



3rd July, 2014

Dear Families,

As discussed in the newsletter this week, St Cuthbert's Catholic School is sending home our Positive Behaviour Support Policy, Flow Chart and Bullying Policy for your information. This will enable families to develop an understanding of the processes and actions that may take place at school, as well as the rights and responsibilities of students and staff.

It also includes a copy of our Bullying Report Form which is available on our website as well as in classrooms. This report is designed to provide an avenue of communication for students and their families to report any incidents of bullying. A mailbox will be in the office to place completed forms in and will be checked regularly by our Leadership Team.

I also take this opportunity to thank Mrs Claire Chivers as well as the staff for their hard work in this area. Our aim is to develop a strong partnership between families and the school; based on ensuring our children can learn in a positive, safe and supported learning environment.

If you have any feedback, queries or concerns; please do not hesitate to contact the school office.

Warmest Regards,

Megan Richardson – Acting Principal

Positive Behaviour Support Policy

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School-wide Positive Behaviour Support (SWPBS)

Definition:

SWPBS is not a program, curriculum, intervention or practice. It is a decision making framework that guides selection and implementation of the best evidence-based academic and behavioural practices. It is designed to improve important academic and behaviour outcomes for all students. School Wide Positive Behaviour Support (SWPBS) is a research driven and evidence based process. It is a way to teach behaviour based on three clear expectations that can be applied and taught in every context. Our expectations at St Cuthbert's are: Be Your Best, Be Respectful and Be Safe.

What does SWPBS look like?:

At a School Wide level:

- You can identify the behavioural expectations within 5 minutes of entering the school.
- Students are able to state the behavioural expectations.
- Students are recognised for appropriate behaviours.
- All staff know the expectations.
- Data is collected and used for decision making.
- It is a team-based process.
- Families are actively included.
- The teaching Matrix with the three expectations is displayed and evident.

At Classroom level:

- Classroom-wide positive expectations taught and encouraged
- Teaching classroom routines and cues are taught and encouraged
- A ratio of 6-8 positive to 1 rule reminder in adult-student interaction is ideal
- Active supervision
- Re-directions for minor, infrequent behaviour errors
- Effective academic instruction and curriculum

In Non classroom Setting:

- Positive expectations and routines taught and encouraged
- Active supervision by all staff (scan, move, interact)
- Pre-corrections and reminders
- Positive reinforcement

Individual Student Systems:

- Function-based behaviour support planning
- Team and data based decision making
- Comprehensive person-centered planning
- Targeted social skills and self-management instruction
- Individualised instructional and curricular accommodations

Rights and Responsibilities

Rights:

Members of staff have the right to:

- respect, courtesy and honesty;
- teach in a safe, secure and clean environment;
- teach in a purposeful and non-disruptive environment; and
- cooperation and support from parents and other staff.

Students have the right to:

- learn in a purposeful and supportive environment;
- work and play in a safe, secure, friendly and clean environment; and
- respect, courtesy and honesty.

Parents have the right to:

- be informed of behaviour support procedures, and decisions affecting their child's health and welfare; and
- be heard in an appropriate forum on matters related to the rights and responsibilities of their child.

Responsibilities:

Members of staff have the responsibility to:

- prioritise student learning
- model respectful, courteous and honest behaviour;
- ensure that the school environment is kept neat, tidy and secure;
- establish positive relationships with students;
- ensure good organisation and planning;
- report student progress to parents; and
- consistently implement school policy.

Students have the responsibility to:

- ensure that their behaviour is not disruptive to the learning of others;
- ensure that the school environment is kept neat, tidy and secure;
- ensure that they are punctual, polite, prepared and display a positive manner; and
- behave in a way that protects the safety and well being of others.

Parents have the responsibility to:

- ensure that their child attends school;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school in providing a meaningful and adequate education for their child; and
- model respectful, courteous and honest behaviour.

Matrix

Our Matrix has been developed by our staff and students to show how our three expectations work in the different areas of our school.

