



**Behaviour Management
and
Anti-Bullying Guidelines**

SPB₄L

School-wide Positive
Behaviours for Learning



St John's Catholic Primary School

*Encountering Christ through a love of learning,
love of others and service to all*

Behaviour Management and Anti-Bullying Guidelines

1 Vision

Encountering Christ through a love of learning, love of others and service to all.

2 Mission Statement

2.1 To nurture an authentic Catholic School witnessing beliefs and practises that make Christ visible to all by:

- building strong relationships with parish and the wider church community.
- providing quality learning experiences that are collaborative, reflective and inclusive within a positive and supportive environment.
- respecting the dignity of all and fostering a spirit of self-giving love.

3 Rationale

3.1 The dignity of the human person is the foundation of all Catholic Social Teaching and inherent to our education ministry. Consequently, the principle that the person is made in the image and likeness of God, is central to the mission of all our school communities. Essential to this is the creation and maintenance of a respectful, safe and supportive learning environment that promotes student wellbeing and enables school communities to engage an inclusive and diverse range of learners.

Behaviour Management and Support has two distinct purposes:

"It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth"

Evertson and Weinstein 2006

St John's implements SPB₄L (School-wide Positive Behaviours for Learning), an evidence-based framework that emphasises school-wide systems of support for all students and staff. These include proactive strategies for defining, teaching and supporting appropriate student behaviours. Positive behaviour supports are implemented for all students, across all school settings, by all staff, at all times. This continuum of support contributes to improve students' academic and social outcomes.

St John's implements the SPB₄L framework, to ensure:

- a consistent approach to behaviour management practices is maintained
- the use of a common language
- there are clearly defined expectations for all stakeholders, in all settings
- expectations are known and understood by all staff and students

These behaviour management guidelines outline clear and agreed procedures and practices for encouraging and affirming expected behaviours as well as processes to discourage inappropriate behaviours and deal with these in accordance with the *Diocesan Pastoral Care Path To Life Framework*.

4 School Expectations:

4.1 Students, staff members and parents have agreed upon the following set of positive school rules:

Be Respectful
Be Responsible
Be Safe

The three school rules *Be Respectful*, *Be Responsible* & *Be Safe* are clearly and visibly displayed throughout the school and in each classroom.

Based on the three school rules a *Behaviour Expectation Matrix* (Appendix 1 — *Behaviour Expectation Matrix*) was developed in consultation with all staff. All students are required to follow the clearly defined expectations in all settings at all times.

The Behaviour Management Guidelines are also based on the rights and responsibilities of every member of the school community.

5 Rights and Responsibilities:

Students and Staff have the right to:

- work, play and interact in a respectful and safe environment
- engage in a teaching and learning environment that is purposeful and supportive.

Students and Staff have the responsibility to:

- follow our agreed Behaviour Expectations (Appendix 1) based on the school rules of being *respectful, responsible and safe*
- establish positive and supportive relationships

Parents have the right to:

- expect the best possible education for their children
- expect that their children are nurtured to grow as individuals within the Catholic ethos.

Parents are expected to:

- accept and support relevant school policies.
- follow the parent code of conduct (Appendix 2 — Parent Code of Conduct).

6 Procedures and Routines

6.1 Positive Behaviour Expectations

- 6.1.1 Based on the principle that all behaviour is learnt, staff at St John's Dapto defined specific, positive behaviours for all school settings, based on the previously stated three school rules.
- 6.1.2 At the beginning of each school year all staff explicitly teach non-classroom and classroom behavioural expectations to all students following lesson plans (Appendix 3 & 4 for a sample lesson plan). The modelling, teaching and practising of these behaviours takes place at a class, stage and whole-school level.
- 6.1.3 Parents are informed of the implementation of the 'School Wide Positive Behaviour for Learning framework (SPB₄L) throughout the year via the school newsletter and at the Parent Information evenings.
- 6.1.4 Class teachers have clear classroom management procedures and routines for their classrooms. Class teachers co-construct with students behavioural expectations. These are explicitly taught to the class at the beginning of the school year and all staff affirm and correct these expectations throughout the year.

