



*St Peter's Primary School  
103 Wood Street, Inglewood*

**Policy: Pastoral Care, Behaviour Support and Bullying Policy**

Policy Area: Dealing with Bullying, Harassment, Aggression and Violence

Date Reviewed: 2020

Review Date: 2023

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## **Section 1.0: PASTORAL CARE**

### **1.1 Vision**

Our vision is a community where students graduate from St Peter's as successful learners today, and are prepared for tomorrow with a strong faith and core values of Trust, Respect, Unity and Excellence.

### **1.2 Values**

<b>Trust</b>	having faith and belief in God, family, yourself and others
<b>Respect</b>	treating people and places with care and consideration
<b>Unity</b>	working together as a team to achieve a common goal
<b>Excellence</b>	striving to be your best and create opportunities to achieve success

### **1.3 Rationale**

Pastoral care means enhancing the dignity of each person within a Catholic faith community.

The dignity and respect of each person in the School's community are considered as fundamental in the entire educational process. Pastoral care infuses all aspects of the school life. It is concerned with maximising learning and growth, and developing the beliefs, values, attitudes, knowledge, skills and practices to enable all to become inner-directed, contributing members of God's creation.

It is important for students to see common beliefs, attitudes and goals between their home and their school. Respectful communication between parents, carers and the school is of vital importance. To prevent misunderstanding, parents need to be informed of changes, encouraged to be involved in the school and have confidence that they have chosen the most supportive school for their child. Parents, staff and students are expected to work in partnership to help strengthen our pastoral care program over time.

Our pastoral care also includes the services of a Social Worker who is available for the school community by appointment. All members of the leadership team are available to hear concerns, but parents are asked to discuss classroom issues with the class teacher first. It is important that appointments are made so quality time can be set aside.

Communication is the important element of pastoral care. Issues can be discussed and various strategies implemented with the support and cooperation of all parties involved. Individual programs and plans may be developed and implemented, in conjunction with parents, teachers and children involved. This will help increase self-esteem, stop bullying, deal with crisis, help those in need and develop behaviour support plans if needed.

Our framework is flexible in order to account for the individual needs of each student knowing that all policies within the school are influenced by the Pastoral Care Policy. The integration of culture and faith, and of life and faith is considered in our policy.

Administrators, parents and staff will be role models in the mutual care and support they show each other and the students. It is from the Pastoral dimension of the total school life that students learn their own value and dignity. Every community member shares responsibility for the pastoral dimension of the Catholic School.

Pastoral Care at St Peter's Primary School:

1. has the individual as its focus;
2. permeates all aspects of the curriculum;
3. is exercised mutually by all members of the school community; and
4. promotes respect for the rights of every person.

## **Section 2.0: BEHAVIOUR SUPPORT**

### **2.1 Rationale**

All members of the St Peter's school community need to be able to experience a caring, safe and positive school environment for themselves and others. The Behaviour Support Policy is informed by positive behaviour, support and restorative practices. The procedures outlined seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

### **2.2 Student Connectedness and Engagement**

An essential element of wellbeing is the experience of belonging; of being connected to others in a community, being accepted and valued; and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing.

When a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour support processes which ensure that the student remains engaged and connected with the school community are to be preferred to those that disengage the student.

### **2.3 Restorative Practices and Positive Behaviour Support**

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour support and is recommended for Catholic schools.

- A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

### **2.4 Rights and Responsibilities**

#### **2.4.1 Students**

##### **Students have the RIGHT to:**

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Be treated with respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.
- Express themselves.

##### **Students have the RESPONSIBILITY to:**

- Display respectful, courteous and honest behaviour.
- 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.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.
- Display respect for the school property, personal property and the property of others.

#### **2.4.2 Staff**

##### **Staff have the RIGHT to:**

- Be treated with respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperate and receive support from parents in matters relating to their children's education.
- Be the first point of contact if there is an issue or concern with one of their students.

##### **Staff have the RESPONSIBILITY to:**

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students from when the door is open to allow informal discussions and preparation.
- Ensure good organisation and planning.
- Report student progress to parents.
- Be vigilant about bullying and encourage awareness of the school's policy.

#### **2.4.3 Parents**

##### **Parents have the RIGHT to:**

- Be treated with respect, courtesy and honesty.
- Be informed of curriculum material, behaviour support procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperate and receive support from teachers in matters relating to their child's education.

