

# St Augustine's Parish School Narromine



St Augustine's Behaviour Approaches  
( Behaviour Management, Anti-Bullying, Restorative Practices,)

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# **Behaviour Management**

## **INTRODUCTION**

This document provides details that support and explain behaviour approaches and procedures at St. Augustine's Parish Primary School. All facets of behaviour management are based on the rights and responsibilities of the members of the community.

## **STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

The Staff at St. Augustine's acknowledge the importance of recognising student achievement and rewarding students who make appropriate behaviour choices, favour a positive approach to behaviour modification. Staff use a variety of reinforcers, both formal and informal, to do this.

## **CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES**

At the beginning of each year teachers and students will negotiate how the School Rules will be implemented in the classroom. Visual reminders of these expectations will be displayed in the classroom. Parents and guardians will then be made aware of the classroom rules and consequences via the school newsletter.

### **Recognition of student achievement and appropriate classroom and playground behaviour:**

Step One: Positive behaviour is identified and acknowledged.

Step Two: Student is rewarded as per individual class system

#### **POSITIVE REINFORCEMENT – Classroom**

- Classroom teachers establish classroom expectations at the beginning of the year
- If more than one teacher is allocated to a class then all teachers are to agree on these expectations
- Students may be rewarded for meeting these expectations in the following ways
  - Positive verbal reinforcement and affirmation
  - Stamps and/or stickers
  - 'Free' time on choice of activities
  - Merit Certificates are given at whole school assemblies
  - Positive behaviours and choices are recorded on Compass
- Positive reinforcement should be whole class as well as individual

#### **POSITIVE REINFORCEMENT – Playground**

- Playground expectations are taught and reminded in class and at assemblies
- Students may be rewarded for meeting these expectations in the following ways
  - Positive verbal reinforcement and affirmation
  - Shine Your Light Awards are awarded at assemblies
  - Reporting positive behaviours to classroom teachers
  - Merit Certificates given at whole school assemblies

## **List of Possible Behaviours to acknowledge**

### *In the Classroom: -*

- Being helpful and thoughtful towards others.
- Undertaking work to the best of one's ability
- Being neat and tidy in work presentation
- Working quietly
- Meeting class expectations
- Displaying efforts to improve work and attitude
- Being attentive and patient
- Speaking clearly
- Listening to instructions
- Being courteous

### *In the playground*

- Being helpful and thoughtful towards others.
- Showing good sportsmanship.
- Meeting playground expectations.
- Being courteous.

### *At class lines and assemblies*

- Listening and obeying the teacher's instructions immediately.
- Following correct procedures without being asked.

## **Behaviour Management Guidelines**

*Teachers must not, under any circumstances, use any form of discipline which involves corporal punishment or engage in any form of behaviour which could cause physical or emotional harm to students.*

### **PART A**

#### **STRATEGIES - for Students**

1. [Expectations](#) will be discussed and reviewed regularly. All staff will clarify the rules and responsibilities at a [classroom level](#) and at a general school level. Classroom rules or Class agreements will be developed in the early part of the year and made clear, known and published.
2. The use of Restorative Practices is an important factor in maintaining focus on primary behaviour used within the situation. Verbal scripts and questions from within the Restorative Practices approach is the recommended behaviour approach at St Augustine's.
3. When children don't respond to feedback it is imperative to clarify the consequences of the student's actions and apply them where necessary. At St. Augustine's School we recognise the importance of having clear consequences when the safety of students is affected and when the treatment of others is unacceptable. Students are given warnings in the classroom and on the playground.
4. REMINDERS OF WHAT STUDENTS ARE EXPECTED TO SAY WHEN DEALING WITH ADULTS
  - Students are to knock on doors before entering the room of an adult.
  - Students are to greet the adult by saying Good Morning, Good Afternoon or Hello, and the adult's name if it is known.

- Students are to use their manners by saying “Please” and “Thank You” when talking to the adult, including saying thank you as they finish talking with the adult.
- Answering the class phone. Students say hello, their name and class when answering the phone.

### **STRATEGIES – for Parents/Guardians**

1. Parent contact is encouraged at St. Augustine’s for positive behaviours, as well as disruptive behaviours. Parents are contacted and involved early when significant behaviour issues begin to appear. St Augustine’s believes that a combined parent-school approach works best in resolving behaviour issues.

