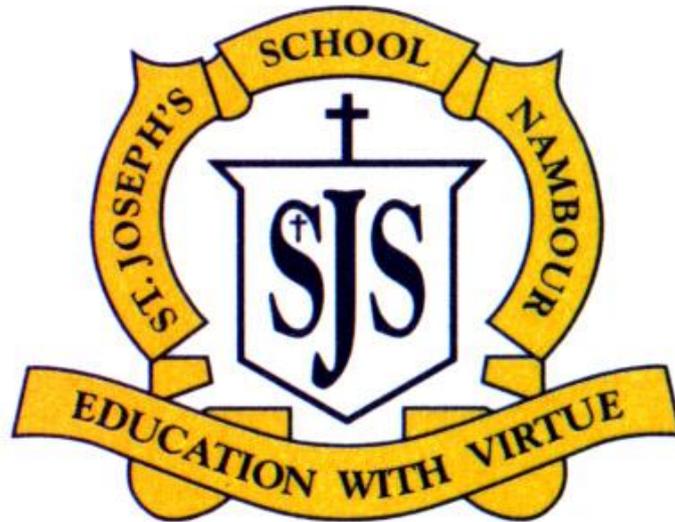St Joseph's Primary School, NAMBOUR

Behaviour Support

Rationale

As a Catholic school in the Archdiocese of Brisbane, St Joseph's provides opportunities for our students to *"value the dignity of others and to promote the connectedness that belonging to both family and community offers"* (Vision Statement). The development of positive behaviours and self-discipline are essential in creating a safe and supportive environment where these values are promoted and learning is central.

Beliefs about behaviour and learning

o   Children need a school environment where concerned teachers set firm, consistent, positive expectations while providing support and encouragement for their appropriate behaviour.

o   Classroom and school processes must support the provision of an optimal learning environment as the learning environment is impacted by the behavioural choices of its members.

o   As with all curriculum content, behaviour must be taught, not just 'caught'. Pedagogical and instructional practices that enable effective learning of behaviours are essential.

o   Believing behaviour is for a reason, there may be times when staff needs assistance from parents and other professionals in working towards understanding a child's behaviour.

o   Consequences for inappropriate behavioural choices work best if they are known because they have been previously negotiated and/or taught, are achievable, explicit and relate to the choice, and are consistently followed through.

o   An adult disposition of *using few words*, being *matter of fact* and speaking *calmly* provides a fast and fair way past the problem and acts as a model of self-control to students.

o   We believe the process of **Rule – Consequence – Fresh Start** enables students to learn self-control of their behaviours and emotions, recognising that for some, this may take some time.

Our School's Code of Conduct

The values underpinning the school's Code of Conduct are shared with the families and the wider community, all of whom are responsible for modelling them to our students. These values influence all aspects of school life. They are taught in the classroom and modelled through the activities and relationships of the school and the wider community. They are –

Be Safe

Be Respectful

Be Responsible

Be an Active Learner

Positive Strategies & Programs

At St Joseph's Primary, we believe that the explicit teaching and expecting appropriate behaviours is the most positive and successful method of managing student behaviour. To enhance the school's stance in this area, St Joseph's adopted the KidsMatter Primary Framework in 2013.

KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

KidsMatter Primary provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

Seven principles underpin the KidsMatter Primary framework. They have been informed by research and the experiences of primary schools that successfully implemented KidsMatter.

The seven guiding principles of KidsMatter are:

1. The best interests of children are paramount
2. Respectful relationships are foundational
3. Diversity is respected and valued
4. Parents and carers are recognised as the most important people in children's lives
5. Parents and teachers support children best by working together
6. Students need to be active participants
7. Schools, health and community agencies work together with families

Proactive strategies the school uses include -

Classroom Covenants   Prep – Year 6.
At the start of each year, each class creates a Covenant capturing the behaviours that support learning for that class. There is a focus on positive behaviours (for example 'Listen when others are speaking', 'One person speaks at a time' or 'Treat one another kindly)'. This is displayed the class on a classroom wall in the form of a poster. The Covenant is revisited regularly throughout the year with potential problems discussed and solutions brainstormed.