Expectation	All Settings	All Learning Areas	Walkways/ Corridors/ Stairs	Play	Gathering	Excursions	Toilets
Be Respectful	Manners (eye contact & listening). Care for property. Maintain personal space. Care for the environment (leave it as you find it).	Letting others learn. Listening.	Give way. Quiet.	Listening. Be gentle. Share. Appropriate language.	Listening. Quiet. Eat your own food.	Listening. Quiet voices on the bus.	Leave the toilet as you would like to find it. Respect other people's privacy. Use quiet voices. Be patient.
Be Safe	Hands & feet to yourself. Stay on the ground. Stay within the boundaries. Appropriate use of equipment.	Move appropriately.	Walk. One step at a time. Watch where you are going. Stick to the path. Keep bags on racks.	Sharing the space.	Stay with your class. Make a path.	Stay with your group. Stay safely in your spot. Wear seat belts.	Be hygienic. Keep food and games outside. Walk. Toilets are for sitting on.
Be Your Best	Follow instructions. Encourage others. Watch out for others. Be a role model. Give it your best shot. Be positive. Use initiative. Help others. Be resilient. Make good choices.	Include others. Use time efficiently. Learn from others. Be ready to learn. Organisation. Ask for help. Stay on task.	Be efficient.	Include others. Invite others. Take turns / make sure everyone gets a turn. Be a good sport.	Be patient. Be attentive. Orderly line ups.	Ask questions. Recognise that we can learn anywhere.	Be water wise and environmentally friendly. Report any damage. Go during your breaks. Go to go.

Pastoral Care Initiatives for Behaviour Management

Positive incentives for student behaviour management:

The school has established initiatives to encourage appropriate student behaviour. These incentives are linked to the three expectations of the school and reviewed on a regular basis.

Star Stamps - are given out by staff for regular and frequent examples of the expectations being followed. Five star stamps equal a star award. Different staff members have different ways of recording who gets star stamps, some teachers may have a chart visible in the classroom, others may use the school diaries.

Star Awards - Star awards are awarded for larger examples of the expectations being followed where the students have excelled at: Being their Best, Being Safe or Being Respectful. Five star awards equal a Principal Award.

Principal's Awards - These awards are announced at each assembly.

The Principals Awards then accumulate into a tiered award system as follows:

Bronze Level: Two Principal Awards is equal to a postcard home from the principal.

Silver Level: Three Principal Awards is equal to a wristband with the three expectations embossed on it.

Gold Level: Four Principal Awards is equal to a 'Choice Reward'. These 'Choices' were developed in consultation with the staff and students. They include: cooking with a teacher and friends, movie lunch time, their choice of game in P.E.

Platinum Level: Five Principal Awards which is equal to a medallion to be presented in assembly.

Teachers will have class room systems that support the three expectations but may vary from room to room.

Roles and Responsibilities of Staff

The Principal and Assistant Principals have agreed to:

- provide a link between parents and staff;
- support teachers with student behaviour management;
- ensure consistency in the implementation and maintenance of the Positive Behaviour Support procedures throughout the school;
- design and assist with programs for individual children;
- provide new and relief teachers with guidelines pertaining to Positive Behaviour Support procedures;
- communicate to relevant staff results of investigations by the Principal or Assistant Principals; and
- complete the PBS data forms.

Teachers have agreed to:

- display and discuss the three expectations and the Matrix;
- to communicate incidents to parents;
- support the student Positive Behaviour Support procedures; and
- consistently apply the school's Positive Behaviour Support procedures and complete the PBS data forms in order to provide evidence for support and change.

Procedures for Positive Behaviour Support

See Appendix A for Flow Chart

Behaviour at St Cuthbert's is defined as either a Major or a Minor. Staff have participated in professional development sessions on defining each of these behaviours and have a consistent definition and approach to dealing with behaviour.

Although there are some cross overs between behaviours that are classified in both the Major and the Minor categories, staff have discussed the difference in the severity of these behaviours.