### **STRATEGIES - for Staff**

1. The staff of St. Augustine’s will actively promote, teach and support positive behaviour through conveying their expectations of student behaviour. This will be done at the beginning of the year and positively reinforced at regular intervals. This practice along with the use of positive body language and maintenance of clear behavioural boundaries, should minimise unnecessary confrontation in the management of students.
2. When dealing with challenging student behaviour, staff will endeavour to be both positive and reinforcing of the taught/agreed behaviour expectations. This will involve the teachers focusing on the expected behaviour from the student rather than the displays of disruptive behaviours.
3. The staff of St. Augustine’s will endeavour to FOCUS on the primary behaviour and in doing so avoid arguments with the students. If students are displaying secondary disruptive behaviours, such as sighing, rolling eyes, huffing etc students may need regulation practices to avoid further unnecessary arguments between staff and students. Respect in positive discipline also involves: being proactive through the use of Child Protection Services (CPS) and Beyond Blue (Beyou) practices.
  - \* separating the behaviour from the person and avoid linking the student with a predetermined behavior
    - \* Being proactive using CPS strategies.
    - \* allowing the consequences to do the teaching
  - \* using private, rather than public reprimands
    - \* taking students aside to focus on what they should be doing and what choices they could have made.
    - \* avoiding holding grudges
    - \* re-establishing the relationship after the situation.
4. The staff of St. Augustine’s will invite, model and expect respect when dealing with students at all times. Respect involves the use of basic conventions such as ‘please’, ‘thanks’, ‘excuse me’, using children’s first names and greeting students when out of class. It is important that students are given both visual and verbal reminders of what is expected when addressing staff, parents and other students. Each fortnight students and staff will be taught a [Manner of a Fortnight](#) to support students.
5. The staff at St. Augustine’s will reflect and if necessary implement change to the ways that they lead, guide and manage students towards self-discipline and respect for others’ rights. Staff will need to reflect on their:
  - a. classroom management and discipline plan.
  - b. duty of care inside and outside of the classroom.
  - c. professional responsibility to support the school’s practices and plans.

## **PART B – PROCEDURES**

## **Relational Processes for Influencing Behaviour:**

Inappropriate behaviours are divided into major and minor categories. ([See behaviour definitions](#)).

### **Welfare and Discipline Levels**

Unacceptable behaviour may result in a Collaborative Proactive Solution. When determining consequences for unacceptable behaviour there can be no predetermined outcome as every incident will be different depending on different factors and circumstances, such as students with additional needs. The welfare and discipline levels do provide some guidance however the final decision rests with the school principal or, if appropriate, the Executive Director of Schools.

### **Minor Behaviours**

**Classroom learning/playground:** Infraction and broken rules are identified. Ask if there is a reason for the infraction (Assess: What? Cause? Who? Purpose?). Remind the student of appropriate behavior as a *first warning*. Teacher reflection: What can I change?

**Level 1:** Provision of a second reminder of the rules and again ask if there is a reason for the infraction. *The student is given a visual reminder that they have had two warnings.* Teachers may document this on Compass.

The student is given an opportunity to:

- Work on relationship
- Try something different
- Use of proximity Verbal/non-verbal cues
- Referral to classroom agreements

RESTORATION

**Level 2:** Continued classroom disruption or playground incident. *The student is given a time-out in which they complete a [minor reflection sheet](#).* The reflection sheet is copied. The original reflection sheet is sent home to be signed by a parent. The copy is kept by the class teacher until the signed original is returned. Information is recorded on Compass. CPS could be used as a proactive solution.

Student is given the opportunity for:

- Short directions / immediate and appropriate response.
- Visual and verbal reminder of class agreements.
- Appropriate consequences, i.e., time out, change seats, loss of privileges or playtime (25% of Recess or Lunch Time).
- Restorative chat.
- Meaningful re-entry to class.

RESTORATION

Upon receipt of a *third minor reflection sheet in a term*, the student is sent to a member of the school Leadership Team and a letter is sent home to parents.

The teacher, student and Principal/Leadership Team, will formulate a plan to help the student develop positive behaviours. This could be in the form of a behaviour plan and/or using CPS.

