Forrestdale Primary School

Behaviour Management & Preventing and Managing Bullying Policy

This policy will be monitored by school staff each term and reviewed annually.

Policy Reviewed: August 2022

Contents

Summary of Managing Student Behaviour Plan

Forrestdale Primary School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment which is safe and inclusive.

Forrestdale Primary School will offer an environment which provides supportive and positive learning experiences, whilst maintaining equal access to opportunities for all students to achieve their potential in all aspects of their education. To achieve this purpose our Behaviour Management Approach aims to maximise student time in appropriate learning environments that support their needs and reinforce acceptable social behaviour.

This is summarised in the following key statements based on building effective relationships by engaging in our FPS values: Respect, Responsibility and Resilience.

- Respect for self, others, and the environment
- Respect for self
- Resilience

Managing Student Behaviour

The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

Main Aims:

1. Students choose to behave in accordance with the student code of conduct.
2. Students will maintain their 'Good Standing' and accept responsibility for their behaviour.
3. Staff and students will resolve conflicts effectively (using win-win strategies).
4. Staff and students will communicate positively with each other.
5. Staff and students will feel valued.
6. Staff and students will feel safe and secure.
7. Staff and students will co-operate and support each other.
8. All behaviours in the school will be consistent with the values and policy.
9. Individual student behaviour support will be given where the need is identified (refer to SAER policy).

Responsibilities and Rights of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	• are safe and supported in the school environment. • are included. • are treated with respect.	• participate and contribute to school positive behaviour programs. • build positive relationships. • demonstrate respect and tolerance towards others.
School leadership	• is supported in developing the school's plan to prevent and effectively manage bullying. • is supported in implementing the strategies and programs under the school's plan.	• provides leadership in resourcing the school's plan. • ensures the school community is informed of the plan. • implements the plan. • supports staff to implement the strategies and programs under the plan.
Staff	• are treated with respect. • feel safe and supported in the workplace. • are informed of the school's plan on managing behavior and preventing and managing bullying. • have access to professional learning in preventing and effectively managing bullying. • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning).	• promote 'good standing' at FPS. • promote and model positive relationships. • participate in developing and reviewing the 'Behaviour Management & preventing and Managing Bullying' school policy. • identify and respond to bullying incidents. • deliver strategies and programs to students in responding to bullying effectively. • promote effective bystander behaviour. • promote social problem-solving. • use appropriate terminology when referring to bullying and the students involved.
Students	• have the right to learn, be respected and be safe at FPS. • have access to curriculum that supports the building of resiliency and social skills. • are informed of the school's policy on behavior management and preventing and managing bullying. • are provided with supports to stop bullying.	• adhere to 'good standing' at FPS. • understand and value the concepts of inclusion and tolerance. • identify and respond effectively to bullying. • are aware of themselves as bystanders. • seek help for themselves and others as needed.
Parents	• are treated with respect. • are confident their children are provided with a safe and supportive school environment. • are provided with access to information on the prevention and management of bullying. • are informed of the school's plan and opportunities to participate.	• support 'good standing' at FPS. • support and encourage children to treat others with respect and tolerance. • act in accordance with the school plan if they observe/ know about bullying. • encourage children to report bullying incidents. • work effectively with the school in responding to bullying.
Wider community	• are strategically included in prevention and bullying management.	• provide support and input into the school's approach to preventing and managing bullying.

Student Code of Conduct

1. We will show respect for all students, adults, and the environment at school.
2. We will be responsible in the classroom and playground.
3. We show resilience.

Forrestdale PS Behaviour Expectations

	Always	Learning Time	Break time
Respectful	• We listen to and follow instructions from staff. • We always use manners. (please, thank you, excuse me) • We speak calmly with care and compassion. • We are inclusive and accepting of others. • We move around the school in a sensible manner. • We take care of personal and school property.	• We follow the expectations of the Learning areas. • We consider others learning. • We gain attention of others appropriately. • We wait patiently. • We ask permission to borrow belongings. • We keep hands, feet and objects to ourselves.	• We line up sensibly when required. • We show good friendship by inviting others to sit or play with us. • We place our rubbish in the bin. • We return all sport equipment. • We share and pack away items we were using.
Responsible	• We follow all school procedures. • We set a good example for others to follow. • We follow the school dress code. • We help and encourage others. • We make responsible decisions. • We tell the truth. • We attend school regularly.	• We are responsible for our own learning. • We prepare and organise ourselves for learning. • We keep our learning areas tidy. • We complete our work on time. • We try our very best. • We wear a pass if leaving the classroom. • We actively participate in all activities. • We strive to understand the expectations of each lesson. • We use computers and iPads appropriately.	• We check our hands are clean before eating. • We follow SunSmart practices. • We walk on concrete. • We help others if they are hurt or upset. • We leave the play area on the first siren. • We go to the toilet and get a drink before going back to class. • We make healthy eating choices.
Resilient	• We show pride in what we do. • We cooperate, support and encourage others. • We ask for help if we need it. • We discuss our problems with a staff member. • We continue to try. • We persevere and never give up. • We bounce back.	• We communicate appropriately to others. • We accept and learn from feedback. • We work towards our goals. • We solve problems	• We look for the duty person when needed. • We agree on the rules when starting a game. • We avoid conflict by walking away.

