

NAZARETH

CATHOLIC PRIMARY

SCHOOL

3 Glider Avenue Shellharbour City Centre NSW 2529

BEHAVIOUR SUPPORT AND ANTI-BULLYING POLICY



- Nazareth - Behaviour Support and Anti-Bullying Policy. May 2017.

VISION AND MISSION

VISION

Nazareth is a learning community that strives to develop the whole person so as to find God in all things.

MISSION

Nazareth Catholic Primary School embraces the spiritual tradition of St Ignatius of Loyola and strives in partnership with parish, parents and wider community, to reach our Vision by promoting the total development of each individual/student. We aim to develop students who throughout their lives:

- **SEEK** God in all things
- Acquire **WISDOM** so as to exercise good judgement
- Build **KNOWLEDGE** of self, others, God and the world
- Find and promote **PEACE**

NAZARETH VALUES STATEMENT

At the core of our entity as a Catholic School are values which we actively promote and to which we all aspire. In particular we value:

- Excellence
- Respect
- Commitment
- Collaboration
- Forgiveness
- Inclusion
- Compassion
- Reflection
- Responsibility
- Justice

STATEMENT OF PURPOSE

At Nazareth Catholic Primary School all members of the community – staff, students and parents are involved in Behaviour Management.

We believe that good discipline occurs when positive relationships are formed, when rules and behaviour expectations are clear and consistently followed. It is also important that children are involved in learning processes that are appropriate and challenging.

Nazareth implements the *School-wide Positive Behaviours for Learning* (SPB4L) framework to build a positive school environment by establishing clear behaviour expectations, which are followed by all staff, all students across all settings.

SPB4L provides support for all students, including students with 'at risk' behaviours, and those who need individualised behavioural support.

SPB4L provides all members of the school community with a common language and consistent behaviour expectations

There is a strong emphasis on prevention to establish and maintain safe and supportive school environments.

The behaviour expectations at Nazareth are at the core of our SPB4L framework, and are based on our three

School Rules:

At Nazareth:

- We are all *Respectful*
- We are all *Responsible*
- We are all *Life-Long Learners*

Many of our Behaviour Management Procedures are also based on the principles of *Restorative Justice* including:

- respect and dignity for the person
- building positive relationships
- repairing and restoring relationships
- making every attempt to reintegrate students quickly
- focusing on the 'deed' and not the 'doer'
- collaborative problem solving
- creating a sense of community

Rights and responsibilities:

Students need to be educated not only knowing their rights but also their responsibilities. They need to know they will be listened to and their opinions considered when we are trying to resolve issues.

	Have the Right to:	Have the Responsibility to:
Students	<ul style="list-style-type: none"> • Learn in a safe and supportive environment • Receive a quality education • Be treated with respect • Experience an education underpinned by Catholic traditions 	<ul style="list-style-type: none"> • Follow the behaviour expectations as outlined in the <i>Behaviour Expectation Matrix</i> (see Appendix A) • Participate in school-wide activities and celebrations • Participate and learn to the best of their ability

	Have the Right to:	Have the Responsibility to:
Staff	<ul style="list-style-type: none"> • Teach in a safe and supportive environment • Professional development • Be treated with respect • Provide an education underpinned by Catholic traditions 	<ul style="list-style-type: none"> • Explicitly teach behaviour expectations as outlined in the <i>Behaviour Expectation Matrix</i> (see appendix A) • Actively supervise all students in non-classroom and classroom areas. • Follow the procedures for behaviour correction as outlined in the <i>Nazareth Behaviour Response Chart</i> (see appendix B) • Be consistent in following agreed practices when correcting or rewarding behaviours.

Parents and Carers	<ul style="list-style-type: none"> • Receive information about their child's academic and social development • Contribute to the school through representation in the <i>Parents and Friends</i> meetings, SPB4L representation etc • Participate in school activities and celebrations • Support an education underpinned by Catholic traditions 	<ul style="list-style-type: none"> • Support the school's values and behaviour expectations as outlined in the <i>Behaviour Expectation Matrix</i> (see appendix A) • Ensure their child comes to school in the correct school uniform and with sufficient food and resources for the day. • Fulfil the legal requirements in regards to attendance
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PROCEDURES AND ROUTINES

At Nazareth Catholic Primary School Behaviour Management is a shared responsibility between all staff.

Through the implementation of the SBP4L framework we are building school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviours.

Positive behaviour supports are implemented for all students in all areas of the school. There is a focus on creating and sustaining school-wide, classroom and individual systems of support to improve students overall well-being.

