ORANA CATHOLIC PRIMARY SCHOOL

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Behaviour Education Policy

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RATIONALE

The purpose of Orana's whole school policy is to provide a supportive approach to educating students in positive behaviours. The aim is to empower members of the school community by creating a safe, caring and respectful environment.

SCHOOL VISION STATEMENT

Orana Catholic Primary is a Parish School, which welcomes everyone and provides a total education within a harmonious environment, founded upon gospel values. It is a community where the potential and dignity of every person is nurtured.

OUR VALUES

At Orana Catholic Primary School each person is an integral part of a vibrant learning culture where everyone gives generously, shows respect and practices excellence.

DEVELOPMENT OF THE POLICY

Our Behaviour Education Policy is derived from our school Vision Statement and core shared values underpinning the teaching and learning at Orana Catholic Primary School.

At Orana we believe that all staff, students and parents/carers have the right to be part of, and work in a safe and positive school environment where each individual is treated with respect and dignity.

This document was originally a response to the National Safe School's Framework, aligning the guiding principles for promoting a safe school environment with our own vision and values. The development of this policy has been produced in consultation and collaboration with the behaviour education team, staff, parents and students.

We have drawn upon the "Paths Program" (Promoting Alternative Thinking Strategies), "Friendly Schools and Families Program" and the Keeping Safe Curriculum as practical and valuable resources. These programs provide individual, group, family and school community level actions to address and prevent bullying in schools. It provides explicit teaching activities, practical strategies and information to all stakeholders. The "Paths" and "Keeping Safe" program are being implemented throughout Orana Catholic Primary School and will continue to be a focus. It is regarded as an important, whole of school initiative in the prevention of bullying and assists students to understand themselves and others. Staff have been in-serviced in "Restorative Practices" and this is reflected in this policy.

RIGHTS AND RESPONSIBILITIES

	have the **Right** to…	have the **Responsibility** to…
Staff	·respect, courtesy and honesty ·teach in a safe, secure and clean environment. ·teach in a purposeful and non-disruptive environment. ·cooperation and support from the whole school community. ·be heard in an appropriate forum on school related matters.	·model respectful, courteous and honest behaviour. ·ensure that the school environment is kept neat, tidy and secure. ·establish positive relationships with students, staff and parents. ·plan and develop learning programs consistent with current educational requirements. ·report student progress to parents. ·consistently implement and account for school policies.
Students	·respect, courtesy and honesty. ·work and play in a friendly, safe, secure and clean environment. ·learn in a purposeful and supportive environment related to their developmental level. ·clear guidelines and expectations. ·access to an effective system dealing with harassment and bullying. ·be exposed to proactive social and anti-bullying programs. ·be heard	·behave safely and respectfully to others. ·ensure that they are punctual, prepared and display a positive manner to their learning. ·ensure that their behaviour is not disruptive to the learning of others. ·contribute to a neat, tidy and secure school environment. ·follow school guidelines and expectations. ·adhere to uniform guidelines. ·listen to others
Parents/Carers	·respect, courtesy and honesty. ·be informed of behaviour management procedures and decisions affecting their child's health and welfare. ·access for their child to a meaningful and adequate education. ·be heard in an appropriate forum on matters related to their child's education.	·interact with the school community in a respectful manner. ·support Orana in its religious education program. ·ensure punctual attendance of their child. ·ensure their child is in appropriate uniform. ·supply their child with appropriate materials. ·support the school in its educational endeavours. ·inform teachers of factors that may affect their child at school. ·support procedures in relation to Behaviour Education Policy and the school curriculum.

POSITIVE REINFORCEMENT

It must be emphasised that all staff strive to create a positive, rewarding and enriching learning environment. This remains the single most significant opportunity to influence cooperative behaviour and underlies all actions in this policy. This needs to be considered at an individual, class and whole school level.

All staff at Orana will be responsible for recognising and reinforcing children who consistently and continually behave appropriately as well as those students who make an effort to manage their own behaviour. The policy also provides for those students who need additional support and direction.

The following initiatives are run at Orana to establish and maintain the students' positive behaviour.

