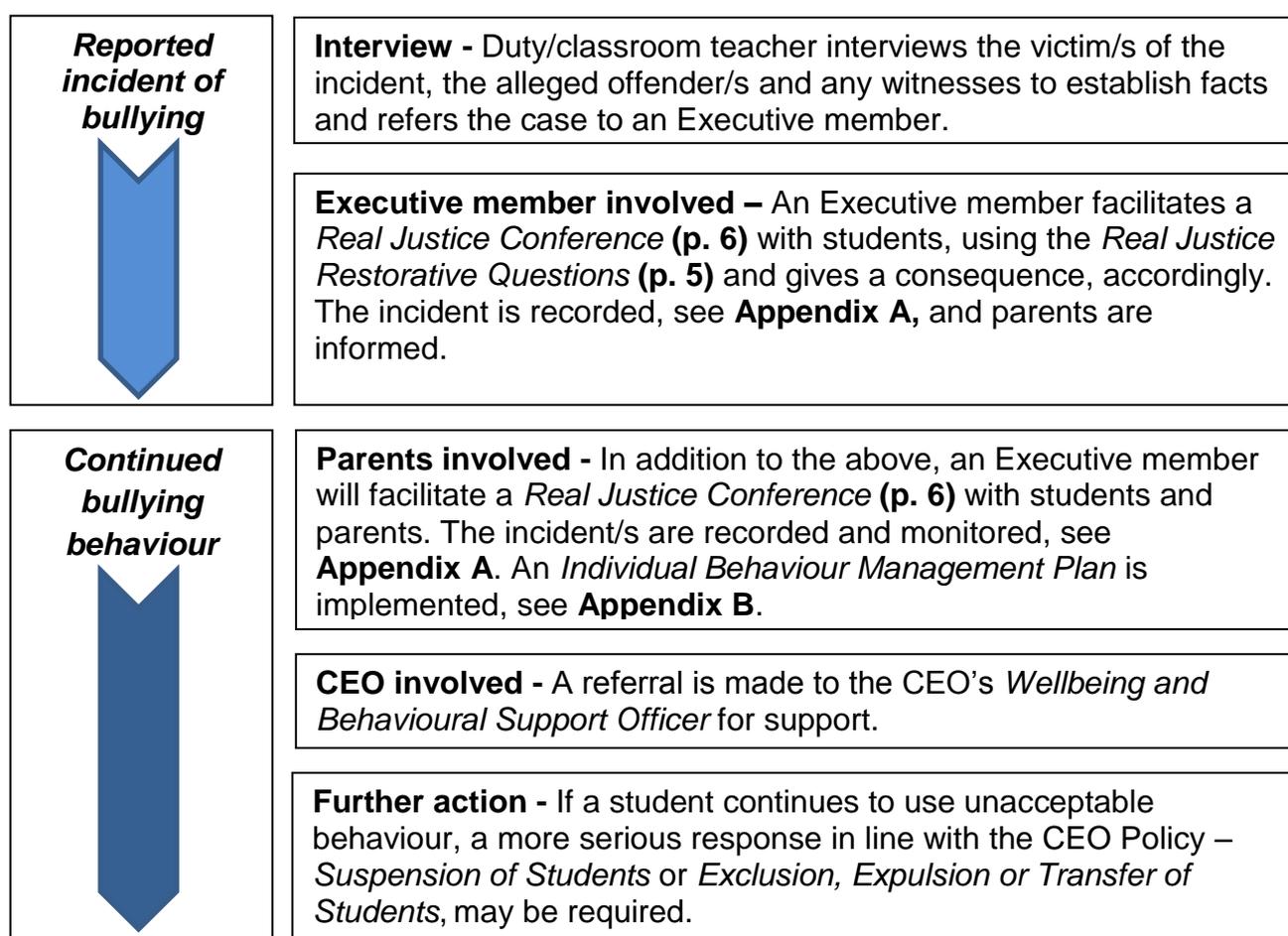
'I' Statements – useful to show feelings towards bullies

Students who use 'I' statements may feel empowered because they have attempted to take control of the situation rather than walk away or call the teacher. The bully may begin to empathise with the student's feelings or at least cease the behaviour because of the level of hurt involved.

Younger students are taught to say, **'Stop it, I do not like it.'**

Responding to a Reported Incident of Bullying

Teachers are expected to use their professional judgement when investigating an incident of bullying. However, a usual procedure to follow would include the following:



Consequences

The consequences of inappropriate behaviour should be related to the behaviour and aimed at remedying the situation. Consequences should always leave the self-respect of the student intact. Consequences will depend on the severity of the inappropriate behaviour but may include; time-out, a restorative conference, phone call to parents, an apology.

Assisting a Victim of Bullying

Teachers, parents and students should realise that if a bullying incident has occurred, the main students involved will require follow up support.

Teachers are expected to:

- reassure the student that the bullying is not their fault
- teach the student to strategies to minimise opportunities for bullying
- teach and practise assertiveness techniques with students
- provide opportunities for students to talk and express their feelings about issues
- give the student responsibility and praise efforts
- encourage participation in self-esteem and/or resilience building programs
- provide access to the School Counsellor (after consultation with the Principal).

Working with the Bystanders

If a bully does not have a supportive audience, often he/she either will not proceed with the plan or will be swayed by the more appropriate actions of the bystanders. All students need to be trained to recognise a bullying act, to not engage in bullying behaviour and to get assistance for the victim of bullying.

Students should be encouraged to:

- accept their responsibility to assist any victims of bullying
- use strategies to prevent acts of bullying
- warn the potential victim of an impending bullying incident and stay with the potential victim
- verbally support the potential victim
- seek the help of a teacher.

Working with the Bullying Student

Teachers, parents and students should realise that if a bullying incident has occurred, the offender will require follow up support.

Teachers are expected to:

- work out ways for the student to make amends and apologise to the victim
- clearly state to the student that it is the behaviour, not them, that is unacceptable
- remind the student of the difference between assertive and aggressive behaviour
- if possible, discover the underlying cause of the behaviour with the student
- praise the student when they are seen to be doing the right thing
- teach a social skills program within the context of the classroom
- provide access to the School Counsellor (after consultation with the Principal).



ROSARY PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT RECORD

Student Name	
Year Level	
Date	
Classroom Teacher	
Executive Member	
Brief Description of Incident (include all students involved)	
Consequence	
Plan for Improved Behaviour	
Details of Parent/Carer Interview (if required)	



ROSARY PRIMARY SCHOOL
INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Individual Behaviour Management Plans aim to assist the student to improve his/her behaviour in identified areas. It should be monitored and revised regularly.

Student Name	
Year Level	
Date	
Date for Review	
Classroom Teacher	
Executive Member	
Behaviour Goals <i>List priority areas for improvement (e.g. engagement, calling out, attitude, disruptions, language, physical)</i>	Strategies - Classroom
	Strategies - Playground
	Observations
Parent/Carer Input	
Student Reflection	

(Adapted from Pastoral Care of Students in Catholic Schools Policy, CEOB, 2010 and Effective Schools Are Engaging School, Student Engagement Policy Guidelines, DEECD, 2009.)