Teaching assertiveness skills.
Children need to be explicitly taught appropriate assertive techniques so that they can stand up for themselves and others who are vulnerable. Strategies included –
Provide scenarios where students can role-play how to respond appropriately in certain situations, and how to respond as a witness. For example,
o Teach assertive statements and techniques such as: 'Stop! I don't like it when you call me that name. Stop doing it!'
o The five-finger strategy: 1. Say 'Stop.' 2. Walk away. 3. Say 'No.' 4. Loudly say 'No!' 5. Tell the teacher.
o 'What are you doing? No, you're not (dispute their statement), you are trying to hurt me. I don't like it. Please stop.'
o 'Stop it! You're breaking a school rule. Leave Jack alone!' (bystander statement).

- Verbal encouragement and reinforcement / positive comments / incidental

- Recognising effort / sending to other staff for recognition and reinforcement

- Student Effort Awards

- Commendations Awards

- The Peer Support program

School Rules

Be Safe

We behave safely by using gentle hands and feet

We listen to and follow instructions

We move safely when walking around our school

We play safely on the playgrounds

Be Respectful

We treat others as we want to be treated, using kind words and good manners

We are hospitable to everyone

We use 'audience' behaviours when we are listening to others

We take care of those who are left out or who have less

We take care of our environment, in and out of the classroom

Be Responsible

We show we are proud of our school by the way we look, talk and behave

We take care of our belongings

We take care of the school's resources

We are in the right place at the right time

We try to settle disputes ourselves using the five-step strategy.

Be an Active Learner

We are organised and ready for learning

We set learning goals that are challenging

We take risks and know we learn from our mistakes – We have an 'I can do it' attitude

We work hard at work time

We learn from listening AND actively participating

Consequences for not keeping the Code of Conduct

Behaviour may include -	Possible consequences -	Managed by -
Level One •Ignoring instruction / direction •Lateness to class •Littering •Swearing •Incorrect uniform (including jewellery) •Playing in appropriate areas •Disrespect for resources •Disruption of learning & teaching •Physical contact	•Reminder of expectations •Time out •Send student to a buddy class within the Year level •Verbal negotiation •Withdrawal from the playground •Consultation and reflection with teacher •Contact with parents	•Class teacher •Teacher on duty
Level Two •Continued Level One behaviours (above) •Repeated refusal / defiance •Inappropriate use of technology including mobile devices •All forms of bully behaviours such as repeated name-calling, teasing, excluding, derogatory comments, cyber bullying •Verbal abuse towards students and staff	•Detention •Community service •Goal setting with targeted steps for achievement •Peer mediation •Referral to Student Support Team for assessment •Individual behaviour support plan •Restitution •Parent contact	•Teacher •Parent •Assistant Principal: RE •Principal
Level Three •Continued Level Two behaviours (above) •Stealing •Truancy •Physical and/or verbal aggression towards other students and/or staff •Intimidation and/or harassment of students and/or staff though social media •Inappropriate use of technology including cyber bulling •Vandalism •Sexual harassment / misconduct •Possession of a weapon •Use of a weapon •Assault •Any illegal behaviour	•Parent interview •non-attendance of off-site activities and/or extracurricular activities •Suspension •Police notification •Restorative conference on return from suspension •Recommendation for exclusion	•Teacher •Parent •Assistant Principal: RE •Principal

A Definition of Bullying Behaviour

Bullying is when a child or a group of children deliberately and repeatedly upset or hurt another child. Such children have some form of power of the child they are targeting. This may be physical or psychological and may take many forms.

Types of bullying

There are three broad type of bullying.

