Revised	2006,
Revised	2008
Revised	2012
Reviewed	2018
	2025

SACRED HEART SCHOOL THORNLIE

School-wide Positive Behaviour Policy and Procedures for Students

Building a Friendly and Safe School

CONTENTS PAGE

Section A POSITIVE BEHAVIOUR POLICY

1. Rationale Page 3
2. Principles Page 3
3. Creating a Positive School Environment Page 5
4. School Rules Page 8
5. Classroom Code of Conduct Page 8
6. Procedures for Managing Student Behaviour Page 9
   - A. Non Classroom Time Behaviour Management Page 9
   - B. Classroom Time Behaviour Management Page 10
   - C. Further Consequences for Serious Behaviour Page 10
   - D. Proactive Measures Page 11
   - E. Flow Chart for Major and Minor Behaviour Page 13

SECTION B BULLYING

1. Bullying Definition Page 15
2. School Responses to Incidents of Bullying Page 16
3. Procedure for Intervention Page 16
4. Serious Incidents Page 17
5. Strategies to assist children to deal with Bullying Incidents Page 17
6. Guidelines for Parents Page 18
7. References Page 19
8. Review History Page 19
9. Next Review Page 19

APPENDICES

Appendix 1: Bullying Procedure Flow Chart
Appendix 2: Using the No Blame Approach
Appendix 3: Notification of Bullying Incident
Appendix 4: Register of Bullying Incident
Appendix 5: Student/Parent Reporting Sheet
Appendix 6: Behaviour Incident Slip
Appendix 7: Restorative Practices
Appendix 8: Detention Reflection Note
Appendix 9: Notice of Detention
Appendix 10: Notice of In-School Suspension
Appendix 11: How to Talk Assertively
Appendix 12: Definitions

Section A POSITIVE BEHAVIOUR POLICY

1. Rationale :

Sacred Heart School Vision Statement

"Through Christ centred experiences and mutual respect we guide children to develop reverence, responsibility and resilience in a loving Catholic community."

The school wide Positive Behaviour Policy and Procedure document is based on the premise that all members of our community have the right to feel safe and be treated with courtesy and respect. In Catholic education, Christ is the foundation and all members of our school community are committed to reflecting Gospel values in everyday activities and personal encounters. Gospel values such as honesty, justice, truth, integrity, compassion and love are central to this policy.

This policy seeks to protect personal and school community safety, maintain the dignity of all people, heal destructive behaviour, encourage reconciliation and restoration of relationships, foster independence and responsibility, allow continued personal growth and promote the common good of all.

The rationale for developing Sacred Heart's whole school classroom and playground rules, rights, responsibilities and procedures including reward systems, is to promote positive and responsible behaviour which will be ultimately self-managed. Through consistent application of these throughout the school, students will be familiar with and understand the expectations placed upon them. (Sacred Heart's Parent Handbook, 2016).

This document is to be viewed in conjunction with the school's ICT Acceptable Use by Students Agreement.

2. Principles

A. The principles of our policy are based on the school core values or 4Rs:

- **Respect -** demonstrating regard for the feelings, wishes and rights of others
- **Reverence -** having a deep respect for God, ourselves, others and the environment
- **Responsibility** - recognising our duty to do our best and to treat others fairly
- **Resilience -** learning from our mistakes or difficulties and bouncing back to carry on (Sacred Heart's Parent Handbook, 2017).

In order to promote responsible behaviour and teach awareness and consistency through the 4Rs, it is important that all staff, including relief staff and administration, students, caregivers, visitors and volunteers become familiar with and take the time to implement the Rights and Responsibilities of the school community below, as well as our school Code of Conduct.

RESPECT:

- **Respect ourselves**: Through the teachings of Jesus, we learn to conduct ourselves in a respectful manner – The philosophy 'do unto others' as you would like to be treated underpins respect.

- **Respect other people**: We have the right to feel safe and important in our school. We always convey respect for God, the Church and Sacred Heart, always speak to others in a polite and friendly tone, use manners (please, thank you, excuse me, may I) and refrain from gossiping.

- **Respect property**: We have the right to have our school and our property respected by all. We take care of the school's equipment, our own and others' belongings and only use and keep what is ours. We put things back in the correct place and ask politely if we need something.

RESPONSIBILITY

- **Responsibility for yourself**: We have the right to be responsible for our thoughts, feelings and actions. We are mindful of how our thoughts are linked to our emotions and behaviour.

- **Responsibility for your own choices**: We are responsible for the choices we make. We think before we act to make better choices. If in doubt, we use our breath and take time to moderate our emotions.

- **Let others learn**: We have the right to learn and teach without disruption.

REVERENCE

- **Reverence to God, ourselves**: We have the right to be part of God's creation. We must take time to be humble, calm and still and know that God is within us and others. We are thankful and grateful for what we already have.

- **Reverence to others**: We have the right to be thoughtful, considerate and courteous to all of God's creation.

RESILIENCE

- **Resilience to be more adaptable and flexible**: We have the right to be sensitive to the needs of the situation we are placed in. We recognise that sometimes compromise will be a better choice to the solution. "It is not what happens, but what you do with what happens."

Other Principles:

- Sacred Heart shall not tolerate bullying, including cyber-bullying, harassment, aggression and violence of any kind and encourages all members of the school community to take a pro-active stance that promotes safety and well-being. This includes off-school-grounds and out-of-school-hours where the behaviour may affect or may involve staff or student learning within the school environment (CECWA, 2010).

- Sacred Heart Primary School Positive Behaviour and Procedures for Students abides by the procedures outlined in the Dealing with Bullying, Harassment, Aggression and Violence (Students) Policy of the Catholic Education Commission of Western Australia (CECWA, 2010)

- In order to promote awareness and consistency, it is the responsibility of ALL staff at Sacred Heart Primary School, including relief staff, to familiarise themselves with the Positive Behaviour Policy and Procedures for Students at the beginning of each term and where necessary thereafter (Sacred Heart's Behaviour Policy, 2010).

- A copy of the Positive Behaviour Policy and Procedures for Students will be left in the Relief File at the start of each year for relief staff to familiarize and utilise. This will also be left with the daily work pad (Sacred Heart Behaviour Policy, 2010).

- Every member of the Sacred Heart community is involved in correctly modelling the Positive Behaviours that the children are expected to adopt. (Sacred Heart's Behaviour Policy, 2010)

- The expected positive behaviours outlined in the Positive Behaviour Policy and Procedure for Students will be visible in classrooms and shared spaces around the school, such as library, specialist classrooms and the administration building and from time to time printed in the newsletter (Sacred Heart's Behaviour Policy, 2010).