- "Paths Program" (Promoting Alternative Thinking Strategies)
- Teach pro-social behaviours on a whole school level based on the 'Friendly Schools and Families' program.
- Regular (weekly/fortnightly) class meetings to deal with relationship and bullying issues. "Circle time" is also promoted.
- Incentive program in the classroom which acknowledge appropriate student behaviour. Teachers design their own programs.
- Positive staff attitudes.
- Individual behaviour programs to meet individual student's needs.
- Daily assembly of students led by student leaders and the Principal.
- Consistent expectations throughout all classrooms regarding student behaviour and procedures.
- Staff, students, parents/carers and volunteers adhere to the Orana Catholic Primary School Code of Conduct.

While a Code of Conduct is necessary, it does not change behaviour like positive action does. By valuing and developing positive relationships, and by implementing behaviour education procedures effectively, we can improve that interaction.

Positive Behavioural Incentives Include…

Individuals	Class / Groups	Whole School
• "Paths" student of the day. • Verbal praise • Stickers • Certificates • Honour Awards • Warm fuzzies • Star/s of the day • Show special work to other teachers / Principal • Prizes	• Extended play • Board games • Listening to music • Group points • Raffle Tickets	• Extended play • Faction points • Incursion • Free Dress

As a school community that adheres to the healthy choices in food and drink policy, incentives for positive behaviour do not include food rewards.

CLASSROOM EXPECTATIONS

Classroom Expectations	Examples
Mutual respect.	1. Respect others physically, verbally and emotionally. 2. Speak politely and use good manners to all others. 3. Listen to staff and ask questions when you are not sure. 4. Ask for permission to leave the room. 5. Accept responsibility for own learning and behaviour. 6. Wear correct school uniform.
Respect for property.	1. Look after all school equipment, including computers and sporting materials. 2. Graffiti not acceptable on any property. 3. Keep desks and chairs clean. 4. Ask permission to borrow the property of others. 5. Return borrowed items in the same condition.
Think Safety.	1. Move carefully around the classroom. 2. Pass objects to others. 3. Only enter the room when a teacher is present.

PROCEDURES FOR BEHAVIOUR EDUCATION

(View also "Exclusion of Students for Disciplinary Reasons Policy")

CLASSROOM MANAGEMENT

GUIDELINES FOR KINDY AND PREPRIMARY

A Classroom Code of Conduct is established at the beginning of the school year.
This is the process staff follow when students do not conform to the Code of Conduct.
Each step is followed until a resolution is found.

Step 1: Discuss rules about making good choices.

Step 2: Restorative Practice (refer to Playground Code of Conduct p.8)

Step 3: Redirect children. Discussion and provide a Reflection/Quiet space.

Step 4: Three way chat (parent, child, teacher)
Only if behaviour continues on a regular basis.

GUIDELINES FOR YEARS ONE, TWO AND THREE

A Classroom Code of Conduct is established at the beginning of the school year.
This is the process that staff follow when students do not conform to class rules however teacher's discretion should be considered.

Step 1: General reminder related to class rules – reinforce positive incentives.

Step 2: Warning

Step 3: Time Out

Step 4: Meeting with parent /AP (line manager)

GUIDELINES FOR YEARS FOUR, FIVE AND SIX

Step 1: Remind students of school values and that Orana has a vibrant learning culture where everyone gives generously, shows mutual respect and practices excellence with the aim of establishing a positive, safe, happy learning environment.

Step 2: A Classroom Code of Conduct is established at the beginning of the school year. This is the process that teachers follow when students do not conform in the classroom.

Step 3: Discuss with students productive and unproductive behaviours.

Step 4: Discuss with students' consequences for unproductive behaviours when the agreed code of conduct is broken.

Step 5: Use Restorative Practice

GUIDELINES FOR SPECIALIST TEACHERS

Specialist teachers have high expectations of behavior from the students in their care. Specialist teachers will look for the good things that happen in their classrooms and acknowledge them to the group. Inappropriate behaviours will be managed restoratively as they occur and may be referred to the classroom teacher

SEVERE BEHAVIOUR CLAUSE

For consistency the processes outlined will be followed however, in the event of extreme behavior (physically hurting a student or staff member, willful damage etc) the process can be skipped and the issue managed directly by the Principal and/or Assistant Principals.