Positive Behaviour Expectations:

Research suggests that it is far more effective to explicitly teach positive behaviours in schools, rather than react to misbehavior through punishment-based strategies.

Our three school rules were developed with student and staff input to communicate positive academic and behavioural expectations. These are communicated to students throughout the day and rule reminders are given as required. The school rules are also displayed throughout the school as a visual reminder for all members of the school community.

Expected behaviours as outlined in our *Behaviour Expectation Matrix* (see Appendix A) are explicitly taught throughout the year to all students to provide a clear understanding of our expectations and procedures across different school settings and times.

A teaching timetable is developed each term using current electronic data to identify behaviours that require further teaching and demonstration.

The weekly behaviour focus is communicated to parents each week at whole school assemblies.

(see *Appendix C Teaching timetable* & see *Appendix D Procedure example*)

CLASSROOM RULES

At the beginning of each year class teachers explicitly introduce Nazareth's three school rules to the classroom setting. As a class students and teachers discuss and develop shared understandings about learning and behaviour for each of the three rules and what each of the rules looks like in the classroom. The rules are documented in the class teachers programs.

Support and specialist teachers also explicitly introduce and teach the expectations of the three rules in their settings. The three school rules are displayed in each classroom to reinforce and promote the expected behaviours and are referred to throughout the school day. Classroom rules, responsibilities and consequences are communicated to parents/guardians.

Encouraging and affirming expected behaviours

Staff at Nazareth acknowledges the fact that specific, positive feedback is among the most powerful influences on any learning. A positive school climate in which compliance receives more attention than non-compliance is therefore established. All staff are encouraged to provide frequent positive feedback to students who follow the school rules and behaviour expectations and find age appropriate ways to encourage and recognise good behaviour.

At Nazareth we distinguish between whole school acknowledgement and class rewards (see Appendix E – Awards and Rewards procedures).

Discouraging and dealing with inappropriate behaviours

In order to provide clear definitions of problem behaviours, and to achieve consistency in the identification of and response to inappropriate behaviours, all staff had input in defining what is a *minor* and what is a *major* problem behaviour.

To provide all students with the opportunity to change behaviour all staff follow the consequences set by the school through the Nazareth *Behaviour Response Chart*. (see Appendix B - *Nazareth Behaviour Response Chart*)

Minor Behaviour Infringements

All teachers follow a correction sequence and give rule reminders and redirection to children. Minor behaviours are teacher handled as outlined in the Nazareth Behaviour Response Chart

The consequences for a minor problem behaviour can include:

- *Time out* in designated area

- *Walk with teacher* – using Restorative Justice – *affective questions*
- Confiscating play equipment

Once followed through with a consequence the staff member will record the incident on the minor recording sheet (see Appendix G) to be entered into the electronic data base.

MONITORING OF PLAYGROUND BEHAVIOUR

Our School *Behaviour Response Chart* (see Appendix B) is included in the staff playground folders, and displayed in the staffroom.

The school utilises an electronic record and track behaviour incidents and locations. Recording Folders are delivered to staff on playground duty and minor and major behaviour incidents are recorded. These folders are then collected and data is recorded. Trend data is retrieved twice per term and forwarded to the Leadership and/or the SPB4L committee for discussion and action. Matters of urgency are referred directly to the Leadership Team.

Three minors over a five-week period constitute a major. This major is referred to the appropriate member of the Leadership Team who will follow through using the process described for handling major behaviour infringements. (see Appendix H - Major Behaviour Record)

Major Behaviour Infringements

Major behaviours are defined by *intention*, *frequency* and *severity* of the behaviour and its correction will always involve a member of the leadership team.

Major Behaviours are those that might place individuals and / or those around them at risk of harm and significantly interfere with educational opportunities.

In case of a Major behaviour a red *Major Form* (see Appendix H), which is found in the playground folder, is filled out by the teacher on duty and is given directly to the appropriate member of the Leadership Team.

The appropriate member of the Leadership Team discusses the incident with the child, if necessary with other students affected by the incident, and the class teacher.

The consequences for a Major can include:

- regular check in and check out with the child including goal setting
- exclusion from representative events
- parent interview
- in school suspension
- feedback to class teacher

Action to suspend or exclude a student is carried out on the authority of the Principal and / or the Head of School Services or Director of Schools in a just and equitable manner, following the principles of procedural fairness.

Suspension and exclusion can arise in serious circumstances and is approached as defined in the *CEO Suspension and Exclusion Policy*. Appropriate documentation of serious incidents, displays of unacceptable behaviour and communication with parents and caregivers will be kept on file.