- Within the Positive Behaviour Policy, Sacred Heart have included awareness of safety issues relating to cyber-safety, bullying, harassment, aggression and violence that occur during school and outside of school hours and off school grounds that will involve or affect students and staff (CECWA, 2010).

- Behaviour will be reported, monitored and tracked by the (staff), teachers and Assistant Principals using SEQTA to inform prevention and management strategies as a basis to facilitate evaluation and justify any modification of approach (CECWA, 2010).

- It is the responsibility of all staff to report behaviours and for the behaviours to be logged on SEQTA

- Appropriate confidentiality will strictly be adhered to on a case by case, need-to-know basis.

Taking into account the established attitudes and 'culture' of strategies and responses (including curricula, programmes and pedagogy) Sacred Heart will connect the whole school community to address and implement

- A positive and supportive environment connecting the whole school
- Empowering students with social decision making and skills in conflict resolution
- Promote tolerance, understanding, encouragement of inclusion, celebration and acceptance of difference to develop a culture of cooperation, empathy and respect
- Conflict resolution for bullying, harassment, aggression and violence for those who aggress and those who are bullied, including early parental involvement and support and restoration for those who have been harmed.
- Proactive measures for bystanders and those who bully
- Teaching and learning programmes to support strategies to promote good citizenship, positive social and mental health, and safety and well-being.

3. Creating a Positive School Environment

At Sacred Heart we aim to create a caring, safe and positive school environment for all community members, where the dignity of each child is paramount. Restorative Practices and behaviour support is integral to this policy. Some of the ways we create a caring, safe and positive school environment include:

School Environment

- School vision and mission at the front of the school
- School grounds are neat and maintained
- Classrooms, furniture, equipment and school facilities are neat and well maintained
- School Code of Conduct
- Honouring the diversity and culture of everyone, especially our Aboriginal community

Classroom Environments

- Warm, inviting and aesthetically pleasing
- Child centred
- Acknowledgment of student special days and achievements (birthdays/awards)
- Showcase student work and effort
- Appropriate instructional and pedagogical practices
- Positive classroom "Code of Conduct" and rewards/incentives in place

Learning

- Differentiated and caters to the need of each individual child
- Engaging, challenging, flexible and motivating
- Based on ensuring every child achieves success

Recess/Lunch

- Games
- Competitions
- Clubs
- Library open
- Loose Parts Play

Whole School Positive Reinforcement

Continual Positive reinforcement and constructive feedback will continue throughout the school day by all staff.

- **House Beads** - When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the environment of simply positive behaviour, children will receive a coloured House Bead representing the colour in their particular house. The house with the most beads at the end of the Term and the end of the Year will be entitled to a bonus activity.
- **Living Like Jesus Awards** - When students demonstrate the above behaviour, individually they may also receive a Living Like Jesus Award. This is a card which is hole punched every time a good deed is noted. When a child accumulated 10 punched holes in their card, they will be entitled to a bonus. This will be announced at assemblies. When a child has one, two or three cards punched in there will a reward system that follows e.g. morning tea with the principal for the third card filled in.
- **Merit Certificates** - teachers choose several class members from each class to receive an honour certificate for a positive deed, behaviour or academic achievement at the assemblies held once a fortnight.

External Competitions/Awards

- Academic or community awards or competitions: Maths Competitions/Olympiad

Celebration and Public Acknowledgement of student success

- Acknowledgement in newsletter or in person
- Display of student work in the office or other prominent places

- Entering student work in competitions
- Assemblies
- School website
- Seesaw
- School Art Competition

Performance
- Choir
- Music Concert
- Performing Arts
- Interschool competitions

Giving Student Responsibility
- Leadership opportunities
- Faithful Faces
- Roles in special events: ANZAC Day, Masses

Student & Family Services
To ensure each child at Sacred Heart is reaching their potential, the school supports its students through both internal and external agencies such as:
- School Educational Psychologist
- School Chaplain
- Parish Priest
- Child Health Nurse
- External agencies for students with additional needs

4. School Rules

School Rule	Examples
1. Respect the rights of others	1. I will speak nicely to others and use my manners. 2. I will include everyone when playing. 3. I will keep my hands and feet to myself. 4. I will speak the truth. 5. I will act in a kind, caring and safe way. 6. I will value and acknowledge everyone's contribution. 7. I will play safely. 8. I will not engage in physical, verbal, cyber or emotional bullying.
2. Respect personal and school property	1. I will only take what is mine. 2. I will care for my own and others' property and work. 3. I will put things back in the correct place. 4. I will look after and return sports equipment. 5. I will take care of my school environment. 6. I will look after the school's ICT equipment.
3. Let Others Learn	1. I will follow teacher's instructions. 2. I will be considerate in the classroom to others. 3. I will wait my turn to speak.
4. Move Safely Around the School	1. I will walk on paved areas, around corners or on the fake lawn. 2. I will respect the environment and use the footpaths. 3. I will let others through doorways. 4. I will move around the classroom carefully. 5. I will only enter the room when a teacher is present. 6. I will use furniture appropriately.
5. Always Wear the Correct School Uniform.	1. I will keep my shirt tucked in. 2. I will remember to wear the full winter /summer or sport uniform on the correct days. 3. I will wear my hat at all times when outdoors; four terms of the year. 4. I will wear my uniform appropriately (as per the uniform policy) and with pride.

5. Classroom Code of Conduct

A Class Code of Conduct will be compiled with each teacher and class in the first week of school**.** This will:

- Be a concise and easy reference for classroom behaviour management
- Be co-constructed with students
- Be clear about what is acceptable – and define behaviours according to 1, 2, 3 Magic & Emotion Coaching
- Indicate both positive and negative behaviours

Once formulated, this will be on display in the classroom and referred to at Parent Information Evening.

6. Procedures for Managing Student Behaviour

Whole school practices and procedures are followed to ensure that all children are treated with dignity, fairness and consistency by all members of the community. The **Incident/Unproductive Behaviours Flowchart below** summarises the steps involved in managing major and minor behaviours both in and out of the classroom and summarises behaviours that are major and minor.

The Assistant Principal will conduct a fortnightly audit on SEQTA and follow up with staff.

6a. Non Classroom Time Behaviour Management Procedures

i) Duty Procedures

Duty pouches are collected from outside the staff room before each duty. 1st lunch duty person hands to 2nd lunch duty person. Each pouch contains: pen, emergency red card, behaviour incident booklet band aids and photos of high profile students.

ii) Consequences for Minor Misbehaviour (non-classroom time)

All teachers strive to create a safe, positive and rewarding play environment, however should any child on any day decide not to comply with the school expectations then the following will occur.