"OUT OF CLASS" BEHAVIOUR EDUCATION

ORANA'S PLAYGROUND CODE OF CONDUCT

Code of Conduct	Elaborations
Mutual Respect - self - others - property	1.Respect each other physically, verbally and emotionally. 2. Include others when playing. 3. Keep hands and feet to yourself. 4. Look after all school equipment. 5. Take care of your property and that of others. 6. Wear correct school uniform with pride.
Positive Talk - be polite - no put downs	1. Speak politely and use good manners to all others. 2. Speak respectfully to, and about, others.
Think safety	1. Walk on paved areas and around corners. 2. Keep corridors and walkways free for easy access. 3. Give way to adults when necessary. 4. Hat to be worn during outdoor activities. 5. Keep play fun and safe.
Respect the environment.	1. Use footpaths. 2. Respect (the environment) "Mother Nature" 3. Rubbish in bins.
Eat and play in the allocated area.	1. Always eat and play in the area allocated.
Obey the Pod Play Code of Conduct	1.Follow the Pod Play timetable 2.Listen to the Pod Squad leaders 3.Pack away at the end of your Pod Play time allocation.

PLAYGROUND CODE OF CONDUCT

When inappropriate behavior takes place the duty teacher will –
Ask the **Restorative Practice** questions:

When things go wrong.
What happened?
What were you thinking at the time?
What have you thought since?
Who has been affected? In what way?
What do you think you need to do to make things right?

When someone has been hurt.
What did you think when you realize what 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?

Ensure any consequence is relevant and appropriate.
Suggested options: Walk & talk
If necessary, use the "Playground Information" slip (Appendix 1) to communicate with a class teacher.

(Duty staff are encouraged to wear a hat and 'fluro' vest for easy visibility.)

MANAGEMENT OF BULLYING AND HARASSMENT

This Bullying and Harassment component integrates with the school's Behaviour Education Policy. There is a strong statement to the school community that bullying and harassment will not be tolerated at Orana.

DEFINITION OF BULLYING:

Bullying is when there is an **inappropriate use of power**. When a person or group of people hurts (emotionally / physically) or frightens another person **deliberately** (on purpose) and **repeatedly** (again and again) after being informed their actions are making the person feel humiliated, intimidated or offended.
Harassment can be seen as a form of bullying. Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended.
The nature of bullying may be:

Verbal:

- Name calling (spoken, written or electronic)
- Teasing / laughing and joking about someone
- Using hurtful and racist names

Physical:

- Hitting, punching, pushing, kicking, tripping, throwing objects
- Deliberate action – with intent to harm

Social:

- Excluding someone from play (ignoring, hiding, ostracizing)

Psychological:

- Cyber bullying - Internet/electronic harassment (inappropriate email/text messages…)
- Threatening someone
- Spreading of rumours
- Hiding or breaking someone's belongings

CYBER BULLYING

Bullying and harassment can involve the use of information and communication technologies. Cyber bullying involves destructive texts or images posted on the internet via personal websites or web logs (blogs), email messages, discussion groups, message boards, online personal polling sites, social media websites, chat services or instant messaging, or on mobiles phones using SMS or MMS. Cyber bullying is often very serious, and young people who experience cyberbullying can experience severe suffering that interferes with their social and emotional development. (Australian Family Relationships Clearinghouse Briefing, Number 11 2008)

Cyber Bullying is "…covert, psychological bullying behaviours…through email, chat rooms, mobile phones, text messages, mobile phone cameras and websites" (Campbell 2005; Brown, Jackson & Cassidy 2006)

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 supported. The management of incidents of alleged bullying will involve the child, parent and teacher. Any teacher receiving a complaint or observing bullying applies the procedures (page 11). If it is a duty teacher, the procedure is applied and the classroom teacher is informed. The class teacher retains overall

responsibility to manage alleged incidents after immediate issues of safety and fact finding are completed. At any stage, or in the case of recurring, complex or serious bullying incidents, staff may refer the matter to the leadership team and Social Worker. The referral is made for consultation, counseling or management (including consequences if necessary).