Strategies to Prevent and Manage Negative Behaviour (including bullying)

Forrestdale Primary School engages in a myriad of targeted positive reinforcement strategies with regards to preventing negative behaviour. These processes and strategies include:

Whole School Prevention Strategies: Working Together

- Whole school awareness of Good Standing. All students with Good Standing will engage in a whole school 10-minute play-based reward every second Friday – even weeks (or Thursday when Friday is a public holiday) Good Standing is celebrated!

- Positive approach to '1,2,3 Magic'. Consult with your class that by saying 1, you are being positive and trusting that the student can self-regulate and change their behaviour. Use a dialogue that builds the best and most positive relationship with diverse students. Give a 30 second take up time before saying '2'. Let them know that if/when you get to '3' then they have asked for you to take control of their behaviour. Remove any power struggle. This should be a sincere approach to support self-regulation.

- Whole school approach to using consistent language for calming strategies using the Zones of Regulation.

- Whole school approach to the explicit and implicit teaching of the 'Zones of Regulation' program, to develop resiliency, both during Health lessons and incidentally throughout each day, for the prevention of negative behaviours and the reinforcement for positive and resilient behaviours.

- Whole school approach to classroom level positive reinforcement strategies, that encompass praise, class rewards and a consistent focus on acknowledging desirable behaviours in the school.

- Whole school playground prevention and positive reinforcement strategies based on Faction tokens being rewarded to students with respectful, responsible, resilient and safe behaviours. Faction token draw to be visible at each Mini Muster with points attributing to our three factions.

- Targeted intervention strategies, inclusive of positive behaviour educative and supportive individual behaviour plans where/if necessary.

- Encourage and support help-seeking and effective bystander behaviour.

- Collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students.

- Behaviour Management & Preventing and Managing Bullying Policy to be accessible for all stakeholders via the FPS webpage. Print copies to be available upon request.

- Teachers model fair, active, trusting relationships within the whole school community.

- Student Services Team and Chaplaincy, to support teachers, students, and parents.

- Provision of professional learning for staff and parents in Behaviour Management & Preventing and Managing Bullying.

Managing Minor and Medium Negative Student Behaviour

Forrestdale has an approach to managing student behaviour that aligns with our school culture and vision.

Minor negative behaviours in the classroom include interruptions and disruptions to the teaching and learning in the classroom.

Examples include (but are not exhaustive of): calling out, fiddling with inappropriate objects, choosing to not follow teacher instructions, breaching the Use of Mobile Phones and Smart Devices Policy.

Classroom: Minor and Medium Negative Behaviours:

If a student demonstrates behaviour that does not align with our culture and vision, the following steps have been identified as demonstrating misconduct against our school values.

Staff will manage negative student behaviour within classrooms using the following steps:

1. Classroom Management Strategies (Low-Key Techniques - Appendix 5)

2. Class Reminder (1-2 reminders using positive language that remind the students that they can self-regulate and make green choices)

3. Think Spot system – this spot is the choice of the classroom teacher, (however, it is not the red dot outside the staff room – these are detention/loss of GS spaces). As a result of a student not modifying their behaviour after the two reminders students are to complete a Think Sheet. All 'Think Sheet' behaviours must be updated in Integris and copied to the S:Drive.

4. NB: repetitive minor and medium negative behaviours

Playground Minor and Medium Negative Behaviours:

Minor and medium negative behaviours in the playground are behaviours that do not follow our school code of conduct, to be safe and respectful.

- Examples of minor playground include (but are not exhaustive of): not wearing an appropriate hat, running on paved areas, littering, playing after the siren.

- Examples of medium negative behaviours include (but are not exhaustive of): Swearing, rough play, low level exclusion, playing in wrong areas, or leaving eating areas without teacher approval, breaching the Use of Mobile Phones and Smart Devices Policy.

Staff will manage minor and/or medium student behaviour within the playground using the following steps:

1. Verbal redirection (i.e. if not wearing a hat, the student will be redirected to a shady area).

2. If minor behaviours are habitual, the duty teacher will record the behaviour in the playground file and communicate this with the classroom teacher.