1. Direct physical bullying – hitting, tripping, pushing or damaging property.
2. Direct verbal bullying – name calling, insults, put downs , scape-goating or verbal abuse.
3. Indirect bullying – this form is harder to recognise and is often carried out behind the target's back. It is designed to harm their social reputation and/or cause humiliation. Indirect bullying includes –
   * Lying and gossiping about someone
   * Mimicking and playing nasty jokes designed to humiliate and embarrass
   * Socially excluding someone
   * Cyber-bullying (use of face book, text messages and other forms of information technology intended to cause distress and humiliate)

What bullying is not

Though unpleasant and often require teacher intervention and management, many distressing behaviours are often named as 'bullying' and by definition, are not. There are three socially unpleasant situations that are often confused with bullying:

1. **Mutual conflict** – there is an argument or disagreement but not an imbalance of power. If unresolved, mutual conflict may develop into a bullying situation if one of the persons repeatedly becomes targeted for retaliation in a one-sided way.
2. **Social rejection or dislike** – unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
3. **Single episodes of nastiness or meanness, or random acts of aggression or intimidation** – these are not the same as bullying though certainly undesirable. If a student is verbally abused or pushed on one occasion they are not being bullied.

While all these behaviours are not deemed to be bullying, the school has a duty of care to address them given we aim to provide our students with a safe and supportive school environment.

Responding to bullying allegations

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┌─────────────────────────────────┐
│         Report received         │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│           Investigate           │
│                                 │
│ Listen to all parties including │
│ bystanders, get all the facts,  │
│  observe and give your full     │
│          attention.             │
└─────────────────────────────────┘
        │                 │
        ▼                 ▼
┌──────────────────┐  ┌──────────────────────┐
│ If allegation is │  │  If allegation is    │
│    validated     │  │   not validated      │
└──────────────────┘  └──────────────────────┘
        │                      │
        ▼                      ▼
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If allegation is validated	If allegation is not validated
1. Administration notified. 2. Parental involvement 3. Intervention strategies determined. 4. Support for all parties (including parents). 5. Guidance involvement (if required).	1. Address issues with those involved. 2. Name the behaviours for what they are. 3. Involve parents if pattern identified. 4. Continue to monitor.

Strategies for Bullying Intervention

Shared Concern approach
This involves several stages, during which no blame is assigned. Bullies and bystanders meet individually with the teacher and brainstorm ways they can help to improve the bullied child's situation, and commit to acting upon this improvement. At subsequent meetings, which may eventually include the child who was bullied, the bullies and bystanders are asked to check on progress and to discuss the impact of bullying.

Circle time or discussion groups.
This can be used with whole classes and groups across grade levels to build skills of listening, empathy, respect for others and acceptance of difference. General case studies of bullying, its effects, and possible solutions and consequences can be discussed as a whole class. At the secondary school level, teachers need to be well trained in assertive communication and techniques requiring difficult or unsympathetic students to 'sit out' of discussions for short periods to help build respect for the teacher's actions and empathy for a bullied student.

Small group strategy such as the target is not there, but the bystanders tell the bully - peer pressure

Mentoring – strengthening the target / support behavioural change for the bully

Monitoring 2-3 months

Formal Sanctions

Formal sanctions may include –

- Detention

- Suspension

- Negotiated Change of School

- Exclusion

The use of formal sanctions occurs within the framework of Brisbane Catholic Education's 'Student behaviour Support: Guidelines, Regulations and Procedures' available at –

https://kweb.bne.catholic.edu.au/policiesandforms/ResourceStore/Learning%20and%20Teaching/Student-behaviour-support/Student%20Behaviour%20Support.pdf

Links to related BCE policies and guidelines & useful websites

Student Behaviour Support – Guidelines, Regulations and Procedures (2013)

https://kweb.bne.catholic.edu.au/policiesandforms/ResourceStore/Learning%20and%20Teaching/Student%20Behaviour%20Support%20Regulations%20and%20Procedures.pdf

Justice Education Policy (2012)

https://kweb.bne.catholic.edu.au/LandT/Curriculum/AustralianCurriculum/Documents/justice-education.pdf

Family School Partnership Policy (2012)

https://kweb.bne.catholic.edu.au/EmployeeServices/Training%20and%20Development/Leading%20Learning%202013/Leading%20Learning%202013/Family%20School%20Partnerships%20Framework%202012.pdf

Student Protection Policy (2011)

http://www.bne.catholic.edu.au/aboutus/catholicEducationCouncil/Documents/Student-Protection-Policy-2011.pdf

Cyber (Smart) website

www.cybersmart.gov.au

eSmart website

www.esmart.org.au