GUIDELINES FOR PLAYGROUND BULLYING INTERVENTION

1. Staff members assess and act on a report of alleged bullying. Deal with immediate matters of safety, obtain facts and provide necessary support by applying the Restorative Approach. The matter is then referred to the class teacher.
2. The class teacher will record details of the incident and inform parents of child being bullied and child bullying.

CLASSROOM BULLYING INCIDENTS

If bullying is observed in the classroom, a Restorative Approach is applied (see pg 13). The class teacher will record details of the incident and inform parents of child being bullied and child bullying.

GUIDELINES FOR STUDENT REPORTS OF BULLYING

Students need to be encouraged to report any incidents of alleged bullying to teachers whether they are the person being bullied or a bystander. Reports can be made verbally or through a written reporting system, which is treated confidentially. The teacher will use discretion whether the matter is raised at the class meeting. Sensitive management is required by teachers when handling concerns raised by students, whether received as a verbal or written report.

GUIDELINES FOR PARENT REPORTS OF BULLYING

Parents are instructed to meet with their child's class teacher as the first point of contact. If necessary, other staff such as the school social worker and principal may be involved.

GUIDELINES FOR CYBER INCIDENTS

Students involved in inappropriate use of technology will engage in a proactive cyber safety intervention to be run by the ICT specialist at Orana Catholic Primary School. The aim of the intervention is for the students to see technology as a tool to engage positively with others. This restorative strategy aims to assist students to overcome difficulties they create for themselves and each other when relationships break down through inappropriate use of technology (refer to Appendix 3 pg 14).

PROACTIVE MEASURES TO MINIMISE BULLYING

- Promotion of the school values of *Generosity, Respect and Excellence.*
- Copies of the policy will be made available to all parents/carers when they first enter the school.
- Information on bullying will be made available to parents/carers, teaching and non-teaching staff in the form of literature, educational sessions or through discussions as required.
- The school curriculum will provide opportunities for teaching preventative and proactive programs such as PATHS, Restorative Practice and other material covering protective behaviours.

- Students will be given opportunities to talk about bullying and other social problems they may be experiencing through regular class meetings and circle time.
- Teachers will teach and model positive cooperation through restorative practices in building positive relationships, negotiation, compromising, sharing, valuing the opinions of others, discussion skills, respecting others and developing good communication skills.
- At risk students will be supported to learn appropriate ways of communicating their needs and relating to others. This support will be provided by the class teacher, with additional assistance from the school social worker.
- Referrals of students experiencing difficulties will be made to the social worker.
- Emphasise a restorative approach by listening to both sides, problem solving and facilitating students to find solutions to their interpersonal issues.
- Provide a regular buddy program - pairing younger students with older students for a variety of activities both with an academic and social focus.

Encourage restorative practice and cooperative learning throughout the school.

MANAGEMENT OF BULLYING ISSUES PROTOCOLS

The Bullying Policy integrates with the Behaviour Management Policy. There is a strong statement to the school community that bullying will not be tolerated at Orana.

DEFINITION OF BULLYING:

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- Deliberate action – with intent to harm

Social:
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Psychological:
- Cyber bullying - Internet/electronic harassment (inappropriate email/text messages…)
- Threatening someone
- Spreading of rumours
- Hiding or breaking someone's belongings

SCHOOL RESPONSE TO INCIDENTS OF BULLYING.

Children are empowered through school implemented programmes to disclose problems in an environment in which they feel safe and have confidence to speak up.

The management of incidents of bullying will involve the child, parent and teacher. Any staff receiving a complaint or observing bullying applies the procedures. If it is a duty staff member,