3. Duty teacher to follow up with the student verbally, and/or provide a 5 minute sit out.

4. For medium negative behaviours in the playground – the duty teacher is to complete an orange negative behaviour slip and provide this to the classroom teacher.

5. Classroom teacher is to monitor Negative Behaviours in the Playground alongside Negative Behaviours in the Classroom.

6. If medium negative behaviours in the playground are habitual, i.e. up to 3 'Duty – negative behaviour slips' have been received for a student – they will need to complete a Think Sheet. If a student has filled out a Think Sheet, there behaviour must be recorded in Integris and copied to the S:Drive

7. For repeated minor and/or medium negative behaviours, teachers are to address students at an educative level for individuals/groups or whole classes, consulting the list of resources in this policy.

NB: Administration notification & support.

Administration must be notified with the intention to offer support to teachers with:

*   provision of educative approaches (i.e. FSP) and with consequences (i.e. detention).
*   Students who are on a Behaviour Management Plan or Behaviour Contract.

Managing Severe Negative Student Behaviour – Classroom & Playground

Serious negative behaviours in the classroom and/or in the playground include (but are not exhaustive of): Severe bullying and/or verbal/physical assaults, intimidation (verbal/physical), wilful damage of property, leaving school grounds, theft, non-compliance or repeated refusal to follow teacher instructions.

If a student demonstrates severe negative behaviour, staff will manage student behaviour using the following steps:

1. Teachers to gain Administrative support using the purple card. In the case of urgency, a red card can be sent to Administration.

2. Teacher to document what happened, from an appropriate range of witnesses, and communicate with Administration.

3. Administration to discuss/verify the incident/behaviour with an appropriate range of witnesses.

4. Severe negative student behaviour will require a 'Think Sheet' and will result in immediate loss of 'Good Standing', hence loss of the upcoming 10-minute play-based reward. This may also impact the student's privilege to engage in upcoming school events.

5. Administration to develop a Good Standing contract allowing students to earn their Good Standing back, in time to engage in the following 10-minute play-based reward and/or any upcoming school events.

6. Administration to contact and notify parents.

7. Administration to record severe negative incidents on Integris and copy to the S:Drive.

8. Administration to consider severity and align appropriate consequence, i.e. detention or in/out of school suspension

9. Administration to support the classroom teacher to consider, create, review and/or modify a documented behaviour plan based on an educative approach, with the parent, Administration and/or Learning Support Coordinator.

10. Plan to be implemented, monitored and reviewed.

11. If severe behaviour is suspected as bullying, refer to the Preventing and Managing Bullying section of this policy.

12. **Good Standing** may be earned back. The Teacher, Caretaker, Student and Administration must agree on a Good Standing Behaviour Contract for this student to earn their good standing back.

13. Regular loss of Good Standing will require a referral to the Student Services Team, who will support the implementation of an Individual Behaviour Plan, consulting with caretakers, the teacher and the student.

Ongoing planning, monitoring and review of the Forrestdale Primary School's processes, strategies and programs will ensure our effectiveness in preventing and managing negative behaviour.

Preventing and Managing Bullying

Negative behaviours, such as bullying, are learnt behaviours which are unacceptable, and can be successfully changed.

Definitions

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.[1]

Confirming if behaviours were intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual immaterial of the determination of intent.

Bullying involves:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

- **Emotional/Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.

- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

- **Bystanders:** Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Terminology

In alignment with the Department of Education, Forrestdale Primary School promotes the use of affirmative language that supports the values of the National Safe Schools Framework 2011 and Western Australian Curriculum (i.e. Civic and Citizenship curriculum).

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

Preventative whole-school classroom strategies

- Encourage and support help-seeking and effective bystander behaviour.
- Facilitate social problem-solving approaches to resolve peer-based conflicts.

Continue with whole school Friendly Schools Plus curriculum, which starts from the early years onwards and includes:
o understanding what behaviours constitute bullying.
o understanding the impact of bullying.
o the development of effective bystander behaviour.
o the development of positive social problem-solving skills.
o understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

Playground strategies

- Highly visible and an active approach to playground supervision.
- Identification of, and supervision adjustments to, high-risk situations and settings.
- offer a range of organised activities during break times that encourage positive peer relations and networks.
- provision of developmentally appropriate unstructured playground activities and equipment for all students.
- recognition and reinforcement of positive playground and pro-social behaviour.
- whole-school processes for responding to playground problem behaviours (refer to managing student behaviour).

Plan, monitor and review progress

At FPS we assess the effectiveness of the structures, strategies, and programs we have in place to address bullying. These include:
o setting a timeline for review and updating.
o using appropriate assessment tools to measure current bullying issues i.e., 'Managing of Bullying Incidents Record Form' to be used by parents and/or staff.
o gaining input from all key sectors of the school community.
o using existing data to monitor changes and make changes over time (longitudinal measures).
o reviewing available resources (including human resources) to ensure accessibility and suitability to the strategies and programs being implemented.
o communicating any changes to the whole-school community.

