



POSITIVE BEHAVIOUR PROGRAM POLICY

HOLY SPIRIT CATHOLIC SCHOOL NICHOLLS ACT

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 Primary School implements this policy through the following procedures:

POLICY

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

POSITIVE BEHAVIOUR PROGRAM (PBP)

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.

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.

Reference: *Working Together – A toolkit for effective school based action against bullying. Queensland Government 2010.*

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 QUESTION

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?

REFERENCES

Working Together – A toolkit for effective school based action against bullying. Queensland Government 2010. *Safe to Learn* (DCSF, 2007)

RELATED POLICIES

Mobile Phone

ICT Usage Agreement

APPENDICES

Behaviour Management Process

Timeout Reflection Sheet

APPROVED BY:

Issuing Group: Holy Spirit Primary School Nicholls

Implementation Date: 2015

Policy last Updated: 2017

Revision Date: 2020



BEHAVIOUR MANAGEMENT PROCESS

<p>Step 1</p> 	<p>WARNING</p> <p>Verbal or non-verbal warning given.</p>
<p>Step 2</p> 	<p>THINKING TIME</p> <p>Movement within the class or the class next door for a short period of time whilst continuing with the class activity. It is an opportunity to think about actions and refocus on expected behaviours.</p> <p>Usually 5-10 minutes.</p>
<p>Step 3</p> 	<p>TIME OUT</p> <p>Student is sent to a member of the Leadership Team at the Front Office or a Red Card is sent to the Front Office and the student is collected.</p> <p>Student completes the Time Out Sheet. The Sheet is signed by the student, classroom teacher and Principal, sent home and returned signed by the parent.</p> <p>When the student wishes to re-enter the classroom, a Corridor Conference is held and expectations are clarified. A Restorative Justice session with the student/s may also occur.</p> <p>There may be a loss of privileges such as excursions, school discos, representative sport, play time and awards, etc.</p>
<p>Step 4</p> 	<p>IN SCHOOL SUSPENSION</p> <p>Parents are contacted and notified of the suspension and the reasons why.</p> <p>Suspension is supervised by the Principal or the Assistant Principal and takes place during school hours, with the student remaining off the playground at recess and lunch time.</p> <p>There will be a loss of privileges such as excursions, school discos, representative sport, play time and merit cards, etc.</p> <p>Parents will meet with the Principal, the Assistant Principal, classroom teacher and the student to discuss an action plan to curb the behaviour(s) and future consequences will be clearly outlined.</p>
<p>Step 5</p> 	<p>SUSPENSION</p> <p>The length of the Suspension will be at the discretion of the Principal.</p> <p>There will be a re-entry meeting with parents before the student can re-commence classes. It will be clearly outlined that Exclusion is the next step in the process.</p> <p>CEO will be informed of the suspension.</p>

A **Red Card** will be sent to the Front Office if a student refuses any of the above steps and Step 3 will commence immediately for any violence or wilful noncompliance.





BEHAVIOUR MANAGEMENT TIME OUT SHEET

What happened? What did you do? Why did you do it?

What should you have been doing? What should you have done?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

You are responsible for what you do. What can you do next time when or if this happens again?

Student: _____

Date: _____ Class: _____

Parent: _____

Teacher: _____

Principal: _____

We would appreciate you talking to your child about this matter and acknowledging receipt of this form by signing and returning it to the school.
Thank you for your support.

Comments