*Should the student be given any subsequent reflection sheets, proceed to Level 3.*

**Level 3:** Major misbehaviours or continuation of disruptive behaviour in the classroom or playground despite a prior intervention. Students are given a time-out in which to complete a [major reflection sheet](#) in the Principal's office. Recorded on Compass.

- Parents are contacted by either the teacher involved, or a
- an executive staff member.
- Intervention is carried out by a member of the executive.

## RESTORATION

Any further reflection sheets result in a Parent/Teacher/Principal meeting.

The receipt of any/all reflection sheets will be kept in student files in the Principal's office.

**Nb.** In the event that a child receives two minor reflection sheets in one day, the child shall be sent, with the second reflection sheet, to a member of the Leadership Team. The Principal/REC shall complete an appropriate letter to send home to parents along with both reflection sheets.

### **Level 4: Major Behaviour Infractions**

If a major behaviour infraction occurs, the student will complete a *Major Infraction Reflection Sheet*. A member of the Leadership Team will co-sign the form. The teacher will make a copy, which will be kept until the original, which is sent home to be signed, is returned. The classroom teacher will keep appropriate records on Compass.

**In the event of extreme behaviour the student will be removed from the classroom and/or playground and taken to the Principal/Leadership Team. A Major Infraction Reflection Sheet is completed, the original is sent home to parents, a copy is retained for the file and another copy is provided for reference to the class teacher.**

**\*\* Parents must be contacted by phone by an executive member if a Major Behaviour Infraction occurs.**

When a student is on Level 4, the following must be adhered to.

- Development of an Individual Behaviour Contract/[Support Plan](#)
- Use of Restorative dialogue as appropriate
- Correction Plan which may include
  - A restorative conference circle
  - Classroom conference

- Negotiated behaviour contract
- Lunchtime timeout (25% of recess and/or lunch time)
- Internal suspension

Meaningful re-entry into the classroom is negotiated. There will be a firm accountability for this re-entry with a development of rapport, goodwill, monitoring & follow-up.

RESTORATIVE

## **Level 5 Suspension [CEWF Suspension and Expulsion of Student Policy](#)**

### *Serious Breaches of Behaviour*

Serious breaches of behaviour may warrant immediate Suspension or Expulsion. Types of behaviour exhibited at these Levels include:

- Repeated offenders on Level 3.
- Persistent disobedience.
- Intimidation of any member of the school community.
- Violence or threatened serious violence.
- Possession of a prohibited weapon.
- Possession of illegal drugs.
- Criminal behaviour.

### *Consequences:*

- In-School Suspension 1-5 days.
- Suspension up to 4 Days.
- Suspension from 4-20 days.

## **Level 6: Expulsion [CEWF Suspension and Expulsion of Student Policy](#)**

Termination of a student's enrolment is an extreme disciplinary step reserved for cases of gross misconduct, persistent disruptive behaviour, or other breaches of school rules. Careful consideration must be given to the overall good of the student and the welfare of the school community.

### *Unacceptable Behaviour*

- Serious breaches of behaviour as outlined in Level 4 & 5.
- Repeated offender on Level 4 & 5.

For both Suspension and Expulsion the following must take place:

- Consultation with parents/guardians, relevant members of staff, Parish Priest and Executive Director of Schools.
- A written report of the student's unacceptable behaviour sent to the Parish Priest and the Executive Director of Schools.
- Approval from the Executive Director of Schools.
- A written report sent to the student's parents/guardians and action taken i.e. suspension or expulsion and subsequent implications.
- Counselling from a qualified counsellor.
- Notify Police if a student exhibits violence, possession of drugs or prohibited weapon or any other criminal behaviour.
- Upon returning to school a statement is required from the student expressing remorse and a commitment to change his/her behaviour.

### **Please note:**

The Principal will make the final decision following investigation when a student is on levels.

## **RESTORATIVE PRACTICES**

Restorative Practices have been developed with one specific goal in mind; to support and facilitate the building of healthy relationships. It has been proven beyond doubt that when individuals live in healthy relationships with significant others, there is abundant personal growth, capacity for character building and a high level achievement in all areas of endeavour.

3 Assumptions underlie restorative justice:

1. When people and relationships are harmed, needs are created.
2. The needs created by harms lead to obligations.
3. The obligation is to heal and “put right” the harms; this is a just response.