Targeted Early intervention strategies

At Forrestdale Primary School we identify and respond to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

Targeted early intervention strategies include:

- raising awareness of specific forms of bullying, such as cyber-bullying and racism, and planning educative programs.
- identifying and targeting early signs of problematic peer relationship issues within the school community.
- identifying individuals and groups at risk that require targeted programs.
- teaching effective bystander behaviour to targeted groups or for specific situations.
- teaching pro-social behaviour to identified students and groups.
- providing high supervision areas for students with higher support needs.
- providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines).
- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour.
- promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Intervention for and Management of Bullying Incidents

At Forrestdale Primary School, we provide clearly articulated procedures for responding to incidents of bullying:

- staff are provided with the support and training to confidently manage bullying situations as they occur.
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying.
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents.
- there are processes for recording and monitoring bullying incidents and interventions.
- students are provided with supports to promote recovery and resilience.
- case management of students, who are involved in persistent bullying, is implemented through liaison with the FPS Student Services Team.

Intervention approaches include:

- the *Method of Shared Concern*.
- *Group Support Approach* (formerly referred to as the *No Blame Approach*).
- social problem-solving approaches.
- community conferences.
- small group and individual conferences.
- motivational interviewing.
- cooperation circles.
- *Bullying First-Aid* - teacher response/interview.
- *Co-LATE Model* - teacher interview process from *Friendly Schools Plus.*

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in

resolving the problem. The use of sanctions as the first strategy may result in retaliation against those who reported or the bullied student.

Further information on these approaches can be accessed through School Psychology Services.

Resources

The following websites represent resources that have informed the Forrestdale Primary School's planning of whole-school prevention and management approaches.

- acara.edu.au – *The Australian Curriculum*; Australian Curriculum, Assessment and Reporting Authority (2011)
- agca.com.au – Australian Guidance and Counselling Association
- bullyingnoway.com.au - *Safe and Supportive School Communities (SSSC) Project*; Queensland Department of Education, Training and Employment on behalf of the Australian Education Authorities (2013)
- Classroom Management - A thinking and Caring Approach by Barrie Bennett and Peter Smilanich
- det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/portal – Behaviour and Wellbeing: DOE
- det.wa.edu.au/education/cmis/eval/curriculum/ict/ - *Managing Student Safety Online*; Department of Education (2013)
- www.esafety.gov.au - Online safety | eSafety Commissioner
- friendlyschools.com.au – *Friendly Schools Plus (2012)*; Child Health Promotion, Research Centre, Edith Cowen University
- Let's Take a Stand Together – Minister's Statement on School Violence 2018
- mceecdya.edu.au – for the *Melbourne Declaration on Educational Goals for Young Australians (2008)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs
- mindmatters.edu.au – *Mind Matters Plus*; Australian Government Department of Health and Aging; Commonwealth of Australia
- pbis.org – Positive Behaviours Interventions and Supports
- protectivebehaviourswa.org.au/ Protective Behaviours
- safeschools.deewr.gov.au – *National Safe Schools Framework (2011)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs. Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2012)
- safe4kids.com.au – Safe4Kids
- MindUP | Social-Emotional Learning (SEL) Program for Children
- safeschoolshub.edu.au – Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2013)
- thinkuknow.org.au – *ThinkUKnow Internet Safety Program*; UK Child Exploitation and Online Protection (CEOP) Centre. ThinkUKnow Australia developed by the Australian Federal Police (AFP) and Microsoft Australia
- zonesofregulation.com/index.html - Zones of Regulation: A framework to foster self-regulation and emotional control, Leah Kuypers

Forrestdale Primary School Lesson Policy

The staff, parents and students at Forrestdale PS are committed to achieving the maximum possible education outcomes. This policy has been written to ensure that any potential blockers or impeders to this process are addressed. This policy clearly states what each party will do and how any interruptions to the normal teaching and learning program will be dealt with.

Staff will:
- Be prompt and ready to meet the class.
- Be prepared with lesson plans and programs.
- Have gathered all necessary resources, prior to commencement of lesson.
- Have prepared work for the entire class, suitable for all the levels of development.
- Prepare work that is challenging and will engage the student in their own learning process.
- Gauge the levels of participation of the students.

Students will:
- Be prompt to class and lined up prior to the start of the lesson.
- Be prepared with all equipment.
- Have completed any homework or readings.
- Remain in class or on location (site) for the entire lesson.
- Commit to making up all lost time in the education process.