Students breaking a playground rule will **walk with the duty teacher for 5 mins at the time of the incident**. Ask the child:

- What was the rule he/ she broke?
- What is the correct behaviour?
- Teacher Walk – max 5 minutes with duty teacher.

iii) Consequences for Major Misbehaviour (non-classroom time)

Major misbehaviour will result in:

- The student remaining with the duty teacher for the whole duty.
- A Behaviour Incident Slip will be recorded and handed to the classroom teacher.
- Please notify the Assistant Principal. The Assistant Principal will notify the parents and may apply appropriate consequences. These may be, but are not limited to, lunchtime detention, limited play area for a period of time, missing out on an activity.
- In extreme circumstances when a child is not complying and is a danger to their selves and others, please send the RED CARD immediately with a runner to the office.

Please note:

- It is the responsibility of the duty teacher to ensure that a Behaviour Incident Slip (Appendix 6) is forwarded to the class teacher and the Assistant Principal at the end of the break.
- It is the responsibility of the duty teacher to record this on SEQTA.
- The duty teacher will need to reinforce the appropriate behaviour with the child and the class teacher will need to regularly remind the student before breaks about the need to follow the rules.
- If more than 3 Behaviour Incident Slips are handed out in a week (this will not apply to students on an Individual Behaviour Contract), a discussion with the Assistant Principal and the parent will take place and the child may spend all, or part of recess walking with a duty teacher, or undertake a detention.
- The class teacher will be responsible for monitoring the Behaviour Incident Slips and the number each child receives. The Assistant Principal, in consultation with the classroom teacher, will be responsible for issuing any detentions due.
- During the Detention, a Reflection Note, (Appendix 8) will be completed by the student. The focus will be on reminding the student to take responsibility for his/her own actions. When a

child receives a detention, it is the responsibility of the classroom teacher to advise the leadership by email.

6B Classroom Time Behaviour Management Procedures

Individual Classrooms Teachers will

- Focus on the behaviour and not the person.
- Preserve the dignity of the student and discipline them discreetly.
- Have their own reward system. The reward system will be displayed in the classroom for others, including education assistants and relief teachers.
- Use evidence-based research relating to behavioural practices (1, 2, 3 Magic & Emotion Coaching).

i) Consequences for Minor Misbehaviour (classroom time)

Kindergarten to Year Six

- 1st occasion – count bahaviour
- 2nd occasion – count behaviour
- 3rd occasion: "That's Three." – reset time in classroom
- Some behaviours may require emotion coaching
- If the child is counted to reset 3 times in a block, the child is sent to the Assistant Principal.

Depending on the severity of the incident, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk.

ii) Consequences for Major Misbehaviour (classroom time)

Major misbehaviour will result in:

- Immediate reset in the classroom.
- The child's behaviour is recorded in SEQTA and the parent is notified.
- If the behaviour continues, the child is sent to the Assistant Principal.
- In extreme circumstances when a child is not complying and is a danger to their selves and others, please send the RED CARD immediately with a runner to the office.

6C Further Consequences for serious behaviours in or out of the classroom may include:

Detention

It is at the discretion of the Principal, depending on the severity of the incident and the student's history in relation to behavioural issues, as to whether an after school or lunchtime detention will be issued.

Lunchtime detentions are held from 12.30 – 1.00pm and will be supervised by the Assistant Principal. Students on detention complete a Reflection Note, discuss this with the Assistant Principal and then sit quietly until the end of detention. Reflection Notes are sent home with the students for their parent's to sign and on return are uploaded on SEQTA. A Notice of Detention (Appendix 9) must be completed, uploaded to SEQTA and sent home to parents.

After school detention occurs preferably the day after the incident occurred. A note will be sent home to parents informing them of the detention. A member of the Extended Leadership Team will supervise the child from 2.50 – 3.20pm.

In School Suspension
In School Suspensions may also be issued following a serious incident. Duration of in-school suspension may range from half a day to three days.

This will be held at the school in the administration area (the room will be decided on the day). The students will sit and complete work set by the classroom teachers. There is to be no contact with other students. One staff member will be allocated to check on the child and supervise. Recess and lunch breaks will be taken at different times to the rest of the school. A Notice of In-school Suspension (Appendix 10) must be completed, sent to parents and uploaded to SEQTA. Parents must meet with the Principal to discuss the child's behaviour upon their return to school.

Out of School Suspension
Sacred Heart's policy on Out of School Suspension is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."
(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with the child's teacher prior to invoking an out of school suspension. A Notice of Out of School Suspension must be completed, sent to parents and uploaded to SEQTA. Parents must meet with the Principal to discuss the child's behaviour upon their return to school.