3 Principles of restorative justice reflect the assumption that a just response:

1. Repairs the harm caused by, and revealed by, wrongdoing (restoration);
2. Encourages appropriate responsibility for addressing needs and repairing the harm (accountability);
3. Involves those impacted, including the community, in the resolution (engagement).

3 Underlying values provide the foundation:

1. Respect
2. Responsibility
3. Relationship

3 Aspirations guide restorative justice:

The desire to live in right relationship;

1. with one another;
2. with the creation;
3. with the Creator.

Attention is drawn to the notion of reintegration where all in the community are taught to know the distinction between the deed and the actor. Students are reminded that when they have done something wrong and caused harm to another person it is their behaviour that is not liked.

Basic to the Restorative Practices process are the Restorative Questions I & II. These questions form a basis for our interaction, especially when things go wrong in relationships.

### **Restorative Questions I**

- What happened?
- What were you thinking of 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?
- What will you do differently next time?

### **Restorative Questions II**

- 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?

We see Restorative Practices as assisting St Augustine's to enact our core values in the school.

St Augustine's believes that Restorative Practices will assist us to repair harm and build healthier relationships. This will help our students to be more resilient and better connected to significant others in their world.

*(adapted from Restorative Practices Australia)*

#### Additional Needs

In consultation with the principal and/or additional needs teacher modifications to this policy may be implemented to address the individual needs of students with a disability (imputed or diagnosed).

## **Anti – Bullying Policy**

### **PURPOSE**

The St. Augustine's Parish School Anti Bullying Policy is intended to:

- provide a safe, supportive and positive learning environment for the students and staff
- create a supportive climate for victims
- provide a basis for working with the bully to modify future behaviour.
- To provide support for teaching positive behaviour expectations at St Augustine's.

*“A school can make a positive contribution to reducing the incidence of bullying behaviours through developing programs and strategies to empower students to participate in a positive school culture, eg peer support systems”*

(National Safe Schools Framework 2004)

*“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 threats to their safety or wellbeing.”*

(National Safe Schools Framework 2011)

### **RATIONALE**

St Augustine's 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. Bullying affects everyone, not just the bullies and the victims. It also affects those other people who may witness violence, intimidation and the distress of the victim. The latter may especially affect family relationships. Bullying can also damage the atmosphere of a class and even the climate of a school. In accordance with these beliefs, the staff at St Augustine's Primary School do not tolerate bullying of any child by another child or a group of students. We insist that natural justice and due process be extended to both the victim and the bully.

## DEFINITION

“Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm and distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact on the person being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.”

(Peer Support Foundation 2006)

Bullying behaviours which harm others may be exhibited as.

- physical harm
- threat of physical harm
- name calling or teasing
- extortion - demands for money or favours
- exclusion - deliberately leaving someone out of an activity
- spreading rumours
- deliberate damage to property belonging to others
- persistent ‘put downs’
- cyber-bullying; deliberately creating, publishing or forwarding material that is offensive, threatening, demeaning or malicious via electronic media such as the internet or mobile phones.

We believe that for an incident to be classified as bullying, three factors normally need to be involved:

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

Bullying takes many forms. Examples of bullying include:

- **Physical** – includes hitting, pushing, tripping, kicking, spitting on others, pinching or damaging property
- **Verbal** – includes name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse.  
**Covert** - is often harder to recognise and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Covert bullying includes:  
lying or spreading rumours  
negative facial or physical gestures, menacing or contemptuous looks  
playing nasty jokes to embarrass and humiliate  
mimicking unkindly encouraging others to socially exclude someone  
damaging someone’s social reputation or social acceptance
- **Non-Verbal** - writing offensive notes or graffiti about others
- **Extortion** - threatening to take someone's possessions, food or money etc
- **Property** - stealing, hiding, damaging or destroying property etc
- **Cyber-bullying**- the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
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## A WHOLE SCHOOL APPROACH

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.

## Prevention

Teachers, parents and students themselves can all take actions that assist in preventing or ‘heading off’ potential incidents of bullying.

At St Augustine’s Parish School, staff encourage students to act with integrity and regard for others. Acting with integrity is about exercising personal judgement in accordance with moral principles to choose ethical over expedient actions. Having regard for others involves taking into account the feelings, motivations, cultures, backgrounds, languages, circumstances, desires, beliefs and opinions of other individuals and groups.