Possible interruptions to learning programs:
- Being late to class.
- Toilet visits.
- Poor work ethic.
- Removed to Think Spot.
- Assigned 5 minutes cool-down time.
- Incomplete homework.
- Not bringing required equipment.

Sanctions:

Staff will initially discuss, with the student, how the actions are impinging upon their learning. A discussion to be had and a plan made to make up the lost time & work will be agreed upon. This can be made up in a number of ways.

- There and then immediately after class (recess or lunch – but NB, students are entitled to their break).
- Recess or lunch in the next week.
- Take work home and complete it there.
- Any other agreed upon course of action.

Classroom Management

A positive environment reduces disruptive behaviour.

1. Classroom Rules

- Involve students in establishing rules (based on school values - respect, responsibility, and resilience).
- Keep rules simple/specific – with a succinct link to the school values.
- Should be visible for all students – displayed as a class chart, and by all staff as role models.

2. Build Positive Relationships

- Develop a rapport inside and outside the classroom with students – be genuine, friendly, invested and interested.
- Model appropriate behaviours e.g., be courteous genuine, firm but fair and consistent.
- Reinforce positive/acceptable behaviour and praise good choices.
- Identify mistakes non-critically, avoid embarrassing the student.
- Treat the students with respect and expect respect in return. This can be conveyed through one's attitude, especially tone of voice and speaking in context.

3. Knowing Students

- Learn names as soon as possible.
- Be aware of specific student characteristics i.e. what approach works best etc.

4. Create a Cohesive Classroom Group

- Encourage a cooperative "team effort."
- Endeavour to give each student a sense of belonging to the group as a whole.

5. Communication

- Be an active listener.
- Give students your individual attention when possible.
- Tune into students' experiences and be sympathetic to their concerns.
- Share a little of your own experiences when appropriate.

6. Before Class

- Be fully prepared with alternative plans if possible.
- Ensure classroom and resources are organised.
- Start fresh for each session i.e., don't carry problems from one lesson to the next.

7. During Class

- Be sure to greet each student individually and in a timely manner.
- Establish routines e.g., attendance checks at beginning of lesson, students line up.
- Use incentives/rewards to motivate (no lollies or sweets).
- Be flexible in your lesson.
- Circulate about and monitor the class regularly.
- Show genuine interest in student work.
- Be prepared to give time after class (if possible) e.g., BMIS issues.
- Ensure respectful practices – i.e., students being responsible for leaving the classroom tidy.

8. After Class

- Ensure BMIS issues are followed up as soon as possible e.g. detention, parent contact and integris data entry.
- Ensure work is marked as quickly as possible.

Positive Incentives

All classrooms have their own incentive programs, which must match whole school incentives. The class reward systems vary depending on the teacher and students and what best suits individual classes.

Some of the strategies which are currently implemented are:

1. **Classroom Rewards**: Staff use stickers, stamps and prizes, etc., to give immediate recognition to students.
2. **Honour Certificates**: Two certificates are issued per class at each assembly.
3. **Class Goals**: Some classes promote cooperation among students by having as their shared goal, a party, an event at the end of the term. NB: excursions or movies should not be a reward at the conclusion of a term, they should be educative and link to learning.
4. **Faction Competition:** Faction tokens are awarded to students demonstrating desirable behaviour, effort and achievement linked to the whole school values of Respect, Responsibility and Resilience in the class and playground. A range of positive consequences goes with receiving faction tokens including a weekly raffle and prizes. The winning faction each term gets an additional 10 mins of play in week 10.
5. **End of Year Awards**: Each class has access to 2 awards at the final assembly of the year, to acknowledge academic and citizenship.
6. **Whole class Admin visit**: A green card is sent to the office if the whole class have exciting work or news to share with Admin.
7. **Good Standing** rewards each fortnight.

Group Support Approach (formally referred to as the 'No Blame Approach).

For the student who is being bullied

When a person talks to you about, either themselves and/or others being teased or bullied, you can help, this person trusts you.

Simply talking about the problem does help.

Listen to the problem when a student and/or parent discloses. Follow the steps in this script:

STAGE 1: What has happened? (How often? What time of the day?)

"What sort of things have been happening to you/them?" **Do not ask why.**

Believe the student has a real problem.

Believe what the student says to you.

Let the student talk about facts (what, where, how, how many...)

Ask open-ended questions that need more than a 'yes/no' answer.

STAGE 2: Eliciting Emotions

"Sounds like you've been having a pretty rough time of it? Or

"How do you feel about what has happened to you?"

- After any responses about feelings, comment on how natural it is to have such emotions in these circumstances.
- Thank the student for sharing the feelings with you.

STAGE 3: Wants

"What would you like to happen to make the situation better for you (to make you feel better)?"

