Holy Spirit Primary School Nicholls adheres to the Catholic Education Archdiocese of Canberra and Goulburn’s Student Management Policy. This Policy can be accessed via the following link:

Catholic Education Archdiocese of Canberra and Goulburn’s Student Management Policy

Holy Spirit Catholic Primary School implements this policy through the following program:

POSITIVE BEHAVIOUR PROGRAM (PBP)

Related Policies
Mobile Phone
ICT Usage Agreement

Purpose

Positive Behaviour Program enhances the capacity of Holy Spirit Primary School to educate all students, staff, parents and the wider community; including those with challenging social behaviours.

The purpose is to:

- improve student behaviour and reduce the number and frequency of student behaviour referrals,
- to improve student relationships in individual interventions,
- to improve school safety and mental health of staff and students, and
- improve academic outcomes and opportunities for the whole school community.

All that we do and say are grounded in the values we teach explicitly to our students. This policy is based on a clear premise that we act in a positive manner with the aim of restoration of relationships that may be damaged through conflict or poor behaviour choices. This is done through our Values Education Program, Focus Assemblies, and in class activities.
Policy

Behaviour expectations will be explicitly taught and linked to our Values Education Program to develop clear and positive expectations of students, staff and parents.

PBP is a proactive process whereby the school leadership team and staff collaborate to ensure alignment with school improvement efforts, facilitate the school’s implementation of positive discipline procedures, make ongoing decisions about the effectiveness of their discipline procedures / interventions, and make adjustments as needed throughout the year to enhance the success of both students and staff.

Agreed School Rules:

Our school community has agreed that a school wide statement, which sets out our expectations in a simple form, should be the basis of our words and actions. These four rules will also form the basis of class rules that are negotiated in each class at the beginning of the year and reinforced with reminders throughout the school terms.

These rules will help us achieve our aims and support our agreed values:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

Strategies for Implementing PBP:

The goal of PBP is to help students, staff and the community, feel safe and happy when at school. It is vital that teachers recognise the positive actions that students make and reinforce that behaviour through appropriate recognition. All staff is encouraged to reward positive behavior. The extrinsic rewards programs will be constantly monitored and continually evaluated to ensure the motivation remains high and our expectations are being met.

Anti-Bullying Policy:

Our community is united in stating that bullying will not be tolerated in any form at Holy Spirit Primary School. This means that all members of our community – students, staff and parents/carers treat each other with dignity and respect by modeling polite speech and socially acceptable interactions.

WHAT IS BULLYING?

In 2009, the Queensland Government engaged bullying expert Dr Ken Rigby to undertake a consultancy for the Department of Education and Training to provide current information about research and initiatives in the area of bullying in order to inform the future work in Queensland schools. This work in Queensland informs Holy
Spirit and we will use the definition defined by this work. Dr Rigby (Rigby, 2010) defines bullying in the following way:

“Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation.”

Bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

1. **Physical bullying**
   This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**
   Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. **Covert bullying**
   Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**
   For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**
   Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.
   - **Flaming**: online fights using electronic messages with angry or vulgar messages
   - **Harassment**: repeatedly sending nasty, mean or insulting messages
   - **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
   - **Outing**: sharing someone’s secrets or embarrassing information or images online
   - **Exclusion**: Intentionally and cruelly excluding someone from an online group
   - **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.

Just as bullying can take many different forms, it can also occur between students, staff and parents/carers. While these instances of bullying are serious and need to be addressed, the focus of this toolkit is on actions to address bullying among students.
WHAT BEHAVIOURS ARE NOT BULLYING?

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying. Dr Rigby (2010) identifies that for some people the term ‘bullying’ is a highly emotive term and its use may lead to an over-reaction.

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

SCHOOL BASE ACTION AT HOLY SPIRIT FOLLOWS THE FOLLOWING GUIDELINES AND EXPECTATIONS

Students who experience bullying report they:

- are heard
- know how to report bullying and get help
- are confident in the school's ability to deal with the bullying
- are helped to feel safe again
- are helped to rebuild confidence and resilience
- know how they can get support from others.

STUDENTS WHO BULLY

- are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour
- are supported to learn how they can take steps to repair the harm they have caused.

THE SCHOOL COMMUNITY

- is aware of the activities and strategies the school uses to prevent and respond to bullying
- the School Board is engaged in developing and reviewing the actions taken by the school to address bullying
- celebrates the success of the school’s approach to bullying and promoting safety
understands the role they play and the actions they can take in preventing and responding to bullying.