Tier 2 Behaviour System

Students identified as needing supplementary support with behaviours will be referred to the school Leadership team, who in collaboration with the SPB4L team and the classroom teacher, will decide on appropriate intervention strategies. (see Appendix N).

Corporal punishment in any form by anyone is not allowed at Nazareth Catholic Primary School

Ongoing Monitoring

Within the SPB4L framework, data is collected by all staff across all settings using the data recording sheets provided in the playground folders (see Appendices G & H).

The data is entered frequently.

The SPB4L committee in their regular meetings analyses the data to ascertain areas, activities, systems, procedures that require changing, to monitor the effectiveness of systems and procedures put in place and to identify students who need intervention support. These students with particular behaviour needs will receive additional behaviour management support as necessary. Students not responding to school-wide systems and procedures that support positive behaviours are referred for further behaviour support implemented by class teachers and stage leaders (for example see Appendices L & M)

Staff are able to address concerns, and receive information during staff, communication and stage meetings. Data is shared with staff at least 2 times each term.

Parents are kept informed via newsletter and P&F communications and are contacted by stage leaders, the Assistant Principal or Principal as necessary.

The role of the Leadership Team is to share the responsibility of monitoring behaviour management through the analysis of data gathered in the classroom and playground, supporting teachers/students/parents.

Anti-Bullying Plan and Procedures

Rationale

Nazareth is a learning community that strives to develop the whole person so as to find God in all things. Nazareth Catholic Primary School embraces the spiritual tradition of St. Ignatius of Loyola and strives in

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partnership with parish, parents and wider community to reach our vision by promoting the total development of each student.

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 well-being of students and are therefore unacceptable at Nazareth. All members of our school community 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.

Definition of Bullying

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

Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders. Bullying can include, but is not limited to:

Physical

- hitting, kicking, tripping, pinching and pushing
- damaging property

Verbal

- name-calling
- insults
- teasing
- racist remarks

Social

- exclusion
- lying and spreading rumours
- negative facial or physical gestures
- mimicking unkindly

Psychological

- intimidation
- Threatening
- exclusion

What Bullying is Not

Conflict between equals and single incidents are not defined as bullying although, of course, such incidents may require intervention by the school

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.

If cyber bullying occurs that has a close nexus with the school or with the wellbeing of a child educated at Nazareth, but occurs outside school hours, off-site or through the use of a student's personal mobile devices and / or computer, school leadership personnel may have an obligation to respond.

Procedure to Investigate and Manage Bullying

Nazareth follows the *Anti-Bullying Procedures for Primary Staff* process outlined in the Catholic Education Office, Diocese of Wollongong *Student Anti-Bullying Policy and Guidelines for Implementation* (February 2012) (See Flowchart Appendix J)

When a bullying incident is reported, the following steps are taken:

- The staff member who receives a report about an alleged bullying incident interviews the victim, alleged bully and any witnesses.
- The bullying incident is recorded using the *Bullying Initial Action Tool* (See Appendix K)

What happens if incident is identified as bullying?

- Leadership is informed
- Formal information gathering and record keeping (See Appendix K)
- Principal assumes case management role and determines recommendations for action
- Principal documents anti-bullying plan
- Parents of perpetrator and victim are notified by leadership

- Monitoring – if the plan is effective the records go in the students file and the case is closed. If the plan is not effective the Principal refers to CEO.

Responsibilities

Nazareth will aim to treat all members of the school community with dignity and respect and:

- Provide documentation that includes plans and procedures for implementing anti-bullying practices.
- Inform and make available to students, staff and parent/carers copies of the student anti- bullying and responsible use of technology procedures.
- Provide education to students, staff and parent/carers about anti-bullying strategies and the responsible use of technology.
- Incorporate student anti-bullying and responsible use of technology procedures within each school's Pastoral Care and/or Positive Behaviour policies, which include specific reference to anti-bullying contact information for School Liaison Police and/or other support services available to the school's community.
- Implement a sequential management plan for minimising bullying and cyber-bullying, involving graduated sanctions and appropriate support for all students involved in bullying situations.
- Provide documented advice for students, staff and parent/carers on ways to report bullying and cyber- bullying to the school leadership.
- Investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Appoint a Case Manager to co-ordinate strategies for the resolution of bullying incidents as per Guidelines for Case Management (MSPEC) documents.
- Notify parent/carers of bullying incidents involving their children.
- Notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Notify *NSW Community Services* (formerly DoCS) when an incident involving manufacturing, possessing or distribution of child pornography has occurred.
- Maintain records of bullying incidents and related interventions in accordance with
- Managing Student and Pastoral Concerns (MSPEC) documents.