- If the student 'just wants to stop it' move on to Stage 4.
- If the student wants any other outcome (e.g. Punished, told off) discuss the risks and benefits of this and say that the situation must be reported to the Deputy Principal.
- Acknowledge that it is in everyone's interest that the bullying stops.

STAGE 4: Permission

"Let me explain what I can do that may help stop the bullying."

- Go through the procedures in the "Group Support Approach' with the appendix 2 script.
- Then go through possible risks and benefits listed.

"Would you like me to speak to the bullies (or to a teacher) to try to solve this problem?"

- If the victim says "NO", do not carry out this "Group Support Approach".
  Say that you care about the student, and that you may assist if the student changes his/her mind. May consider other options for the student to avoid the people or be more assertive towards bullies.
- If the victim says "YES" then inform the student that you will speak to the bullies, that they are not in trouble, and that it is not dobbing (rather sorting out concerns).
- Ask the student who is being bullied to report to you in a week's time if all is OK, if not OK to report sooner.
- Ask the student who is being bullied to list the bullies and ask who s/he is most worried about? Rank the list.

Group Support Approach (formally referred to as the 'No Blame Approach).

For the students who are bullying

The Individual Chat – when talking with a group of students, talk to the student who is showing 'bullying behaviours' last:

STAGE 1: Thanks for coming

Explain why the student is there.

"We need your assistance to solve 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 bad time recently. Can you tell me anything about it?"

Then focus responses by asking: *"What have you done?"*(Be a broken record at this point)

Let the student talk.

Avoid closed questions.

Do not question if they complain about the victim. Bring them back to *"What have you done?"*

When the whole process is complete you may ask what the victim has done.

STAGE 3: Bad Time

"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

"What do you think you could do to help make _____'s situation better?"

"I was wondering what you could do to help improve _____'s situation."

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

STAGE 5: Review

"Thanks for talking with me today and making these suggestions to make _____'s life easier. How about we meet again in a week's time, for two minutes, to see if things are better."

- Arrange a specific time and place.

Complete a summary review as soon as possible after this session.

FOLLOW UP: In a week's time review with the student who is being bullied and the students who are bullying. If there are still concerns, go through the process again (once more only) and get the students who are bullying to revise suggestions.

NB: Confirming if behaviours were intentional is not required to implement the strategies for responding effectively. Behaviour management steps must be carried through.

CO-LATE Model

CHPRC research that schools report finding the Co-LATE model helpful when talking to students about personal issues, including relationship difficulties and bullying behaviour. The model is simple and can be used by all school staff, regardless of their role in the school. The Co-LATE model is based on the work of Michael Tunnecliffe and comprises five steps:

COnfidentiality

Listen

Acknowledge concerns

Talk about the options

End with encouragement

Confidentiality

Students involved in CHPRC research express concern that school staff will discuss their interactions with other staff members. To address this, school staff can be clear with students about when they may need to talk to other adults about the content of their conversation (for example, duty of disclosure). If staff need to consult other staff about student interactions, it is important to do so in a confidential location (not by the photocopier), and with the permission of the student concerned. In addition, the location of student health and wellbeing services at the school can impact on the likelihood of student access. Locating these services in areas used by students for a variety of purposes (for example, with year coordinators) means that students can access them, without other students knowing which service they are attending.

Listen

Students involved in CHPRC research acknowledge the importance of good listening skills. Active listening enables school staff to confirm they have understood the details of the conversation accurately, as well as demonstrate to students they have been paying attention to them. Avoiding behaviours which demonstrate to students that staff do not have time to talk to them can enhance students' confidence in approaching staff. These may include watching the clock, shuffling papers and interrupting students.

Acknowledge concerns

School staff can acknowledge students' concerns, even if they do not agree with them. Acknowledging takes the form of paraphrasing students' concerns and their reaction to the situation. For example, "So you are concerned that if you don't forward the email you have received about Sam, your friends might not want to have you around. I can see how that would upset you a lot." Comments about opportunities to make new friends and dismissing students' concerns are usually ineffective and demonstrate to students you don't understand the situation they are in. Hence, students may discontinue the conversation at this point.

Talk about the options

This step is likely to be most effective when school staff encourage students to identify solutions to their own concerns. This does not mean that staff cannot offer their own suggestions, but solutions suggested by, and endorsed by, students will likely be put into action faster than those suggested by staff. When identifying responses with students, it is important to also discuss the positive and negative consequences of each to enable students to make an informed decision about how to proceed with the situation.