6.2 Encouraging and affirming expected behaviours

- 6.2.1 A positive school climate in which compliance receives more attention than non-compliance is established. All staff members are reminded and expected to provide frequent, positive, genuine feedback to students for displaying desired behaviours.
- 6.2.2 Therefore staff continually affirm and reward non-classroom and classroom behavioural expectations and provide frequent, positive, genuine feedback to students for displaying desired behaviours in a ratio of 5:1 (affirmations : corrections), for both social and academic achievements.

6.2.3 Students who demonstrate our agreed expectations receive rewards in various forms to affirm and encourage positive behaviours (Appendix 5 *Reward System Overview*).

6.2.4 Class teachers develop their own age appropriate reward system for their students which is documented in their Learning and Teaching program and reflects the school expectations.

6.3 Discouraging and dealing with inappropriate behaviours

6.3.1 Correction systems are in place to provide all students who display problem behaviours with clear, consistent and educative responses from all staff, across all settings, at all times.

6.3.2 *Major and Minor Problem Behaviours* are defined by staff for both classroom and non-classroom areas as a guide for correcting students' behaviour (Appendix 6 & 7 *Defining Problem Behaviour — Non Classroom Settings and Classroom Setting*).

6.3.3 Staff follow the school agreed non-classroom correction sequence when dealing with *minor* and *major* inappropriate behaviours. Major behaviour infringements are immediately reported to a leadership team member for non-classroom incidents, following a documented procedure (Appendix 8 *Non — classroom Behaviour Correction Sequence*).

6.3.4 Playground folders are used to monitor and record these *minor* and *major* inappropriate behaviours (Appendix 9 & 10 — *major and minor behaviour recording non-classroom sheets*).

6.3.5 Staff follow our agreed classroom correction sequence (Appendix 11 *classroom correction sequence*) when dealing with *minor* inappropriate behaviours maintaining a *focus on learning conversations* and offering support to the student. The *Minor Behaviour Record* form is filled in (Appendix 14).

6.3.6 In the case of a classroom major behaviour incident, (Appendix 12 *Classroom Correction Sequence — Major*) the teacher addresses the incident and follows up with an appropriate consequence at a suitable time. It can be deferred but is definite. The teacher completes the major behaviour incident form (Appendix 13) and an attempt will be made to inform the parents / carers of all students involved on the day of the incident. All leadership team members are informed of major behaviour incidents.

- 6.3.7 In the case where a classroom major behaviour incident occurs and a non-regular classroom teacher is on that class (e.g. a teacher providing Teacher Professional Planning Time (TPPT)), the regular classroom teacher will follow up and manage the incident on his/her return to the classroom. In the case of a casual teacher being on a class, classroom major behaviour incidents will be referred to and managed by a member of the leadership team.
- 6.3.8 In the case of unsafe behaviours or where learning and teaching is severely disrupted, the classroom teacher follows the School Crisis Management Procedure and calls for leadership support.

6.4 Data-Informed Decision Making

- 6.4.1 Decision-making and intervention planning is supported by data used by the SPB4L team. Data is used to:
- provide objective information for decision-making
 - lead the team / staff in progress monitoring
 - inform future action planning
 - identify students needing Tier 2 and / or Tier 3 supports
 - celebrate progress towards meeting set goals.
- 6.4.2 Data is collected and analysed consistently in a timely manner. This includes student disciplinary referrals (minor and major infringements), staff observations, attendance records, sick bay data.
- 6.4.3 Collected behaviour incident data is recorded on the *Wollongong Catholic Education Office* database. All data is monitored, analysed and communicated with the SPB4L team and shared with all staff at least twice per term.

6.5 Additional Behaviour Support (Tier 2 & 3)

- 6.5.1 A Tier 2 and 3 behaviour support committee meets regularly and uses behavioural data to plan, implement and review strategies to support individual students who require further support.
- 6.5.2 Students identified with 'at risk' behaviours are supported by interventions decided by the Tier 2 & 3 team in collaboration with the classroom teacher.
- 6.5.3 Individual Behaviour Support plans (Wollongong Catholic Education Office MSPEC policy and School Case Management) are developed for students with complex and / or ongoing problem behaviours in collaboration with class teachers, parents, leadership, principal, SPB4L committee and Catholic Education Office personnel.