**Parents have the RESPONSIBILITY to:**

- Model respectful, courteous and honest behaviour.
- See bullying as a behaviour and not personalise in the form of a bully.
- Ensure that their child attends school regularly and on time.
- Support the school in implementing behaviour support strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- 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/children.
- Inform the school about repetitive inappropriate behaviours towards their child.
- Make teachers the first point of contact if there is an issue or concern with one of their students.
- Respect and maintain confidentiality between staff and parents.

**2.5 Guidelines**

Our Behaviour Support Policy:

- Emphasises and acknowledges positive behaviours;
- Includes consequences that are fair, reasonable and age appropriate;
- Is known, clearly understood and agreed upon by all students;
- Is written, displayed and made known to others working with the students;
- Is available to parents via the school website;
- Is continually reviewed by the staff throughout the year.

## 2.6 Actions and Consequences

LEVEL 1 BEHAVIOURS
Behaviour
<p>Minor Behaviours which are: <b>Disruptive, Disrespectful, Destructive, Disengaged Behaviours</b></p> <p>A student fails to comply with school rules, which include but are not limited to;</p> <ol style="list-style-type: none"><li>1. Disruptive behaviour</li><li>2. Disturbing other students learning and disrupting the class</li><li>3. Forgetting to bring equipment to class repeatedly</li><li>4. Failing to follow staff members instructions</li><li>5. Running on the verandas</li><li>6. Repeatedly receiving uniform slips</li><li>7. Unacceptable manners</li><li>8. Unacceptable language</li><li>9. Using putdowns</li><li>10. Being in an out of bounds area</li><li>11. Failure to complete homework repeatedly</li><li>12. Failure to respect equipment and use it appropriately</li><li>13. Misuse of Technology</li><li>14. Breaking Playground rules</li></ol>
Reactive Support
<p><b>In this reactive space the teacher will;</b></p> <p>Initiate individual Classroom Management/Support Strategy</p>

## LEVEL 2 BEHAVIOURS

### Behaviour

**Repeated** Minor Behaviours (maximum three times) which are:

**Disruptive, Disrespectful, Destructive, Disengaged Behaviours**

Repeated Minor Behaviours based on age appropriateness and teacher discretion.

A student fails to comply with school rules, which include but are not limited to;

1. Disruptive behaviour
2. Disturbing other students learning and disrupting the class
3. Forgetting to bring equipment to class repeatedly
4. Failing to follow staff members instructions
5. Running on the verandas
6. Repeatedly receiving uniform slips
7. Unacceptable manners
8. Unacceptable language
9. Using putdowns
10. Being in an out of bounds area
11. Failure to complete homework repeatedly
12. Failure to respect equipment and use it appropriately
13. Misuse of Technology
14. Breaking Playground rules

### Reactive Support

**In this reactive space the teacher will;**

- Initiate individual Classroom Management/Support Strategy
- Informs parent via email (cc in appropriate Assistant Principal; K-Yr2 Miss Courtney Dunsire or Yr 3-6 Mr Paul Brennan)
- Use standard School Letter of Concern in email.
- Email to parent recorded on SEQTA by teacher involved.
- Consider need for IBSP or review current IBSP

## LEVEL 3 BEHAVIOURS

### Behaviour

#### Major Behaviours

Behaviours which **impact** upon the physical, emotional psychological safety of self, students and surroundings OR minor behaviours that have been ongoing and repeated more than three times.

A student fails to comply with school rules inside and outside of the classroom including but not limited to;

- Constantly disrupting the class
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Teasing / taunting / bullying – this includes both physical and verbal
- Disrespecting the role of staff members
- Disrespecting property
- Any safety issues that puts self or others in danger
- Abuse of Social Media – See ICT Policy.

### Reactive Support

#### In this reactive space the teacher will;

- Ensure *safety first* for all
- Engage ENDEARA model
- Seek assistance via Administration (front office)  
(\* State "Reporting a Level 3 Behaviour Incident"- State location\*\*)
- Review proactive strategies
- Enter all actions entered into SEQTA
- Consider the need for IBSP or review current IBSP

#### In this reactive space the Assistant Principal will;

- Contact the parents and arrange a meeting if required
- Contact the Social Worker
- Ask the student to complete a **Reflection Sheet** document
- Arrange a Behaviour management conference with the Teacher present. Decisions made following meeting on consequence and support for student.
  - Detention recess / lunch
  - In school suspension
  - Liaison with outside agencies – school psychologist,
  - Loss of privileges
  - Community service within the school
  - Individual behaviour management plan
- Behaviour management conference initiated by Assistant Principal to meet with teacher, parent and student.