LEADERSHIP TEAM, TEACHERS AND OTHER SCHOOL STAFF

- develop whole school policies that meet the expectations of their school community and school sector
- promote a positive school culture where bullying is not tolerated and cannot flourish
- continually develop school practice based on knowledge and evidence of what works
- know how to respond to reports of bullying
- review their actions to address bullying
- use teaching and learning opportunities to address bullying
- ensure supports are in place to prevent and respond to bullying
- have addressed environmental issues and promoted safe play and learning areas and are constantly vigilant in their supervision of students
- participate in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- work in partnership with parents/carers, other schools and community partners to promote safe communities.

PARENTS/CARERS REPORT THEY

- know the school does not tolerate bullying
- are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- have confidence the school will take any complaint about bullying seriously, investigate/resolve as necessary and will deal with the bullying in a way that protects their child
- are aware of ways in which they can support the school's action against bullying
- know how they can support their child if affected by bullying.


The following steps will be followed when an incident of bullying is reported:

1. Incident reported.
2. Member of the leadership team will interview students identified in the incidents
3. Restorative Justice session will take place
4. Parents from all parties will be notified
5. Consequence for bully enacted
6. Support for student who had been bullied is provided
7. Incident reviewed to identify if any further action or response is required
Classroom Rules and Expectations:

Each teacher is expected to negotiate classroom rules at the beginning of the school year. These rules should recognise and support the school Mission and Vision statements, values and core rules. It is also expected that these rules are available to parents, displayed in classrooms and re-visited often. All staff will support the PBP in terms of actions and consequences. At all times the classroom teacher should be the first point of contact.

Classroom rules are developed incorporating the set Classroom Management Processes and Playground Management Processes documents that have been developed with a clear hierarchy of steps to be followed.

Corporal Punishment:

Under no circumstances should Corporal Punishment be used with students. The use of Corporal Punishment is not permitted at Holy Spirit School and the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons including parents to enforce discipline at the school.

Consequences:

Whilst there is a hierarchy of action set out in the Classroom Management and playground Management Processes it must be made clear that certain actions may cause a higher level response, depending upon the seriousness of the incident. Therefore, a student may be sent to a member of the leadership team as a result of a very serious breach. Staff members are expected to record brief details of the incident. These details are kept on file and archived at the end of each year. Each term begins anew to allow our students a ‘fresh start’ and to demonstrate improved behaviour both in class and in play areas.

The mode of Restorative Practice will be used as a basis for this policy. Teachers will be aware of the type of questions that they ask children in difficult situations. At certain times there may be a structured session where all involved in the situation may be guided through a restorative session with the aim being a positive outcome for all involved.

RESTORATIVE QUESTIONS...

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?
## Holy Spirit Classroom Management Process

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Rule Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Stop Sign" /></td>
<td>First warning given and a reminder of expected behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Quiet Time</th>
</tr>
</thead>
</table>
| ![Student] | Move to an alternate space within the class for a short period of time, while continuing with the class activity.  
Rule reminder and return to class activity. |

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Time Out – in the Classroom</th>
</tr>
</thead>
</table>
| ![Time Out Area](image) | Move to a Time Out area within the Classroom.  
A 5 – 10 minute time period may be used.  
Student does not participate in class activity.  
Rule reminder and return to class activity. |

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Time Out – in another Classroom</th>
</tr>
</thead>
</table>
| ![Thought Bubble] | The student is sent to a designated Time Out classroom.  
A 10-15 minute time period may be used.  
Return to class should be by polite request, followed by a brief ‘Conference’ and rule reminder.  
Student completes a ‘Time Out – Reflection Sheet’ |

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Time Out - with Executive Staff</th>
</tr>
</thead>
</table>
| ![Student Writing] | The student attends a Thinking Time session with Principal, Assistant Principal or Executive staff.  
Return to class should be by polite request, followed by a brief ‘Conference’ and rule reminder.  
Parents are contacted by the teacher or a member of the executive staff.  
Reflection sheet with parent conversation notes placed in file. |

A **RED card** will be sent to the Front Office if any student refuses any of the above steps.
# Holy Spirit Playground Management Process

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Rule Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="STOP" /></td>
<td>First warning given and a reminder of expected behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Time Out – on the Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Student" /></td>
<td>Move to a supervised Time Out area or walk with the teacher.</td>
</tr>
<tr>
<td></td>
<td>A 5 – 10 minute time period may be used.</td>
</tr>
<tr>
<td></td>
<td>Brief ‘Conference’, rule reminder and return to the playground.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Talk time</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Dialogue" /></td>
<td>The student attends a Thinking Time session and discusses behaviour with Principal, Assistant Principal or Executive staff.</td>
</tr>
<tr>
<td></td>
<td>Return to playground/class should be by polite request followed by a brief ‘Conference’ and rule reminder.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Time Out - with Executive Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Reflection" /></td>
<td>The student discusses behaviour with Principal, Assistant Principal or Executive staff.</td>
</tr>
<tr>
<td></td>
<td>Student completes a ‘Time Out – Reflection Sheet’</td>
</tr>
<tr>
<td></td>
<td>Parents are contacted by a member of the executive staff for repeated or serious behaviour</td>
</tr>
<tr>
<td></td>
<td>Reflection sheet with parent conversation notes placed in file.</td>
</tr>
</tbody>
</table>