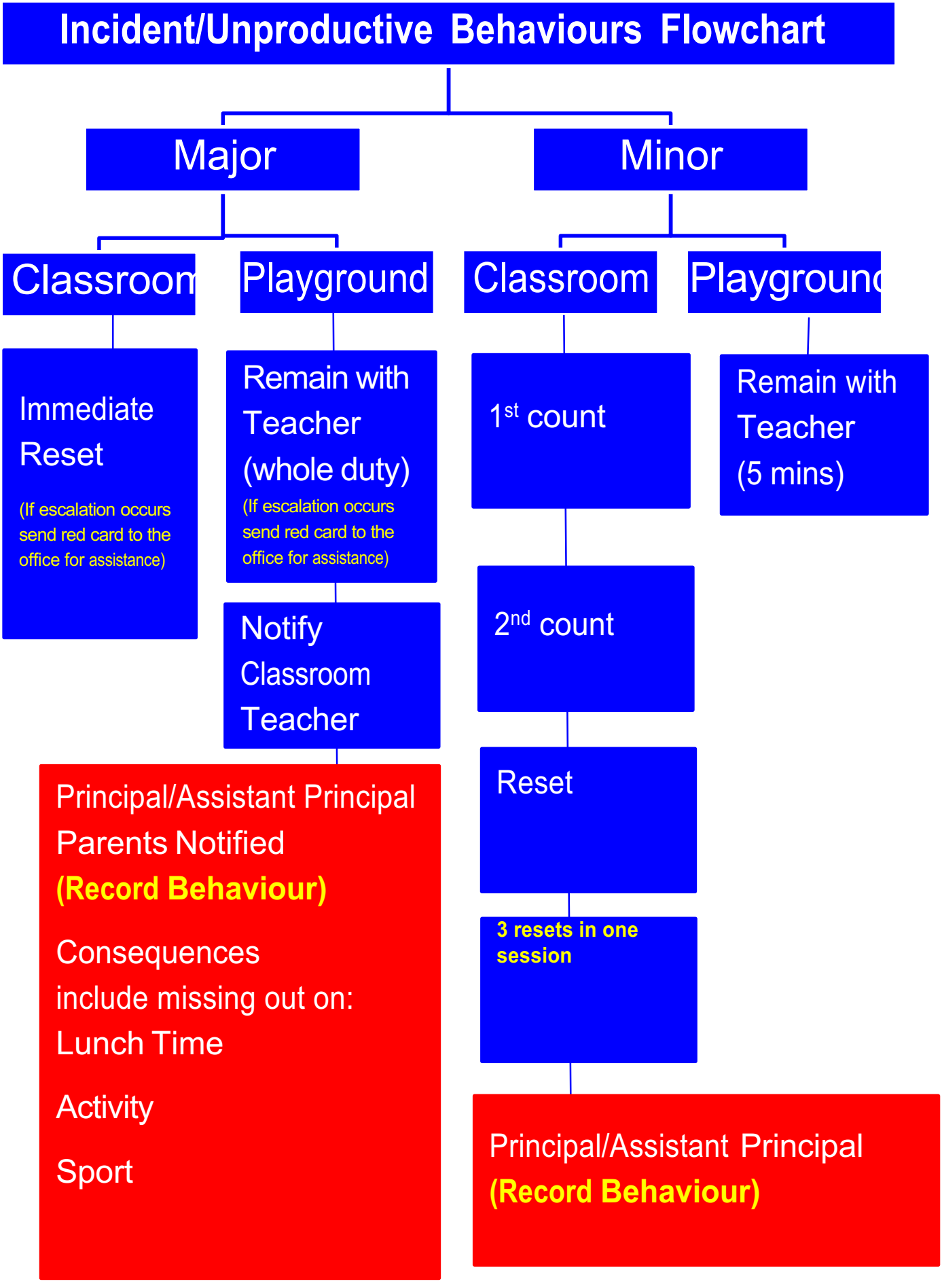
Exclusion
An Investigating Staff member is appointed to ensure that the student has the right of representation, the right of response to any allegations being made and to consult with all stakeholders on the matter of misdemeanours. If there is a case to answer then the Director of Catholic Education is notified that exclusion is an option and all the circumstances are outlined to him that led up to the decision with the exclusion confirmed or otherwise by the Director [See 2-C7 Catholic Education Commission of WA].

Before any decision is taken, parents will be informed that exclusion is a likely outcome based on the results of the investigation. The parent can then voluntarily remove the student from the school. If this is the case, then the Principal will assist the parent to help find an alternative school for the student. If the parent declines to remove the student then the Principal shall inform the parents in writing of the decision to exclude the student.

6D PROACTIVE MEASURES:
At the commencement of each school year, and periodically throughout the year, classes will discuss the Positive Behaviour Policy. Copies of the Positive Behaviour Policy will be made available to all current parents/caregivers on the Sacred Heart School website.

- Information on bullying will be made available on request to parents, teaching and non-teaching staff in the form of literature, educational sessions as required or through discussion.
- Students will be given opportunities to talk about bullying in general.
- Discuss appropriate standards of behaviour and school rules with all students (assemblies).
- Identify students at risk/awareness of individual needs and develop individualised support plans (teacher/chaplain, educational psychologist).
- Organise appropriate referral for students experiencing difficulties (educational psychologist/chaplain/CEWA behaviour consultant).
- Teach social skills, anger management, resiliency and protective behaviours as part of the curriculum
- Emphasis on conciliatory approach (listening to both sides, not labelling, problem solving).
- Continue with "Buddies Programme" pairing younger students with more senior students for a variety of activities both with an academic and social value.
- Encourage co-operative learning.
- Use students support services where necessary.
- Responsible and safe behaviour will be recognized and rewarded.
- Each day is treated as a new chance. Warnings are not carried over from the previous day
- Use Restorative Practice such as 'No Blame Approach' (Appendix 2)

Incident/Unproductive Behaviours Flowchart



Minor and major unproductive classroom behaviours are to be developed at the beginning of the school year. Examples below indicate break time behaviours.

Minor unproductive behaviours
(Recess and lunch, before or after school)

- Not wearing a hat on head (if a student does not have a hat, they must be sent to the Senior Quad)
- Taking someone else's hat
- Rough play
- Running on paved areas and on pathways
- Not sitting quietly outside classroom before school
- Answering back
- Exclusion of others
- Playing in out of bounds areas
- Littering
- Playing after school in the drop off or on playgrounds
- Late back to class
- Removing footwear (unless in Junior Playground)
- Swearing
- Teasing
- Poor sportsmanship
- Running in the Japanese Garden or yarning circle

Major unproductive behaviours (at all times):

- Very offensive language
- Deliberately hurting/injuring another student
- Wilful damage of school property/another's personal property (e.g. graffiti, vandalism)
- Showing disrespect for staff
- Constant harassment of another student
- Stealing
- Coercion of money or food from another student
- Verbal abuse of a staff member, adult or student
- Crude or racist remarks or comments
- Physical abuse of a staff member, adult or student
- Spitting
- Threatening other students
- Leaving class to avoid consequences
- Homophobic or gender remarks or gestures and teasing
- Bullying behaviours of any kind including verbal, physical, cyber

- Drug and alcohol misuse.
- Posession of weapons and dangerous goods

Section B: Bullying

1. Definition of Bullying

Bullying occurs when somebody who is less powerful than another person or a group is deliberately and (typically) repeatedly hurt without in anyway deserving that treatment (Rigby, 2003). The behaviours are maintained by secrecy that develops resulting from threats and fear.

According to Professor Ken Rigby bullying includes:

i) A desire to hurt and this desire is acted on;
ii) The action is hurtful;
iii) There is an imbalance of power;
iv) There is no justification for the action;
v) It is (typically) repeated;
vi) The person engaged in the bullying behaviour gains satisfaction from it.

Bullying is a pattern of wilful, conscious behaviour intended to hurt, injure, upset, threaten or embarrass an individual or group. Bullying is a ***repetitive* attack**, which causes distress not only at the time of the attack, but also by the threat of future attacks. It involves an ***imbalance of power***.