\*Kindy and Pre Primary children have their behaviour issues dealt with immediately, as this is developmentally appropriate. The class teacher must be advised as soon as possible of the behaviour and appropriate intervention put in place by the duty teacher in conjunction with the child's class teacher. The incident must be recorded by the class or duty teacher on SEQTA. Where necessary, a member of the Leadership Team is involved.

## LEVEL 4 BEHAVIOURS

### Behaviour

#### Major Behaviours

Behaviours which ***significantly impact*** upon the physical, emotional, psychological safety of self, students and surroundings.

Repeated Major Behaviours based on age appropriateness and teacher discretion.

A student fails to comply with school rules inside and outside of the classroom including but not limited to;

- Constantly disrupting the class
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Teasing / taunting / bullying – this includes both physical and verbal
- Disrespecting the role of staff members
- Disrespecting property
- Any safety issues that puts self or others in danger
- Abuse of Social Media – See ICT Policy.

### Reactive Support

#### **In this reactive space the teacher will;**

- Ensure safety first for all
- Engage ENDEARA model
- Seek assistance via Administration (front office)
- (\*\* State "Reporting a Level 4 Behaviour Incident"- State location\*\*)
- Review proactive strategies
- Consider need/review for IBSP

#### **In this reactive space the Principal will;**

- Contact parents via telephone
- Follow up by email the Outcome of phone discussion.
- Ensure that the Parents are called in for a school meeting by the Principal's PA
- Consider external assessment/support.
- Ensure that the consequences from this meeting are developed and shared with the parents, student and classroom teacher.

## **Proactive Support for all levels of Behaviour**

### **Review Classroom Environment**

- Consistency/predictability/routine
- Classroom layout
- Clear expectations
- Revisit rules on regular basis

### **Classroom Support Strategies**

- Examples may include;
- Check-in activities
- Positive language/specific praise/encouraging growth mindset
- Affirm positive behaviour
- Reminder of choices and consequences
- Give option of 'Tool Box' / Fidget Basket
- Classroom incentives e.g. 'Traffic Lights'
- Brain break with use of lanyard to leave the classroom – initiated by student

### **Engage Emotional Regulation Teaching & Activities**

- Movement breaks
- Mindfulness activities
- Heavy Lifting activities
- Therapy Dog
- Class Yoga
- Regulation break ("I need a break card")

### **Seek consultation with Support Staff as needed**

### **Reflective Strategies**

Examples may include;

- 'Keeping Safe Plan'
- 'Reflection Sheet'
- Communication with parent (proactive)
- Support Plan
- Create/Refer to Individualised Behaviour Support Plan (IBSP)

### **Seek consultation with Support Staff as needed**

## **2.7 Extreme Clause**

In extreme cases, identified by Leadership and in consultation with regional psychologist, expulsion may occur. Expulsion of students follows due process in line with the Catholic Education Office as per Policy – Exclusion of Students for Disciplinary Reasons. Policy No.2-D7.

## **Section 3.0: BULLYING**

### **3.1 Definition**

Bullying is a pattern of wilful, conscious behaviour intended to hurt, injure, upset, threaten or embarrass an individual or group. Bullying is a repetitive attack, which causes distress not only at the time of the attack, but also by the threat of future attacks. It involves an imbalance of power.

Bullying can be:

- verbal – name-calling including racist and sexist remarks, put downs, threatening;
- physical - hitting, tripping, poking, punching, kicking, throwing, objects, spitting;
- social - ignoring, hiding, ostracising, sending nasty notes
- psychological - stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on.
- cyber – the use of email, websites (eg Facebook, TikTok), MSN, text, photo and video technology.

### **3.2 Practice and Procedures**

Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this policy.

- Remove children from harm and attend to them if required.
- A decision needs to be made about whether this is an incident of bullying. See definition.
- The level of seriousness must be assessed before beginning the anti-bullying process.

If it is deemed not serious, teachers can help by discussing the child's feelings and possible options to deal with the harassment. This is particularly relevant to junior students. (See Appendix 2A and 2B for possible strategies to offer). State the School's anti-bullying stance and complete the Bullying Registration Form.

Any intervention will focus on helping all children involved. Apply No Blame Approach. Counselling is available from the School Psychologist if referred to by a staff member. Consultation from the Assistant Principals in cases where the bullying is not resolving.