At St Augustine’s, we emphasise the positive and encourage right relationships among students through participation in the following activities:

- Participating in the Peer Support Program
- Increased staff awareness of potential ‘trouble spots’
- Extra supervision if required, teacher assistant on playground
- Use of Compass to alert staff/executive team of incidents on the playground
- Contact with parents/carers
- Stage collaborative meetings
- Observing early warning signs of distress
- Behaviour modification plans eg Communication books
- Access to the psychologist through Psychological Solutions & Royal Far West
- Empowering all students (often the bystanders) to prevent bullying behaviours occurring.
- [Manner of the Fortnight](#) - the intentional teaching and recognition of good manners at school. Each fortnight a manner of the fortnight is shared with students, staff and parents via morning assembly, newsletter and posters.
- Educating in Christ curriculum lessons.
- ‘Bounce Back’ K-6 Personal Development Programme taught- A Positive Education approach to wellbeing, resilience and social-emotional learning
- Liturgies/Masses
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Staff implement the following strategies to assist in preventing incidents of bullying:

- Provide thorough supervision to ensure safety for all
- Investigating any reported or observed incidents of bullying and responded as outlined in the Response Process.
- Create a caring, co operative ethos which promotes respect for the individual
- Establish understandings regarding rules, rights and responsibilities
- Establish clear and effective classroom routines.
- Engage in frank, open discussion
- Recognise that the silent majority of students can become a positive force in countering bullying
- Address bullying issues through social education in the classroom via role play, games, drama, discussions, drawing and writing
- Cater for various preferences and styles of learning
- Give ‘bad press’ to bullying behaviour, eg ‘bullying is uncool’
- Reinforce the two themes:

# APPENDICES:

## Responses to Bullying or Unacceptable Behaviour

The following section sets out the principal elements of the normally expected response to incidents of bullying behaviour. The precise nature of the response needs to take account of the circumstances of the individual case. Again teachers, parents and students all have a role to play.

### Teachers

Teachers and executive staff are expected to use their professional judgement in regard to the strategy that best suits the situation and the needs of students involved. However, the response strategy would normally be expected to include:

- investigating any possible instance of bullying about which they have been informed
- interviewing victims, bullies and witnesses (all parties involved)
- deciding on appropriate action
- recording the incident and those involved on Compass which involves recording incidents of bullying and allowing an effective tracking of bullying or unacceptable behaviour which can help to identify patterns.
- following up incidents of bullying which they have witnessed and seeking the involvement of the Principal if required
- informing all parents of students involved as soon as practicable
- keeping parents informed of progress
- organising that restitution and therefore healing occurs by ensuring that the bully (or group) is involved in some type of restorative practice and justice to the victim
- recording their actions, meetings and phone calls

The use of Compass and the storing of records is to assist in identifying patterns of inappropriate behaviour by students and also the possibility of particular students being targeted by bullies.

Should an incident of bullying occur, staff will take the following actions:

- Act immediately
- Encourage *telling* by any student who is being bullied or who has witnessed bullying behaviour towards others
- Ensure that the victims are supported and the bullying students deterred
- Ensure a consistent response in dealing with incidents
- Focus on certainty, not severity, of consequences
- Make consequences clear to children, parents and teachers
- Record and report incidents of bullying on Compass and ensure an escalation of consequences for repeat offenders

### Parents

At St Augustine's Parish School, we want all our students to develop, maintain and enjoy positive and respectful relationships at play, school and home. Bullying incidents can occur at all ages and in all situations. Therefore it is part of the role of parents as co-educators to try to prepare their children to deal with potential conflicts.

Parents should encourage their child/ren to:

- believe in themselves
- be assertive
- be resilient and bounce back from social difficulties which can occur in all group situations.

## **Students**

Students are encouraged to manage themselves and their relationships. Therefore they require opportunities to practise and develop skills that enhance resilience, in particular negotiation, conflict resolution, problem solving, communication and help-seeking. They are actively encouraged to practise the following behaviours:

- Avoiding places where bullying might take place
- Seeking out friends
- Being assertive
- Using a very strong, loud voice
- Being confident
- Putting on a brave front
- Discussing issues with a teacher
- Talking to friends
- Talking to parents or carers

If a bully does not have a supportive audience, often he/she either will not proceed with his/her plan or will be swayed by the actions of the bystanders. All students need to be trained to recognise a bullying act and to immediately get assistance for the victim. Their actions may involve:

- warning the potential victim of an impending bullying incident
- staying with the potential victim
- verbally supporting the potential victim
- leaving the incident to find an adult.