If at any point a behaviour is defined as a Major, the student is removed from the location and sent to an area designed to support the safety of other students and staff. This may also mean that other students are relocated instead. The Office (consisting of the leadership team) will make a decision regarding the consequence of that behaviour. Parents/guardians will also be informed. Please note that these consequences will be different for each individual depending on the circumstances and to keep privacy protected these will not be publicised.

Consequences for Major behaviour may include:

- lunch time detention/s
- in school suspension

These are also used as an opportunity to re-teach students the appropriate behaviour, these may include:

- Circle Time
- Using a PBS script to re-teach behaviour one-on-one with a teacher
- Buddy system where older students are part of the teaching/re-learning behaviour
- Restorative justice between students

For Minor behaviour the following steps will be followed in all school settings. If at any time the behaviour becomes a Major, the student is then referred to the Office.

Step 1: Rule Reminder - Referral to the Matrix for appropriate behaviour

Step 2: Three warnings will be given for repeated minor behaviour lapses.

Step 3: Relocation to a separate area (either in the classroom or on the playground).

Step 4: Relocation within the school (usually to the other classroom within the Learning Unit)

Step 5: Relocation to the Office

If a student reaches Step 3 or beyond they will be given a lunchtime detention which will also be used as an opportunity to re-teach students the appropriate behaviour. Parents/guardians will be informed if their child reaches this point.

In the case of every Major, and Minors that reach Step 2, a data form will be filled in and sent to the PBS Team to record and inform future decisions. If a student receives five Major referrals in a term there will be a Parent/Teacher conference will be called.

Bullying

St Cuthbert's Catholic School Community believes that the working environment for students and staff should be safe and free from bullying of any kind.

Definition of Bullying:

“Repeated negative actions with negative intent towards a targeted individual over time, with an imbalance in the power (physically, verbally, socially and/or emotionally) within the interaction” Carol Grey, (2004).

Types of Bullying:

There are four types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
- Cyber bullying takes place using electronic technology. Electronic technology includes cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyber bullying may include:
 - Mean text messages or emails
 - Rumors sent by email or posted on social network sites
 - Embarrassing pictures, videos, websites or fake profiles

Action Plan:

In developing its action plan the school will:

- i. survey the school community about safety and bullying
- ii. ask the students to report bullying to staff (see Appendix B for report form)

- ii. encourage, teach and model positive pro-active comments regarding behavioural change
- iii. teach the students how to recognise and deal with bullying
- iv. re-teach those students that need extra support in following the expectations.

Bullying is not:

Behaviours that do not constitute bullying include:

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

However, these conflicts still need to be addressed and resolved using the Behaviour Flow Chart.