If this is deemed to be a serious bullying incident it must be recorded as so on SEQTA. Parents will be informed by phone and time and date of call also recorded on SEQTA.

The Assistant Principals will assess the severity and history of the recorded bullying incidences. They will then apply a consequence, be it detention, in-school suspension or out of school suspension.

This school currently follows the ENDEARA model which was established to promote a caring and supportive environment. This educational, social and emotional programme is designed to minimise bullying and develop self-regulation in students. However, in the event that bullying occurs, the school will react firmly and promptly.

The teacher will support students who raise a concern in regard to bullying by finding out the facts of the incident. This will involve meeting with those concerned using a shared concern or 'no blame' approach to address the issue. Parents or caregivers will be contacted at an early stage and where appropriate, and a referral may be made to CEWA School Psychologist to develop positive strategies to overcome bullying.

### **3.3 Proactive Measures**

At the commencement of each school year, and periodically throughout the year, classes will discuss the Behaviour Support Policy. Copies of the Behaviour Support Policy will be made available to all current parents/caregivers via the school website.

- 1) Information on bullying will be made available on request to parents, teaching and non-teaching staff in the form of literature, educational sessions as required or through discussion.
- 2) Students will be given opportunities to talk about bullying with a Term One focus across the school.
- 3) Discuss appropriate standards of behaviour and school rules with all students (assemblies).
- 4) Identify students at risk/awareness of individual needs and develop individualised support plans, (Teacher and Educational Psychologist).
- 5) Organise appropriate referral for students experiencing difficulties (Support Teacher or Educational Psychologist).
- 6) Teach the keys to success – resilience, confidence, persistence, getting along and organisation.
- 7) Emphasis on conciliatory approach (listening to both sides, not labelling, problem solving).
- 8) Encourage co-operative learning.
- 9) Responsible and safe behaviour will be recognised and rewarded.

## **4.0 Code of Conduct**

### **4.1 Rationale**

To comply with the System Agreement with the Minister for Education Clause 6(3) stating *all schools in the system will be required to adhere to a "Code of Conduct" on child safety in accordance with the standard determined by the Minister under section 159(1)(l) of the Act.*

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

### **4.2 Scope**

The Code applies to staff, students, volunteers, parents and guardians as applicable.

### **4.3 School Code of Conduct Principles**

- You act safely and competently.
- You give priority to students' safety and well-being in all your behaviour and decision making.
- You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
- You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
- You respect the dignity, culture, values and beliefs of each member of the school community.
- You treat personal information about members of the school community as private and confidential.
- You give impartial, honest and accurate information about the education, safety and well-being of students.
- You support all members of the school community in making informed decisions about students.
- You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
- You maintain and build on the community's trust and confidence in Catholic schools and the Church.
- You act reflectively and ethically.
- You allow students to have a voice in their education, safety and well-being.

### **4.4 Student Code of Conduct Principles**

#### **TRUST: Having Faith and belief in God, family, yourself and others**

- I am honest and responsible.
- I am trustworthy and supportive of others.
- I trust in God's Path.

#### **RESPECT: Treating people and places with care and consideration.**

- I take pride in myself and the school environment.
- I am kind, caring and treat others fairly.
- I meet and greet others with respect and manners.

#### **UNITY: Working together as a team to achieve a common goal.**

- I make others feel included.
- I co-operate with others.
- I join in with others when showing reverence to God.

**EXCELLENCE: Striving to be your best and create opportunities to achieve success.**

- I strive to be the best I can be.
- I persist through challenges.
- I persist to achieve success.

## 5.0 APPENDICES



### 5.1 The Zones of Regulation

# THE ZONES OF REGULATION

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

## 5.2 The ENDEARA steps



<b>EVENT</b>	an event occurs that captures the attention of a teacher
<b>NAME</b>	<b>the feeling</b> you can see the child is feeling. Eg. Fred it looks like you are feeling.....(angry, sad, frustrated, annoyed, upset etc.)
<b>DEEP</b>	<b>breaths.</b> Encourage the child to take three slow deep breaths I minimum. (Teachers should model this as well and check in how they are feeling. As this could influence the way the situation is managed and the outcome).
<b>EXPLAIN</b>	<b>what is happening.</b> Allow the child to explain what is happening briefly. When they have done this ask them what was happening prior to the event. Encouraging them to be aware of how their action may have contributed, by asking what happened prior to the event they are explaining.
<b>ACKNOWLEDGE</b>	<b>their feelings again with empathy.</b> Eg. "I understand that you are feeling angry because your friends have run away from you. I would feel angry as well in that situation".
<b>REFLECT</b>	<b>on actions.</b> Ask the child to reflect on the impact of their actions on those around them. Allow them the opportunity to identify what was ok and not ok in what they did.
<b>ACTION</b>	In discussion with the teacher (and leadership if appropriate) the child is encouraged to come up with an appropriate action to restore the situation/social bonds. They may need to be adapted by the teacher / leadership to ensure it is appropriate. Work on including their strengths into this process. The situation then needs to be followed up and monitored to ensure the appropriate actions have been taken to restore the situation.