Its' nature can be:

- **Verbal** – name-calling including racist and sexist remarks, put downs, threatening;
- **Physical** - hitting, tripping, poking, punching, kicking, throwing, objects, spitting;
- **Social** - ignoring, hiding, ostracising, sending nasty notes;
- **Psychological** - stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on;
- **Cyber –** includes but is not limited to the use of email, social media, internet, instant message apps, photo and video.

Bullying vs. Conflict

Bullying is different from other forms of aggression as it has the following unique characteristics:

- a power imbalance must be present;
- the aggressive act is unprovoked by the victim or perceived as unjustified by others; and
- the action is repeated between the same individuals.

Is Fighting Bullying?

While fighting between two students of equal power is of concern, it is not bullying. It is the presence of a power imbalance that distinguishes bullying from fighting, conflict, violence and disagreement. It is this imbalance that makes mistreatment of the victim possible.

Is Teasing Bullying?

Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However, teasing that is done in a mean and hurtful way, is repeated and involves a power imbalance whereby one individual feels powerless to respond or to stop what is happening is bullying.

Harassment & Intimidation

It is completely unacceptable for anyone, a parent, family member, staff member or any other person within the community, to approach a staff member or any other individual, and speak rudely or inappropriately to them. If someone has a grievance or issue against someone else, they need to make an appointment with the person involved to discuss the matter in a civil and responsible way. If necessary, a third party (Assistant Principal) should be present.

It should be remembered that **at all times we are expected to model** respectful and considerate behaviour towards others, because it is the right thing to do and for the benefit of the students in our school.

2. School Response to Incidents of Bullying

Children are not expected to tolerate bullying or suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and have the confidence to speak up. Early intervention is important if behaviour is to be changed.

The management of all incidents of bullying will use a team approach i.e. child, parent, teacher and Leadership Team member, as required. The following 'Procedure for Intervention' explains the actions the school will take in response to incidents of bullying.

Support materials and resources can be found on the Bullying. No Way! Website https://bullyingnoway.gov.au/
It is important to note that parents are not allowed to approach another child to discuss any alleged bullying or conflict between children, theirs, or anyone else's. Parents aware of this happening should report this to an Assistant Principal immediately and allow them to deal with the matter.

Although this approach is not based on consequences or punishments, there are a range of measures available, up to and including suspension or exclusion that are in accord with the Positive Behaviour Policy, which may be used in response to bullying.

3. Procedure for intervention

A. **RESPOND:** Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this policy.

B. **REMOVE** child/ren from harm and attend to them if required.

C. IS THIS BULLYING?

- A decision needs to be made about whether this is an incident of bullying. Check definition.
- The level of seriousness must be assessed before beginning the anti-bullying process.

D. NOT BULLYING - If the incident is not bullying (e.g. Conflict, 'she stole my ball', etc) the teacher can assist with conflict resolution, friendship strategies or refer to the Positive Behaviour Policy for appropriate action.

E. **IF BULLYING, INVESTIGATE** - If it is deemed to be bullying, the relevant classroom teacher needs to be informed about the incident and the matter investigated with the assistance of the staff member (teacher or EA) involved :

i) Gathering reports from all parties immediately after the event, where possible.
ii) Interviewing carried out using the 'No-Blame' approach. (Appendix 2)
iii) Checking SEQTA Student File for any history.
iv) Carrying out enquiries **discretely.**
v) Complete Bullying Registration Form. (Appendix 4)
vi) Fill out the Notification of a Bullying Incident (Appendix 3) and upload to SEQTA. Contact all parties involved via phone and send Notification of a Bullying Incident letter home.
vii) Inform the Assistant Principal/Principal

F. INTERVENTION

Any intervention will focus on helping all children involved.

- Apply No Blame Approach. (Appendix 2)
- Counselling is available from the school Social Worker.
- Consultation from the Assistant Principal in cases where bullying is not resolving.

The Assistant Principal will assess in view of severity and history and will then adopt a consequence be it detention, in-school suspension or out of school suspension.

This school currently has a number of programmes established to promote a caring and supportive environment. These educational and positive programmes we hope minimize bullying and violence. However, in the event that bullying occurs, the school will react firmly and promptly. There are a range of sanctions available depending on the seriousness of the situation.

The teacher will support students who raise a concern in regard to bullying by finding out the facts of the incident. This will involve meeting with those concerned using a shared concern or 'no blame' approach to address the issue. Parents' or caregivers will be contacted at an early stage and where appropriate, referral will be made to the social worker/ educational psychologist to develop positive strategies to overcome bullying.

4. Serious Incidents

Any incident involving physical injury, physical bullying and serious damage to property or repeated bullying behaviour will result in the student being sent to the Principal and/or Assistant Principals immediately.

Consequences for serious incidents will be at the discretion of the Principal/Assistant Principal and may involve any one or a combination of the following consequences.

- Class teacher and parents informed
- Implementation of an Action Plan (i.e. referral to Educational Psychologist/Chaplain, individual contract, extra support)
- Lunchtime/After school detention (depending on age) with focus on making amends (e.g. apology letter, payback damages ...)
- In-school suspension with different recess and lunch arrangements for 1 - 3 days
- Out of School suspension or other appropriate action.

5. Strategies for teachers to help children deal with minor bullying incidents

Teachers can advise children to:

- Do not fight back
- Try to ignore the person bullying.
- Walk away immediately when the bullying starts.
- Stand up to the person bullying. Look them in the eye and tell them calmly to stop. "Stop it I don't like it."
- Talk to your friends and ask for help
- Play with a group and stay close to duty teachers.
- Collect information on what is happening and write it down.
- Try one or a combination of these for a few days. If it is no better, speak to an adult. This can be a parent, a teacher or the school social worker.
- Fill in Appendix 5: Student/Parent Reporting Sheet

6. Guidelines for Parents

It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships you may well learn of disagreements or difficulties.

Watch for signs of stress or distress in your child. These signs of stress vary with individuals, but may include:

- An unwillingness to attend school,
- onset of headaches,
- stomach aches or bruising,
- toys or equipment going missing,
- requests for extra pocket money,
- damaged clothing or books.

There are many reasons why your child may be unsettled in school, bullying is always a possibility.

If you suspect your child may be exhibiting bullying behaviour, inform the **school** immediately and request an interview with the Principal, social worker or a member of staff who can deal with your concern. The school will assist in devising strategies to provide your child with support both inside and outside school.

If you suspect that your child is a bully, it is recommended that you contact the school immediately and arrange for a discussion.

7. References

Brock, S. E. (2002). Crisis theory: A foundation for the comprehensive crisis prevention and intervention team. Best practices in school crisis prevention and intervention, 5-17.