7 Suspension and Exclusion

- 7.1 Suspension of students at St John's is at the discretion of the principal and in line with the Catholic Education Office *'Suspension and Exclusion of Students Policy'*.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong therefore

**Corporal Punishment in any form by anyone is not allowed at
St John's Catholic Primary School.**

8 Anti Bullying GUIDELINES

The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour in schools is more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Bullying, cyber-bullying, harassment, aggression and violence disregard core values of our faith including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of students and are therefore unacceptable. All members of our school communities are expected to prevent and challenge such actions in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

8.1 Bullying

The National Safe Schools Framework (2011) defines bullying as "repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons."

8.2 Bullying is NOT

The distinction between conflict and bullying needs to be clear. Single incidents are not defined as bullying. Such incidents involving conflict may require intervention by the teacher or school leadership team and will be dealt with in accordance with the School's Behaviour Management Guidelines.

Below are some examples of incidents that do not meet the criteria for bullying:

- not liking someone
- accidentally bumping someone
- single act of explicit language towards or about someone
- single act of a joke about someone
- single act of making others play games a certain way
- a statement of dislike toward or about someone
- disagreements between peers
- choosing different people or groups to play with.

Bullying can take many forms. Some examples may include:

Physical	Verbal & Non-Verbal	Social	Psychological
hitting kicking throwing objects pushing taking belongings threatening body positions	name-calling rumours sarcasm using profanities threatening facial expressions staring threatening gestures	racist remarks exclusion inappropriate gestures written messages damaging belongings	ignoring mind games embarrassing others cyber-bullying forcing others to give their belongings

8.3 Cyber-bullying

Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content.

Examples of cyber-bullying may include:

- posting threatening/malicious comments
- posting hurtful images, pictures or videos on websites and/or social media platforms (e.g. Instagram, SnapChat, Facebook)

- identity theft: imitating others online or using their log-in.

If the school is notified of cyber-bullying occurring outside school hours, off-site or through the use of a student's personal mobile device and/or computer, school leadership personnel have an obligation to respond.

8.4 Bystander

A bystander is someone who sees or knows about child mistreatment, harassment, aggression, violence or bullying towards someone else. Supportive bystander behaviours are actions and/or words that are intended to support someone who is being attacked, abused or bullied. The actions of a supportive bystander can stop or diminish a specific bullying incident or help another student to recover from it (Anti-Bullying ALTER Catholic Education Office Wollongong resource).

8.5 Responsibilities

Responding to and managing anti-bullying requires a whole school approach engaging in dialogue and reflection, with a view to develop a shared understanding and responsibility. Each of the stakeholder groups within the school community has responsibilities in building a positive school culture and reporting and addressing bullying swiftly and effectively when it occurs. Therefore,

students will:

- Adhere to the school Behaviour Management and Anti-Bullying Procedures.
- Immediately seek help from a trusted adult if aware of or involved in a bullying or cyber-bullying incident and refrain from retaliating in any bullying incident.
- Participate in learning experiences that address understandings, values and skills relating to anti – bullying and responsible use of technology.

staff members will:

- Model the positive use of technology.
- Embed critical thinking, values clarification, respectful relationships and developing empathy into learning and teaching practice.
- Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.
- Implement all relevant aspects of the school's 'Behaviour Management Guidelines and Anti-Bullying Guidelines'

the School will:

- Inform and make available to students, staff and parent/carers the school Behaviour Management and Anti-Bullying Procedures.
- Provide education to students, staff and parent/carers about anti-bullying strategies and the responsible use of technology.
- Investigate complaints of bullying and cyber-bullying in a manner that is respectful to all parties involved.

- Notify parent/carers of bullying incidents involving their children.
- Contact the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Notify NSW Family and Community Services when an incident involving manufacturing, possessing or distribution of child pornography has occurred.
- Maintain records of bullying incidents and related interventions.
- Regularly review and evaluate student Behaviour Management and Anti-Bullying Procedures.

parents / carers will:

- Work collaboratively with the school in providing opportunities for education on issues related to student safety and wellbeing.
- Notify the school promptly of all bullying situations involving their children.
- Model prudent use of technology.
- Supervise and discuss internet use, its content and time spent using technology with their children, to help them grow into ethical and responsible digital citizens.
- Discuss appropriate responses to bullying and cyber-bullying including encouraging children to always disclose to a trusted adult if this occurs.
- Provide appropriate protection and safety such as filtering devices for their children when using various technologies.
- Report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (eSafety Commissioner, Australian Communications and Media Authority (ACMA), Internet Service Provider) and to the school.
- Follow due process and use relevant procedures when bringing complaints and grievances to the attention of the school.