End with encouragement

Ending the conversation with a summary of what was discussed can help students make a decision about how to proceed with their situation. In addition, it provides an opportunity for school staff to give encouragement to the student for deciding to implement their chosen response strategy. While school staff cannot guarantee the outcome of students' actions and that they will resolve the situation, encouragement enables students to feel confident in trying to respond. At this point it may also be helpful to establish a time to have a follow-up meeting with the student, to discuss the effectiveness of implementing their strategy. If no follow-up is required, school staff can reassure students that they can reconnect if the situation is not resolved, or they need more support to take further action.

Critical Thinking Line

The Critical Thinking Line is based on a number line and can be used for many purposes. For younger students the line can be used to help students consider the intensity of their feelings. For example, "You are feeling angry. Look at the Critical Thinking Line and tell me how angry you feel". In class students can think of the things that make them feel most angry and mark these on the line. This allows students to see how others feel and their levels of response to those feelings.

The Critical Thinking Line can also be used when talking to students about bullying. It is best used in conjunction with the Shared Concern method or motivational interviewing as a means to establish, for example, some feelings of empathy for the student being bullied.

The interviewer asks the student to consider how they feel about the person they have been bullying. Then ask the student, on a scale of 1-10, how strong that feeling is. On this scale 1 is low, 10 is high.

For example:

"On a scale of 1 –10 how do you feel about _____?"

Very few students have been found to answer 0. But if this happens ask the student why and continue with the process you are using, either the Shared Concern method or Motivational Interviewing.

A student might say: "He's about a 4".

The interviewer then replies: "Okay about a 4. What was it about that person that made you decide on a 4 rather than a lower score, like a 3?" (At this point you are trying to get the student bullying to identify some positive characteristics about the student being bullied.) For example, the student might reply: "Well he's not the worst kid I ever met". From this point the interviewer can attempt to establish some positive attributes of the bullied student.

The interviewer then asks why the student bullying didn't give the other student a higher score, for instance a 5. At this point the student will usually point out the reasons why this particular student was targeted for bullying. This is an important starting point for discussion relating to the characteristics and feelings of the other person, and how the bullying may be affecting that student.

This method of getting the student to think critically about the person they are bullying helps to develop an awareness of how the bullying situation developed and may provide ideas as to how this problem could be addressed.

Low Key Techniques: Don't Talk - Act

1 Win student over
   - Meet students at the door
   - Demonstrate personal interest
   - Use student names
   - Smile, humour, enthusiasm
   - Politeness

2. Use a signal to begin
   - Develop a signal or routine that means "quiet please"
   - Pause until silence or near silence is attained
   - Make the pause active - scan the room, move among the students.

3. Be on the alert and stop things before they go too far
   - Eye contact - the look
   - A quiet "No," and nothing else
   - Finger motions
   - Use of students' names
   - A shake of the head or the subtle "cough"
   - Model or encourage appropriate behaviour

4. Use proximity.
   - Move about the room while teaching or students are working
   - Move towards the inappropriate student (close proximity)
   - Gently tap the desk and avoid eye contact at this time

5. Target the behaviour not the student.
   - e.g. pushing and shoving in the classroom is unsafe behaviour. Do not embarrass the student.

6. Plan student movement (transitions). "The sequence"
   - When they will move
   - What they will do
   - Who they will work with
   - Signal to move

7. Deal with the 'supporting cast'
   - first act to neutralise
   - students who attempt to 'join in', then return to primary issue.

8. When asking questions, signal the type of response you want and when it should be made.
   - tell your neighbour
   - write it down
   - hands up
   - call-out
   - choral

1. Complete using ticks and brief comment, where appropriate.
2. Keep a copy with your student behaviour records.
3. Provide original incident form to Deputy Principals.
4. Meet with Administration to discuss strategies for all concerned.

Teacher who has heard the incident details: _____ Date: _____

Forrestdale
Primary School

Referral Name: _____

☐ Student

☐ Teacher

☐ Parent

Behaviour concern:
Please refer to the definitions section in the Behaviour Management & Preventing and Managing Bullying Policy and circle the behaviour concern/s.

- Verbal teasing
- Emotional
- Relational
- Physical
- Cyber
- Bystanders

Brief description of behaviour concern:

Student who is being bullied: _____ **Class: _____**

Students who are engaging in bullying behaviours:

_____

_____

Monitoring Details: i.e. date & brief details of approach actioned.

_____

_____

_____

Follow up date/s:
Further brief/ongoing details and dates to be logged on the reverse of this form
NB: put dates in your DWP to follow up (with all students) as regularly as necessary. If the issue seems to be resolved, there must still be minimum follow-up. Minimum follow up would look like catching up; in one week, then in one fortnight, then again in one month. If any indication is given that the issue is not resolved, the teacher must use the CO-LATE approach again. Copy this form to Administration and continue to keep Administration involved. Keep brief notes on follow ups on the back of this form.