John Paul II. (1994). Catechism of the Catholic Church. Urbi Et Orbi Communications. (CCC 1994)
Catholic Education Commission of Western Australia Policy, Harassment in School, 1998, (CECWA, 1998)

Catholic Education Commission of Western Australia, Framework for the Development of Pastoral Care in Catholic Schools (2007)

Catholic Education Commission of Western Australia Policy 2-D6 (CECWA, 2010). Dealing with Bullying, Harassment, Aggression and Violence (Students), Version 3, 2010.

Code of Ethical Conduct. Catholic Education Commission of Western Australia

Department of Education of Western Australia Student Behaviour Procedures, 2016, (Dept Ed, 2016),

Everly, G. S., Flannery, R. B., & Mitchell, J. T. (2000). Critical incident stress management (CISM): A review of the literature. Aggression and Violent Behaviour, 5(1), 23-40.

Mandate of the Catholic Education Commission of Western Australia 2009-2015 (Mandate, para 1,3 and 6). Hickey, B. J., Bianchini, J., Saunders, C., Holohan, G. J., & Sproxton, D. (2009).

National Safe Schools Framework 2016. (NSSF, 2016) Retrieved from https://www.education.gov.au/national-safe-schools-framework-0

Occupational Safety and Health Act 1984 Szasz, A. (1984). Industrial Resistance to Occupational Safety and Health Legislation: 1971–1981. Social Problems, 32(2), 103-116

School Curriculum and Standards Authority K-10 Outline: Personal and Social Capability (2014). Retrieved fromhttp://k10outline.scsa.wa.edu.au/home/p-10-curriculum/general-capabilities-over/personal-and-social-capability/introduction

Rigby, K (2001). Stop the Bullying. A Handbook for Schools. ACER, Australia
Sacred Heart Primary School Information and Communication Technology use by students, (2015)

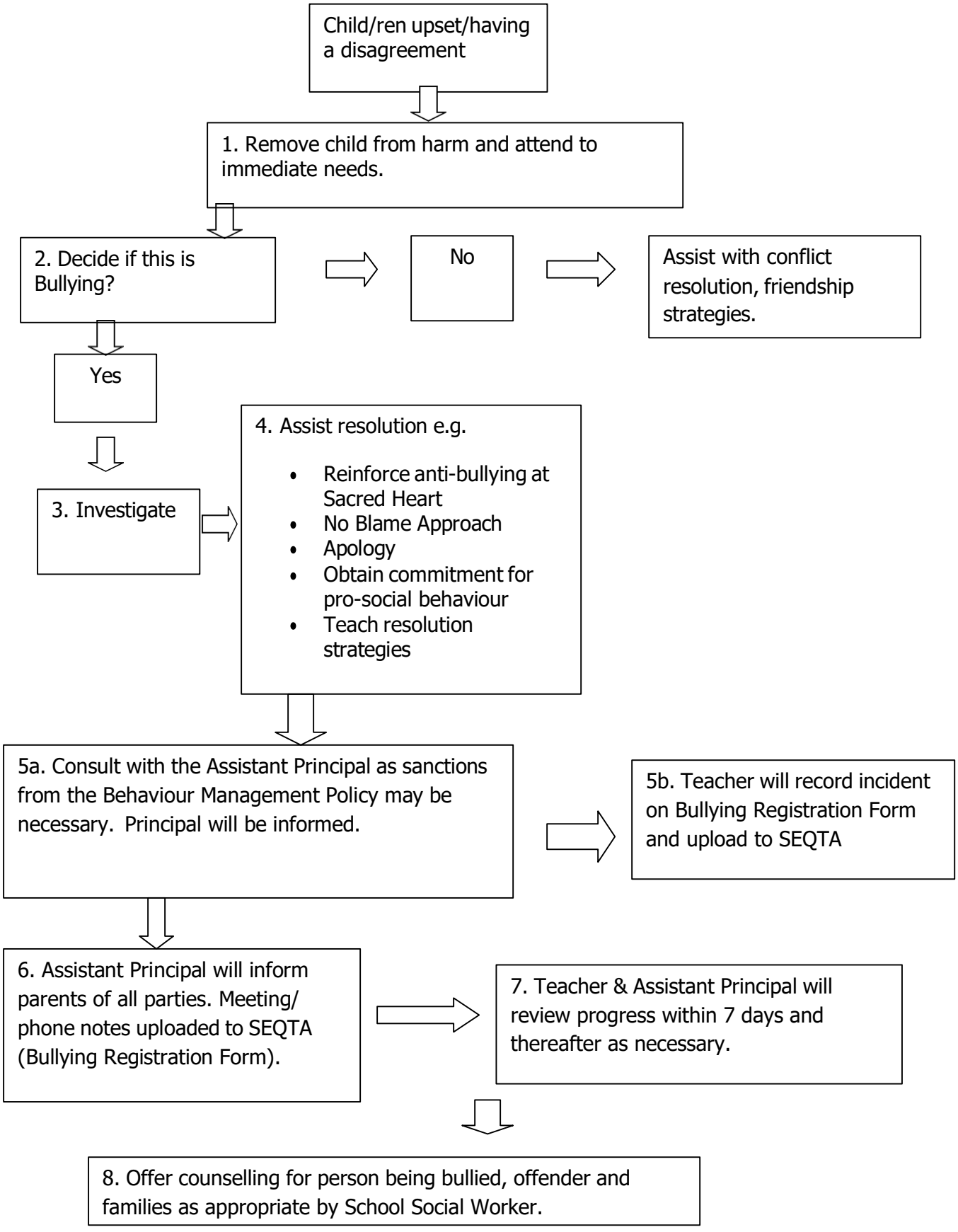
8. Review History

2006 - Revised
2008 - Revised
2012 - Revised
2016 - 2017 - Reviewing and Revising
2020 – Future review

9. Next Review

This policy will be monitored and regularly reviewed to meet the needs of the NSSF, the Catholic Education Commission and the whole school community of Sacred Heart. This policy was rewritten in 2016 and promoted to the Sacred Heart community but will be continually reviewed and if need be updated immediately after any incident that raises issues in respect to policy and practice.

APPENDIX 1: Bullying Procedures Flow Chart



APPENDIX 2: Using the 'No Blame Approach'

Use the following type of script to help the bullies resolve the pain that others may be going through. Deal with the bullies one by one. Deal with the 'least bully' last.