8.6 Procedures to Investigate and Manage Bullying

St John's Catholic Primary School complies with the Anti-Bullying Procedures for Primary Staff outlined in the Catholic Education Office, Diocese of Wollongong Student Anti-Bullying Policy and Guidelines for Implementation February 2012.

8.7 Playground or Classroom Incident Reports made by Students

- 1) If urgent assistance is required staff member is to call the school office for assistance.
- 2) Teacher on duty (playground incident) or classroom teacher (classroom incident) listens to all students involved and keeps a written record on Classroom or Non-classroom Major Behaviour Record Form (Appendix 9 & 13). He/she asks the student, "Has this happened before?"
- 3) If suspected to be bullying, the Major Behaviour Record Form is given to the stage Middle Leader / member of the Leadership Team as soon as possible.
- 4) The stage Middle Leader / member of the Leadership Team investigates by speaking with all parties involved (victim, perpetrator, bystanders), to establish if the incident meets the bullying criteria. Any additional information is recorded on bullying investigation section of the Major Behaviour Record Form.

- 5) The stage Middle Leader / member of the Leadership Team informs parents of victim and perpetrator of the outcome of the investigation (including any consequence given). A record is kept on the Major Behaviour Record Form and stored in student's file and entered on the Wollongong Catholic Education Office database.
- 6) A Managing Student Pastoral and Educational Concerns (MSPEC) referral is completed by the Principal contingent upon the outcome of the investigation.

8.8 Consequences for Cases of Bullying

The Leadership Team will enforce consequences based on the nature and severity of the bullying behaviour and these will be reflective of Restorative Justice Principles. These consequences may include: time off the playground/out of the classroom, in-school withdrawal, suspension (short or long term), removal of electronic device (in the case of cyber bullying).

The perpetrator/s would engage in reflective conversations with a delegated leadership team member to discuss the nature of their behaviour, the effects of their behaviour on others (social-emotional learning) and any future actions. If a student receives a suspension (short or long term), he/she will be transitioned back to school in a re-entry meeting with parent representation and put on a whole school support plan. This may include a 'check-in-check-out' system, where the student will meet with their delegated staff member to discuss their daily interactions and progress, until the student has shown a significant change in their behaviour and the victim/s report/s no incidents of further bullying.

8.9 School Police Liaison Officer

In extreme cases, bullying can break the law, especially in cases that involve violence, threat of harm or alleged criminal conduct. In such cases, Police recourse is possible. The School Police Liaison Officer will be contacted in these instances.

Senior Constable Lori Hanley
Youth Liaison Officer
Lake Illawarra Police District
PH: 4232 5329 PH: 4232 5599
Email: hanl1lor@police.nsw.gov.au

8.10 Other Support Services

Appropriate provision of counselling or other support services include:

- Catholic Care
- Employee Assistance Program for staff

9 Related Policies

These Behaviour Management and Anti-Bullying Procedures reflect the following documents:

- Path to Life: A Framework for Pastoral Care and Well Being for Systemic Catholic Schools in the Diocese of Wollongong
- Student Anti-Bullying Policy for Systemic Catholic Schools in the Diocese of Wollongong
- Diocesan Student Anti-Bullying Policy and Guidelines for Implementation
- St John's Catholic Primary School Acceptable Use Policy
- St John's Catholic Primary School iPad Guidelines

10 Communication and Dissemination of this Policy

This policy is available to the school and wider community via the school website. Hard copies of the policy can be obtained by request from the school office as well as in the staff handbook.

11 Regular Evaluation of Policy

This Policy will be reviewed bi-annually and on a needs basis by the SPB4L/Leadership Teams to ensure that the practices and procedures are current.

Date implemented	21 August 2018
Last updated	13 September 2018
Approved by	Andrew Heffernan, Principal
Responsible for review	This Policy will be reviewed bi-annually and on a needs basis by the SPB4L/Leadership Team to ensure that the practices and procedures are current.