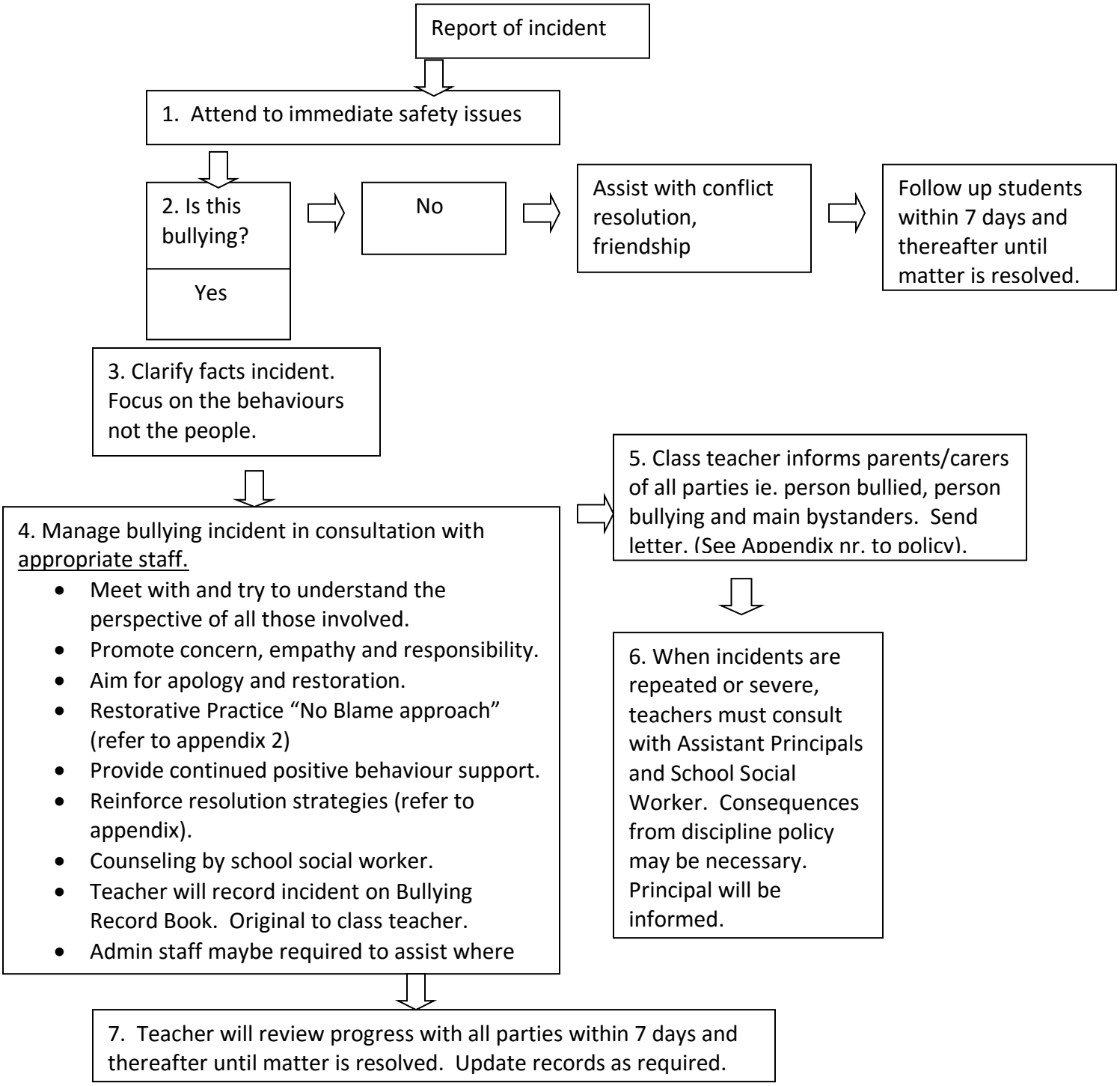
the procedure is applied in consultation with the classroom teacher. The class teacher retains overall responsibility to managing incidents after immediate issues of safety and fact finding are completed. At any stage, or in the case of recurring incidents, staff may refer the matter to the Assistant Principal and/or Social Worker. The referral is made to assist with advice, support, final resolutions or the application of consequences. Referral to administration staff may also be necessary when an incident involves children from several classes.

Consequences may be applied in cases where bullying is repeated after staff have already intervened or when an incident is severe. These are applied in accordance with the Behaviour Management Policy and issued by the Assistant Principal or Principal.