The Individual Chat Method

Stage 1 Thanks for Coming.
Explain why the student is there. "We need your assistance in solving some concerns. You are not in trouble". Work with the students on a one to one basis.

Stage 2 What's been happening
I hear that _____has been having a hard time recently. Can you tell me anything about it?' Then focus responses by asking, "What have you done?" (Be a broken record on this point).

- Let the student talk
- Avoid closed questions
- Do not question if they complain about the person being bullied. Bring them back to 'what have you done?' When the whole process is complete, then you may ask what the person being bullied has done.

Stage 3 Bad
'So it sounds as if _____is having a hard time of it. How do you think _____feels?

- As soon as the bully acknowledges these emotions, move to Stage 4.
- If the bully says, "it's his/her fault, accept the statement but still point out that this person is having a hard time of it.

Stage 4 Make it Better
'I agree?" What do you think you could do to help make _____situation better?" OR 'I was wondering what you could do to help improve_____situation?"

- Accept their positive suggestions.
- Negative suggestions – ask 'How will this improve _____situation?'
- Do not bargain or question.
- Do not discuss how.
- If you think that the suggestions do not cover critical behaviours, prompt the bully by saying, 'what do you think you could do about …(those behaviours)?
- If the bully can't think of ways for helping, you may suggest an idea. Say, 'I have an idea. Would you like to hear it?' Try to give several. Allow the student to choose the one they are most comfortable with.

Stage 5 Review
'Thanks for talking with me today and making these suggestions to make _____life easier. How about we meet again in a week's time, for two minutes, to see if things are better". (Arrange specific time and place).

This interview should not be longer than seven minutes long. Complete the "Reporting of a Bullying Incident by Teacher's Form" as soon as you can after this session.

In a week's time, review with the person being bullied first, then the perpetrators. If there are still concerns go through the process again (one more time only) and get the perpetrators' revised suggestions.

APPENDIX 3: NOTIFICATION OF BULLYING INCIDENT

Date: _____

THORNLIE
SACRED HEART SCHOOL

Dear Parents,

This letter is to inform you that your child _____ has been involved in a bullying incident on _____(date). Your child was:
□ engaged in bullying behaviour
□ the target of bullying behaviour
□ a bystander to bullying behaviour

The school's philosophy in regard to any bullying incident is that of consultation with all parties involved, that all parties are responsible for improving their peer relationships, and solutions and commitments are made to resolve this situation.

The matter has been acted upon and all children involved will be monitored over the coming week. I will speak with all of the children involved as to how they feel the situation has progressed.

On this occasion, behavioural consequences have/have not been applied. This letter is not intended to result in punishment at home. It is for your information and may be useful in discussing better choices that your child may follow in future. We would appreciate your support and consultation with the school. Please contact me via the school office.

Yours sincerely,

_____
Teacher monitoring the situation
✂----------
-

Please return this reply slip to _____(above named).

To: _____
I have discussed this incident of bullying with my child.

Parent Name: _____

Signed: _____

Date: _____

APPENDIX 4: REPORTING OF A BULLYING INCIDENT BY TEACHERS
(REGISTER OF A BULLYING INCIDENT)

Student's Name:_____

Date of Incident:_____ **Time of Incident:**_____

Reporting Person:

☐ A bystander ☐ Person Being bullied ☐ Involved but not main perpetrator
☐ Parent ☐ Staff Member ☐ Other_____

Place incident occurred:

☐ Class ☐ Playground ☐ Toilets ☐ Other_____

Physical Behaviour:

☐ Hitting ☐ Punching ☐ Kicking ☐ Shoving
☐ Spitting ☐ Biting ☐ Tripping ☐ Other_____

Verbal Behaviour:

☐ Exclusion ☐ Put downs ☐ Threats ☐ Sexist/Racist
☐ Insults ☐ Rumors/lies ☐ Teasing ☐ Other_____

Damage to School/Personal Property:
Describe:_____

_____

_____

_____

Students Involved: Person being bullied, Person with bullying behaviour, bystanders, witness

_____

_____

_____

_____

What happened?

_____

_____

_____

_____

_____

_____

_____

_____

Injury:

☐ Nil ☐ Graze/bruise ☐ Laceration ☐ Distress
☐ Other_____

Action Taken:

☐ Shared Concern Approach ☐ Taught Strategies
☐ Commitment to stop negative behaviour ☐ Stated anti-bullying position of the school

Comments:

_____
_____
_____
_____
_____
_____
_____
_____

People Notified:

☐ Class Teacher ☐ Parent ☐ Social Worker ☐ Assist. Principal
☐ Principal ☐ Other_____

Review Date:_____

Follow Up Action: Review With:

☐ Person being bullied ☐ Person with bullying behaviour ☐ Bystanders

Outcome: ***The bullying***

☐ Stopped ☐ Is Reduced ☐ Is ongoing ☐ Referred for further action

Comments:

_____
_____
_____
_____
_____
_____
_____
_____

Recorder:_____ **Date:**_____

*Upload to SEQTA. Add to as progress is made through the anti-bullying procedure.

APPENDIX 5: STUDENT/PARENT REPORTING SHEET

Student's Name:_____ Class:_____ Date:_____

This form can be filled out by anyone who is being bullied or a bystander who wishes to help stop bullying. The information will be kept private.

Please fill in the information below and a staff member will make a time to talk to you.

1. What type of bullying is happening? (e.g. name calling, leaving out of group)

2. How many people are doing this? What are their names?

3. How long has this been happening?

4. How do you feel about the bullying/teasing?

5. What have you tried to do to solve this?

6. Have you told anyone about this problem?

- Take this to the front office or hand it to a teacher you trust.
- Do not tell the people who are bullying about this.
- We are concerned and want to help stop this, so someone from the school will speak to you very soon.

Thank You

APPENDIX 7: RESTORATIVE PRACTICES

Restorative Questions

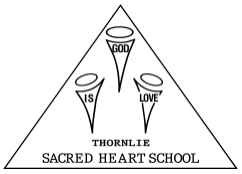
To respond to challenging behavior…

- **What happened?**
- **What were you thinking 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?**

To help those harmed by other's actions…

- **What did you think when you realized 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?**

APPENDIX 8: DETENTION REFLECTION NOTE



REFLECTION JOURNAL

Student name: _____ Date: _____

This is the rule I broke:

_____

_____

_____

_____

My choice to break this rule affected others by…

_____

_____

_____

This is what I could have done instead:

_____

_____

_____

_____

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Parent's Comment:

_____

_____

_____

_____

APPENDIX 10: NOTICE OF DETENTION / IN-SCHOOL SUSPENSION

Email sent to parents including:

- School rule broken
- Date of detention/suspension
- Logistics of how the detention/suspension will occur, including arrangement for break times
- Meeting regarding review of student's behaviour

Email to be saved to SEQTA

APPENDIX 11: HOW TO TALK ASSERTIVELY

How to Talk Assertively

The key to assertiveness is clear, open and honest discussion that does not blame, ridicule or put other people down. A way of saying things in an assertive way is to use the following formula:

1. "I feel.. "

eg. hurt, embarrassed, angry etc. This must be what you *feel,* not what you *think.*

2. "When you... "

eg. ignore me, call me stupid, don't help out etc.