**RED card** will be sent to the Front Office if any student refuses any of the above steps.

## SCHOOL RULES

- Be respectful
- Be a learner
- Be responsible
- Be Safe

Forms: Timeout Reflection Sheet

Office Discipline Referral Form

Approved by:

Issuing Group: School Leadership Team

Implementation Date: 2014

Revision Date: 2017

Staff Contact Officer: Tim Elliott

Last Updated: 2015
<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

Holy Spirit Primary Catholic School

Time Out:

☐ Playground  ☐ Classroom
<table>
<thead>
<tr>
<th>SCHOOL RULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Be respectful</td>
</tr>
<tr>
<td>*Be a learner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was I thinking at the time?</td>
</tr>
<tr>
<td>What happened?</td>
</tr>
<tr>
<td>Which School rule did I break?</td>
</tr>
<tr>
<td>What was it that caused the problem?</td>
</tr>
<tr>
<td>Who has been affected? In what ways?</td>
</tr>
<tr>
<td>What needs to be done to put things right?</td>
</tr>
<tr>
<td>What will I do next time?</td>
</tr>
</tbody>
</table>
Time out  YES/NO  Parents Notified  Yes/No

Student’s signature:________________________________________________

Principal/Teacher Signature:________________________________________ Date:________________

Teacher/Principal’s comment:

Holy Spirit Primary Catholic School

Time Out:

☐  Playground    ☐  Classroom
<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

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<td>*Be respectful</td>
</tr>
<tr>
<td>*Be a learner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was I thinking and what did I do?</th>
<th>Which School rule did I break?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What could I have done?</th>
<th>What can I do to make things right?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Time out  YES/NO  Parents Notified  Yes/No

Student’s signature:________________________________________________________________________

Principal/Teacher Signature:________________________________________  Date:__________________

Teacher/Principal’s comment:

Holy Spirit Primary School Nicholls
OFFICE DISCIPLINE REFERRAL FORM: MAJOR BEHAVIOUR

Form number:_______________
**Student Name:** __________________________  **Class:** ________________

**Referring Staff:** __________________________  **Signature:** __________________________

**Date:** _______  **Time of Incident:** ______________  **Student on a IEP (Yes or No):** _______

**LOCATION**
- Classroom
- Concrete
- Oval
- Equipment
- Sand Pit/Spider Web
- Specialist Lesson
- Library
- Toilets
- Canteen
- Other:

<table>
<thead>
<tr>
<th>PROBLEM BEHAVIOUR</th>
<th>POSSIBLE MOTIVATION</th>
<th>CONSEQUENCES/DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Physical contact/aggression</td>
<td>□ Peer attention</td>
<td>□ Conference with student(s)</td>
</tr>
<tr>
<td>□ Inappropriate Language</td>
<td>□ Adult attention</td>
<td>□ Loss of privilege/s</td>
</tr>
<tr>
<td>□ Defiance/non-compliance</td>
<td>□ Task avoidance</td>
<td>□ Time-out (office)</td>
</tr>
<tr>
<td>□ Repeated disruption</td>
<td>□ Fear of failure</td>
<td>□ Parent contact</td>
</tr>
<tr>
<td>□ Disrespect</td>
<td>□ Avoid peers</td>
<td>□ Sent home</td>
</tr>
<tr>
<td>□ Bullying/harassment</td>
<td>□ Avoid adults</td>
<td>□ Referral to Principal</td>
</tr>
<tr>
<td>□ Property misuse</td>
<td>□ Power</td>
<td>□ Referral to CatholicCare (Counsellor)</td>
</tr>
<tr>
<td>□ Absconding</td>
<td>□ Revenge</td>
<td>□ Intervention Support request to CE</td>
</tr>
<tr>
<td>□ 3 Minor Behaviour referrals</td>
<td>□ Don’t know</td>
<td>□ In-school suspension (___hrs/___days)</td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
<td>□ Out-of-school suspension</td>
</tr>
<tr>
<td>□ Step 5 Classroom Management Process</td>
<td></td>
<td>□ Other:</td>
</tr>
<tr>
<td>□ Step 4 Playground Management Process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTHERS INVOLVED IN INCIDENT:
| None | Peers | Staff | Teacher | Casual Staff | Other |

**COMMENTS:**

**FOLLOW UP:**

**SIGNATURE:** ____________________________  **DATE:** ____________________________
Alive with the Spirit, we celebrate faith, learning and life.