## **Working with the victim**

- Reassure him/her that the bullying is not their fault
- Encourage him/her to try and minimise opportunities for bullying (stay with friends etc)
- Practise assertiveness techniques with students
- Provide opportunities for students to talk and express their feelings about issues
- Give him/her responsibility and praise them for their efforts
- Provide access to further counselling if necessary.
- Encourage participation in self-esteem building activities and programs.

## **Working with the bullying student**

- Reassure the student that it is the behaviour that is unacceptable, not them personally
- If possible, discover what is particularly troubling the student
- With the student and his/her parents (if appropriate), work out ways for the student to make amends and to restore right relationships with the wronged student
- Remind the student of the difference between assertive and aggressive behaviour
- Praise the student when they are seen to be doing the right thing
- Teach a social skills program within the context of the classroom, if appropriate
- Encourage participation in activities and programs that teach pro-social behaviours

## **Working with the bystanders**

- Praise bystanders if they tried to prevent the incident occurring
- Discuss alternative strategies with bystanders who let themselves become involved in an incident
- Discuss with the bystanders ways in which they can restore right relationships with the victim
- Make bystanders aware of their responsibilities in assisting victims and discouraging acts of bullying.

### **If bullying behaviours continue**

- Parents will be informed
- Counselling will be offered
- Students will be separated temporarily or permanently
- Suspension/Expulsion may occur.

## **Response Process**

### **Stage 1 Teacher Investigation**

1. Staff investigate **any possible instance of bullying** which they have been informed about or have observed.
2. **All bullying incidents need to be recorded.**
3. Staff record the incident and those involved on Compass which involves recording incidents of bullying and allowing an effective tracking of bullying behaviour which can help to identify patterns.
4. Staff notify the Principal if bullying has been found to occur.
5. A severe physical or vindictive action would result in immediate Stage 2 responses from the school.
6. If the accusation is found to warrant action then the accused is advised of the following;
  - Reassure the student that it is the behaviour that is unacceptable, not them personally
  - If possible, discover what is particularly troubling the student
  - With the student and his/her parents/carers (if appropriate), work out ways for the student to make amends and to restore right relationships with the wronged student
7. Follow up with the accused and victim within a week of the incident.

### **Stage 2 If inappropriate behaviour continues**

1. Incident is referred to the Principal.
2. Principal will record details of the incident and resulting actions on Compass.
3. The student who has reported the incident will be given any assistance they need, if they are the victim of the bullying they will be counselled as outlined within this policy.
4. The student who has been reported will be interviewed by the Principal in the presence of his/her parents.
5. Direct consequences (in line with Pastoral Care Policy) could include;
  - Lunchtime planning
  - Isolation from peers (internal suspension)
  - Professional assistance (CatholicCare, Psychological Solutions, Royal Far West)

### **Stage 3 Should the aggressor continue in the same pattern of behaviour.**

1. Aggressor will face consequences in line with Pastoral Care and Discipline Policy
2. Principal will adhere to mandatory legal requirements if applicable.

## **POSSIBLE SIGNS OF BULLYING**

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

- Be unwilling to attend school
- Feel ill in the mornings
- Begin performing poorly at school
- Become withdrawn, lack confidence
- Become distressed and anxious, stop eating
- Have nightmares
- Have their possessions go missing
- Ask for money
- Refuse to say what's wrong
- Become more aggressive and unreasonable.

## **APPENDIX D**

### **SOME ANTI BULLYING STRATEGIES**

**“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 a 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.

Examples of “I” statements include: “I don't like it when you do that.” “I want you to stop.”

#### **Raising Awareness**

Awareness of bullying issues is raised at school assemblies, Peer Support, Annual anti Bullying Days and on a regular basis.