PROCEDURE FOR INTERVENTION

3. Assessment and follow up on a report of bullying (verbal or written).
4. Implementation of Bullying Policy and communication to appropriate staff. Follow procedure outlined in flow chart.
5. *Duty teachers and the Bullying Record book.*

PROCEDURES FLOW CHART FOR BULLYING INCIDENTS



NOTIFICATION OF BULLYING INCIDENT

Dear Parents/Carers,

This letter is to inform you that your child_____ has been involved in a bullying incident on_____ (date). Your child was involved as the person bullying/ being bullied/bystander.

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 contacted one week from the incident to monitor the situation and again, if necessary.

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 your child's teacher.

Yours sincerely,

_____

Please return this slip to _____(above named).

I have discussed this incident of bullying with my child.

Parent Name:_____

Signature: _____

APPENDICES

Appendix 1

PLAYGROUND INFORMATION

CHILD'S NAME: _____ DATE: _____/_____/____

CLASS: _____ Blue / White DUTY TEACHER: _____

DETAILS:

Names of other children involved:

Action: Restorative Questions / Walk & Talk

Would like to meet with class teacher: YES / NO

PLAYGROUND INFORMATION

CHILD'S NAME: _____ DATE: _____/_____/____

CLASS: _____ Blue / White DUTY TEACHER: _____

DETAILS:

Names of other children involved:

Action: Restorative Questions / Walk & Talk

Would like to meet with class teacher: YES / NO

Appendix 2

THE 'RESTORATIVE APPROACH (A NO BLAME APPROACH)'

The following is a script which has been developed in Australia and been found to be effective in resolving bullying situations. It provides a simple approach to apply with all the main people involved in a bullying situation. It is suggested that you deal with those bullying one by one and with the least significant person bullying first.

BEGIN: Thanks for coming.

'We need your assistance in solving some concerns. You are not in trouble.' Work with the students on a one to one basis.

STEP 1: 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?"

- Let the student talk
- Avoid closed questions.
- Do not question if they complain about the person they are bullying. 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.

STEP 2. Clarify the problem.

'So it sounds as if _____ is having a hard time. How do you think _____ feels?'
As soon as the person bullying acknowledges these emotions, move to Step 3.
If the person bullying says, 'It's his/her fault,' accept the statement but still point out that this person is having a hard time.

STEP 3. 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 them by saying, 'What do you think you could do about _____ (those behaviours)? What else could you do?'
- If the person bullying 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.

STEP 4. Review

'Thanks for talking with me today and making these suggestions to make _____ life easier. We need to meet again in a week's time to see if things are better.' Arrange specific time and place.

This interview should not be any longer than 10 minutes. If there are still concerns go through the process obtaining further ideas they may implement to improve the situation. If this process is not producing positive results in a reasonable period of time refer to the Behaviour Education Policy –Playground Code of Conduct (pg.8).

Appendix 3

Putting the Pieces Back Together

A restorative strategy to assist students to overcome difficulties they create for themselves and each other when relationships break down through the inappropriate use of technology.

Goal: to build a mindset in students that they are potential creators and manipulators of technology, rather than passive consumers who use technology to harm others.

Plan

One session per week with the ICT Specialist to progressively work on the interrelationship of School Values, CyberSafety and the Positive Power of Digital Tools. The emphasis will be on how to restore relationships when things go wrong.

School Values
Ongoing conversation about why respect, generosity and excellence need to dominate actions and interactions.

Respect - be kind to each other and act in a way that makes the world a more supportive place for other people.

Generosity - give your time, talents and energy to the world by using technology constructively.

Excellence - work hard to build a strong work ethic and practise using time wisely and productively.

CyberSafety
Ongoing conversation about how to behave and stay safe online.

Activate student voice to prepare an iPromise document for Year 4-6 so they understand their role in preventing harm to others and themselves when using devices.

The Positive Power of Digital Tools
Ongoing conversation about the power of the machine to construct learning rather than to destroy relationships.

Offer opportunities to promote the power of digital tools rather than confine their use.

Use appropriate apps to step students through constructive content-making that stretches their efforts.

Related Policy: Exclusion of Students for Disciplinary Reasons
Orana Catholic Primary School Acceptable Use of ICT (students) Policy

References: Catholic Education Policy No. 2-D6
Dealing with Bullying and Harassment (Students)
National Safe Schools Framework
Keeping Safe Curriculum