3. "Because... "

eg. I am only human and make mistakes, it seems like you take advantage of me, I don't know what is going on etc.

4. "I would like / Let's / How can we resolve this?..."

Eg. To talk to you about it, if you didn't keep treating me that way, I want to be supported in my decisions etc.

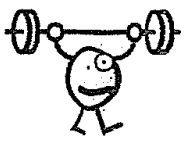
5. "What do you think?"

Coping With Others

So you try being assertive. All is going well until someone comes along and all of a sudden you are faced with... Put down! Criticism! Disagreements!! How do you stop people treating you this way? Well the answer is, you can't! You cannot change someone else. Here are some tips to protect and look after yourself when assertiveness doesn't work.

Coping with put-downs:

- Remember that just because someone says something, it doesn't make it true and you don't have to believe it.
- Put a stop to the put-down as soon as possible.
- Choose to leave the situation.
- Try to avoid hanging out with that person



APPENDIX 12: DEFINITIONS

The following definitions inform this policy

Behaviour - A student learned actions, identified in a school's Code of Conduct, that contributes to the student's growth and development and the school's good order and proper management (Dept of Ed, 2016).

Behaviour Support - The educational support a student receives from the school in order to learn and maintain identified behaviour (Dept of Ed, 2016).

Bullying – Bullying is when, over a period of time, an individual or a group intentionally harm another person. Bullying can be characterised as: causing distress, not only at the time of the attack but also by the threat of future attacks; and, an imbalance of power (that is inappropriate and where there is an intention to hurt), (CECWA, 2010).
Within the wider context, due to the effect on the safety and health of employees and others at the workplace, bullying is unlawful under the Occupational Safety and Health Act 1984 and where bullying involves assault or threat of assault, it may be referred to the police for investigation and resolution (Code of Conduct, 2016).

Bullying may be
Verbal – name-calling, put-downs, threats (spoken, written, electronic or cyber which may also apply to the following points), (CECWA, 2010).
Physical – hitting, tripping, punching, throwing objects, stealing, spitting, poking, kicking throwing objects on (Sacred Heart Behaviour Policy, 2010).
Social – ignoring, hiding, ostracizing, sending nasty notes (Sacred Heart Behaviour Policy, 2010).
Psychological - stalking, threatening looks, spreading rumours, damaging possessions, manipulation (CECWA, 2010), stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on (Sacred Heart Behaviour Policy, 2010).

Bullying may be overt or covert:
Overt Bullying - may include, but is not limited to:
- the use of abusive, insulting or offensive language
- behaviour or language that frightens, humiliates, belittles or degrades, including criticism, that is delivered via yells and screams
- derogatory comments about a person's appearance, lifestyle or their family
- teasing or repeatedly making a person the brunt of pranks or practical jokes
- deliberate attempts to isolate a worker(s) from others
- spreading destructive gossip and rumours about a person(s)
- physical assault or threats

Covert Bullying - may include, but is not limited to:
- setting unreasonable timelines for task completion or constantly changing deadlines
- constantly setting tasks that are below or beyond a person's skill level
- ignoring or isolating a person
- deliberately denying access to information, consultation or resources required for task completion

Bullying can take place in the classroom, playground, Cyber Bullying through technology, out-of-school environments.

Harassment – is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. (CECWA, 1998). Harassment can be seen as one form of bullying.

Intimidation - is when someone uses words, actions or threats to make another feel scared or unsafe.

Bullying and harassment are often thought of separately; however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status. (Bullying. No Way! website cited in the NSSF, 2003).

Consequences - something that happens as a result of a particular action or set of conditions. To accept responsibility for one choice of behaviour or actions taken.

Crisis - Events that cause severe emotional and social distress that may occur at any time and without warning. Brock (2002) defines crises as 'Sudden, uncontrollable and extremely negative events that have the potential to impact an entire school community'. Flannery and Everly (2000) describe a crisis as a response condition and the precipitating event, the stimulus, as a critical incident. Such occurrences have previously been called Traumatic Incidents, Critical Incidents, Crises, Disasters and Emergencies.

Discrimination – Unlawful discrimination means treating one person less favourably than another, in the same or similar circumstances, on any of the grounds detailed in the Equal Opportunity Act 1984 (WA). These include: age, religion, disability, sex / gender, gender reassignment, pregnancy, marital status, political conviction, impairment, family responsibility or status.

Discrimination may be direct or indirect as follows :

> **Direct discrimination** - occurs when a person receives less favourable treatment by comparison to another person in the same or similar circumstances as themselves on any of the grounds covered by anti-discrimination legislation. This includes discrimination that applies because of a characteristic that applies, or is assumed to apply, to the group to which that person belongs.
>
> **Indirect discrimination** - occurs when any rule, policy or practice is implemented that is not reasonable in the circumstances and which may, in effect, have a negative impact on a particular person or group of people.

Parents, Guardians, Caregivers - a person or persons who at law have responsibility for the care, welfare and development of the child, whether long term or day to day. (Dept of Ed, 2016)
The term 'Caregiver' will be used throughout this policy

Student - A child who is enrolled at Sacred Heart

Sacred Heart's Code of Conduct - Sacred Heart's code of conduct describes the behaviours that students are expected to learn, maintain and conduct ourselves (Dept Ed, 2016). Sacred Heart's code of Conduct describes the minimum standards of conduct in all behaviour and decision-making to ensure the safety and well-being of students (Catholic Code of Conduct, 2016)

Violence – Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind. (Rigby, cited in the NSSF, 2003).

Victimisation – Victimisation, which is unlawful under State legislation, is defined as any

unfavourable treatment or threat of unfavourable treatment of a person because they have made, intend to make or have been involved in levelling a complaint of harassment or discrimination against a colleague.

Whole School Community – Encompasses the entire staff, including Principal, Assistant Principal, teachers, specialists, relief teachers, administration, parents/caregivers, students, volunteers and visitors.