### **RESTORATIVE JUSTICE**

The aim of restorative justice is to restore the dignity and / or self-respect that has been taken away from the victim. If the victim has lost something material, then this must also be returned. A further aim of restorative justice is for the bully to be able to see through the eyes of the victim and realise just how it feels to be bullied. The focus of justice should be on the restoration of the victim's well being, which may involve restoring the relationship that has been damaged. The focus should be on solving problems, demonstrating empathy and repairing harm. The bully is encouraged to take responsibility for his/her actions and recognise the victim's rights and needs. One way this may be achieved is through conferencing with the victim and the bully together. Restorative justice should not be simply disciplinary action i.e. Community service. A variety of methods should be drawn upon, according to the case, to achieve the best outcomes for all stakeholders i.e. Conflict resolution strategies and conferencing

### **THE ‘NO BLAME’ APPROACH**

This approach to dealing with bullying involves establishing a support group of students involved in or witnessing a bullying incident e.g. the bullies and/or bystanders but not the target of the bullying. Blame for the incident is not attributed to anyone in the group. Instead, the group has the responsibility, under the

guidance of a mentoring teacher, to find solutions for the problem and work towards repairing relationships. This approach may be particularly useful when the bully is likely to change behaviour through the influence of peers.

The *No Blame Approach* involves seven steps:

**1. Interview the target of the bullying:**

The teacher interviews the bullied student to find out how they are feeling and gains permission to tell the bullies about these feelings. The focus is to find out who is involved and some of the details. The teacher reassures the target not to be concerned about reprisals as the bullies will not be directly 'in trouble' and that the focus is on the bully changing their way of thinking and behaving.

**2. Convene a meeting with the students involved:**

The teacher meets with the students involved – separately from the target of the bullying. The meeting is held in a neutral location and participants sit in a circle. The group is re-assured that they are not in trouble but that their help is needed to solve a problem the teacher has become aware of.

**3. Share the target's feelings with the group:**

The teacher indirectly, and without apportioning blame, shares with the group how the target is feeling. The teacher listens to the students' responses without probing for details.

**4. Hand over responsibility to the group:**

The teacher explains to the group that everyone has the right to feel safe and happy at school and that the group can help the target to feel better.

**5. Ask the group for their ideas and 5 solutions to the problem:**

The teacher asks the groups to suggest ways they could make the bullied student feel happier and safer at school. Negative comments are ignored and positive comments are praised. All students in the group are encouraged to contribute.

**6. Allow the students to implement their plan:**

The teacher ends the meeting by expressing confidence in the group to take responsibility for implementing their ideas. A follow up meeting is arranged for about one week later.

**7. Conduct follow up interviews with the students:**

The teacher meets with the target before meeting with the group or individuals involved. If the bullying has stopped, the students are praised. Reviews and previous steps in the process can be repeated as necessary until the bullying has stopped.

*(Taken from: Suckling, A. & Temple, C., Bullying; a Whole-School Approach, 2001; pp 38-40)*

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### **Reporting and collection of incidents**

Compass has been introduced as a means of documenting and collating incidents in our school. Compass allows staff to immediately record details after a situation occurs. The Incident Reports will enable us to monitor student behaviour, identify any patterns and offer support to students, staff and parents as required. Each teacher has access to Compass. All class teachers including casuals are expected to document incidents in this folder as soon as possible after an incident occurs. This is not to be handed over to the class teacher. It needs to be done by the teacher on duty.

Incidents that should be recorded include **bullying**, serious discipline issues, unusual events or interactions. If you feel uncomfortable or unsure about a particular issue, it is recommended it be recorded on Compass.

If a bullying incident is reported to you, you are required to do a number of things.

1. You need to deal with the situation
2. Record on Compass
3. If you have dealt with the incident on the playground with a student from another class you are expected to record the event on Compass.
4. Inform the teachers, through notification on Compass or in person if needed, of all children involved in the bullying incident.
- 5. If the bullying is severe or has escalated the teacher is expected to inform the Principal and discuss consequences and support for children involved.**
6. The Principal maintains and keeps their own Serious Notification Form Folder for any bullying issue which is referred to them.

Compass will be regularly checked by a member of the executive so incidents can be monitored and procedures followed to ensure the children involved are being offered support and follow up as outlined in the policy.

What happens if I choose not to follow the school rules at St Augustine's?

**1** I made a poor behaviour choice

My teacher reminded me of the rule

**2** I chose to make a 2nd poor behaviour choice

My teacher reminded me of the rule and gave me a reminder that I've had 2 warnings

**3** I chose to make a 3rd poor behaviour choice

*a time-out and complete a [minor reflection sheet](#) within the classroom.*

*home this afternoon to read with my parents. My parents will sign it and return to school tomorrow.*