Forrestdale Primary School - Think Sheet

Student Name: Room: Teacher: Date:

☐ 3 Warnings - Warnings 1 & 2 trust the student to change their behaviour. Warning 3 results in Think Spot.

☐ Think Spot – student settles, then back to class. Student doesn't settle, refer to Admin

☐ Referral to Admin with Think Sheet

Our Forrestdale Primary School Code of Conduct

In the Forrestdale Primary School community we are:

RESPECTFUL   -   RESPONSIBLE   -   RESILIENT

RESPECT: We will show respect for all students, adults and environment.
RESPONSIBLE: We will be responsible for ourselves, for others and the environment.
RESILIENT: We will strive to be resilient and bounce back

Everyone has the right to be respected and be safe at Forrestdale Primary School.

What happened? What did you do? Where did this happen?

Were your actions respectful? How were they disrespectful?

Were your actions responsible? How were they not responsible?

What could you have done to stop this from happening? What will you do next time?

What will you do to make things right?

e.g. Discuss the behaviour with the people concerned and apologise, write a letter/card of apology to the other people involved, do something to help or rectify the situation.

Discussion Points:

THINK - Have you been truthful? Was your action helpful? Were you inspiring? Was the action necessary? Was your action kind?

What action will you take?

Good Standing at Forrestdale PS

As a result of this action, 'Good Standing' may have been lost and the student may not engage in the whole school Good Standing 10 Minute play-based reward.

Please discuss with the student that they must behave in a positive manner to earn their 'good standing' back so-as to engage in future rewards/events.

Please ensure:

1: Administration is consulted.

2: A Good Standing Behaviour Contract is implemented.

3: Parents are notified.

Please refer to the Behaviour Management & Preventing and Managing Bullying Policy located on the FPS website for clarification on managing negative behaviour.

Dear Parents,

Your child has received this Think Sheet because of inappropriate behaviour at school. The purpose of a Think Sheet is to ensure that children think about, and reflect on, the consequences of their behaviour. Please talk about what happened with your child and suggest strategies that will help them behave more appropriately next time. Please also ensure that any action to be done at home is completed and returned to school.

Please sign this Think Sheet below and return it to your child's class teacher on the next day.

If an interview is requested, please ring the school office to make an appointment (9316 1045).

Parent: Teacher:

Interview requested: YES   NO   Interview requested: YES   NO

Forrestdale Primary School - Think Sheet

Name_____

What I did.

What I should have done.

Good Standing at Forrestdale PS

As a result of this action, 'good standing' may be lost and the student may not engage in the whole school Good Standing 10 Minute play-based reward. Please discuss with the student that they must behave in a positive manner to earn their 'good standing' back so-as to engage in future rewards/events.

Please ensure:

1: Administration is consulted.

2: A Good Standing Behaviour Contract is implemented.

3: Parents are notified.

Please refer to the Behaviour Management & Preventing and Managing Bullying Policy located on the FPS website for clarification on managing negative behaviour.

FPS - Classroom Behaviour Slip

- Everyone has the right to learn and feel safe at Forrestdale PS. All students are welcome and part of our FPS Team.
- If a behaviour is demonstrated that challenges the right of others to learn or feel safe, staff members are to act in a restorative manner and give the student the opportunity to take responsibility and self-regulate their behaviour (1 and 2).
- We welcome all our students to FPS to learn and feel safe. We do not welcome behaviours that challenge learning and safety.

Student Name:_____ Room:_____ Date:_____ Referring Teacher:_____

Minor/Medium Behaviour:

Is this behaviour respectful or responsible?
Did you demonstrate resilience?

1. _____
2. _____
3. _____Think Spot
4. _____Office

Serious Behaviour: Immediate office referral

I.e., Bullying – either verbal or physical. Any intimidation either verbal or physical. Wilful damage of property, leaving school grounds, repeated refusal/defiance/non-compliance, inappropriate language, theft.

Brief Explanation:_____

_____

_____

1. Send student to the office.
2. Or, if escalated or refusing to go: send a red card to the office.

Admin has updated behaviour on both Integris and the S:Drive. _____

Admin has contacted carers & the Classroom Teacher. _____

- If minor/medium behaviours get to 3, the teacher must be record on the student's S:Drive notes and communicate with parents/carers.
- Specialist Teachers and Relief Teachers must record all behaviour that is 3 and above in the class communications file, update the student's S:Drive and communicate with parents/carers. Classroom Teachers must consult this file as the class returns, or when the Teacher returns to school.
- If behaviour is 4, the Office will update this on Integris. If a student's behaviour is not improving, and is frequently getting to 3 or 4, a behaviour referral must be put into Student Services from the Classroom Teacher, consulting with Specialist Teachers if/when necessary.
- NB: This slip must be returned to the Classroom Teacher for their record keeping.