Resources

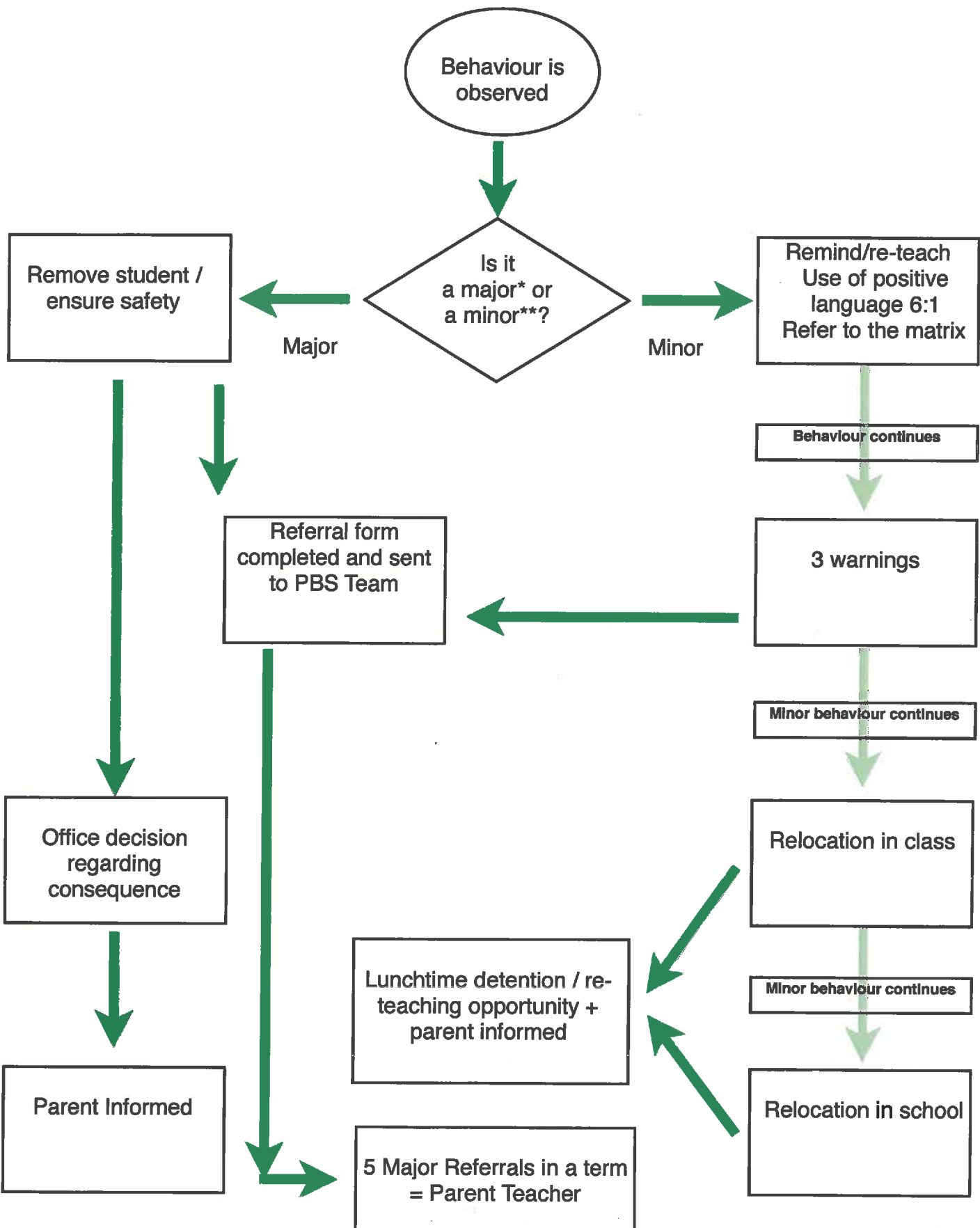
Kids Helpline
1800 55 1800
<http://www.kidshelp.com.au/>

Alannah and Madeline Foundation
<http://www.amf.org.au/>

Kids Matter
www.kidsmatter.edu.au

Stop Bullying
stopbullying.gov

St Cuthbert's Behaviour Flow Chart



Continue 6:1
If at any point the behaviour becomes a major refer to the start of the flow chart

* Majors

Abusive language	Cheating
Fighting	Property damage
Physical aggression	Inappropriate affection
Harassment	Technology violation
Vandalism	Weapons
Defiance/disrespect/non-compliant	

** Minors

Inappropriate language
Physical contact
Disruption
Dress code
Technology violation
Property misuse
Defiance/disrespect/non-compliant

St Cuthbert's Catholic Primary School
Bullying Report Form

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated over time.

Your name: _____ Class: _____ Date: _____

Write the names of the student(s) who are bullying you here:

What are they doing to you? (Please circle the words below that describe what is happening or write your own)

Hitting you Damaging your things Ganging up on you Spoiling your games Threatening	Name calling Writing notes Following you Offensive gestures Picking on you	Spreading rumours Teasing Stealing your things Glaring at you	Demanding food Intimidating Making fun of you Other:
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When is this most likely to happen?

Before school	During class	Lunchtime/Recess
After school	Between lessons	Other:

Do you have any witnesses? (List them)

Where are these incidents happening? _____

Are there any others that are being bullied? (List them)

Date received: _____

Action Taken:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.