- Regularly review and evaluate student anti-bullying and responsible use of technology procedures to ensure they are contemporary and sustainable.
- Staff will aim to treat all members of the school community with dignity and respect and:
- Implement the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying.
- Support the student anti-bullying and responsible use of technology procedures through positive modelling and the explicit teaching of appropriate behaviour.
- Access professional learning to support appropriate anti-bullying responses which could include cybersafety, restorative justice practices, mediation and developing social skills in students.
- Implement all relevant aspects of the school's Behaviour Management and Anti-Bullying Policy.
- Provide opportunities to students in 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 and Anti-Bullying Policy.

Students will aim to treat all members of the school and wider community with dignity and respect and:

- Follow the student anti-bullying and responsible use of technology procedures regarding student-student, student-staff and student-community member relationships.
- Immediately seek help from a trusted adult if aware of or involved in a bullying or cyber-bullying incident.
- Seek support if bullied 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.
- Agree that any social networking site that identifies the school by name or image or implication is part of the school environment and may be dealt with according to the school's Behaviour Management and Anti-Bullying Policy and anti-bullying procedures.

Parent/carers have a responsibility to treat all members of the school community with dignity and respect and:

- Read, abide by and sign Section 18 - Guidelines for parents in the Primary School Enrolment Application Form.

- Read, abide by and sign the student anti-bullying and responsible use of technology procedures as part of the application for enrolment at Nazareth.
- 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.
- Follow the student anti-bullying procedures to report bullying or cyber-bullying, whether actual or suspected.
- Model prudent use of technology.
- Supervise and discuss internet content and time spent using technology to help children 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 expectations of responsible online behaviour including:

- skills that will enable children to identify the need to leave online situations which place them at risk
- how to report inappropriate material or conduct
- consequences for inappropriate behaviour, including possible sanctions as outlined in the school's Behaviour Management and Anti-Bullying Policy.

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 (such as the Internet Service Provider) and, as relevant, to the school.

Follow due process and use relevant procedures when bringing complaints and grievances to the notice of Nazareth and/or the Catholic Education Office.

Record Keeping

Records of incidents involving bullying and any subsequent documentation of how it was investigated and dealt with as well as any case management meeting notes, parent meetings etc are kept in student files.

Education about Anti-Bullying and Resourcing

- At Nazareth, all students receive explicit learning experiences related to anti-bullying, at least twice per year.

- Incidences of bullying are regularly discussed at communication meetings and the SPB4L committee provides professional development when appropriate.
- Information is regularly included in newsletters and assembly announcements.
- Nazareth utilizes many resources to provide targeted learning experiences, including “Anti-Bullying Learning and Teaching Resource” (Diocese of Wollongong) and the “Bullying, No Way!” Website.
- Nazareth uses ‘Friendly Schools Plus’ to formulate learning programs that are implemented for one term in each grade that explore concepts surrounding Social and Emotional Learning.

School Liaison Police and Support Services

School Liaison Police

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 Police School Liaison Officer will be contacted in these instances:

Lake Illawarra LAC

6 Pioneer Drive OAK FLATS 2529 Phone: 02 4232 5599

Fax: 02 4232 5511

CatholicCare Counselling

Students and parents can access the CatholicCare counselor after completing documentation available via the Principal.

Communication and Dissemination of this Policy

This Behaviour Management and Anti-Bullying Policy is available to staff, parents and students via the school website. Hard copies of appendices are available upon request from the school office.

SUPPORT DOCUMENTS

- *Pastoral Care Policy*
- *Child Protection Policy*
- *Safe School Policy*
- *Anti-Discrimination Policy*
- *CEO Suspension and Exclusion Policy*

EVALUATION

We acknowledge that our Behaviour Management and Anti-Bullying Policy is a working document and will be evaluated by key members of the community on a regular basis. This may be done at staff meetings with members of staff; via the newsletter with parents; discussions with students and consultation with members of the Catholic Education Office.

Appendices

Note: Hard copies are accessible via the school office. Staff can access electronic copies via staff shared folder.

- A. Behaviour Expectations Matrix
- B. Behaviour Response Chart
- C. Example Teaching Timetable
- D. Example Procedure
- E. Awards and Rewards Procedures
- F. Major/Minor behaviour Definitions
- G. Minor Behaviour Record Sheet
- H. Major Behaviour Record Sheet
- I. Current Playground Structure
- J. Anti-Bullying Procedures for Primary Staff
- K. Alleged Bullying Initial Action Tool
- L. Check in- Check out system
- M. Behaviour Support Plan
- N. Tier 2 Behaviour System