If the actions of **more than one child are involved** in the event these steps need to be followed with all involved. The process will be more effective **if each child speaks to an adult on their own**, as they can be influenced by the presence of others.

If the duty teacher or specialist teacher is dealing with this issue then they need to inform the class teacher as they are responsible for holding the overall picture of the children in their class. If a child continues to be involved with behavioural issues or the issue is of a serious nature then the use of the behavioural observation sheet is important to increase our understanding of what is behind the behaviour. The child will also need to be referred to the leadership team who will provide support with the situation.



The ZONES of Regulation® Reproducible BB

Name: \_\_\_\_\_

# Tools for Each of My ZONES

When I feel...

I can try...

<p><b>Tired or Sad</b></p> 	
<p><b>Calm or Happy</b></p> 	
<p><b>Frustrated or Silly</b></p> 	
<p><b>Angry or Mad</b></p> 	

Adapted for The Zones of Regulation® from the original work of Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com.

KEEPING SAFE FEELING SAFE CHECK IN ACTIVITY

Lower Primary

I feel...

unfocused excited distracted silly hyper antsy

sad tired disappointed hurt sick bored

angry out of control scared aggressive

worried confused embarrassed unsafe anxious stress

To help me feel...

calm focused ready to learn safe better

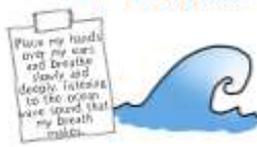
I will...



Draw or Color



Use a Breathing Board



Try Wave Breathing



Read a Book or Look at Feel-Good Pictures



Take Slow Breaths & Just Sit with My Feelings



Ask Permission to Quietly Exercise for a Minute or Two



Build Something or Do a Puzzle



Think of a Happy Memory or Peaceful Place



Give Myself or a Stuffed Animal a Big Hug



Ask for Help



Squeeze Then Relax My Muscles (Try 'Rocks & Socks')



List 3 Positive Things I Am Grateful For



Use Positive Self-Talk



Journal or Write a Letter



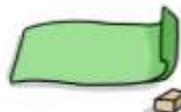
Use a Tool from the Calm Box



Get a Drink of Water



Push Against the Wall and Then Relax



Stretch or Do Yoga



Help Someone or Ask to Do a Classroom Chore



Try 5 Finger Breathing

# KEEPING SAFE FEELING SAFE CHECK IN ACTIVITY

Lower Primary



## Mapping the day

SPACE exercise

### WHEN I GOT HERE TODAY:

I was thinking about



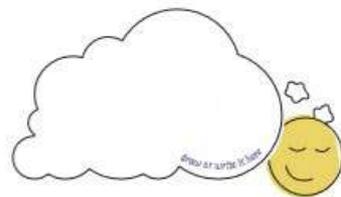
Home



Me



Family



Something else?

My body is/was feeling



Relaxed



Happy



Sad



Grumpy



Worried

KEEPING SAFE FEELING SAFE CHECK IN ACTIVITY

Upper Primary

I feel...

unfocused excited distracted silly hyper antsy

sad tired disappointed hurt sick bored

angry out of control scared aggressive

worried confused embarrassed unsafe anxious stress

To help me feel...

calm focused ready to learn safe better

I will...

- 

Draw or Color
- 

Use a Breathing Board
- 

Try Wave Breathing
- 

Read a Book or Look at Feel-Good Pictures
- 

Take Slow Breaths & Just Sit with My Feelings
- 

Ask Permission to Quietly Exercise for a Minute or Two
- 

Build Something or Do a Puzzle
- 

Think of a Happy Memory or Peaceful Place
- 

Give Myself or a Stuffed Animal a Big Hug
- 

Ask for Help
- 

Squeeze Then Relax My Muscles (Try 'Rocks & Socks')
- 

List 3 Positive Things I Am Grateful For
- 

Use Positive Self-Talk
- 

Journal or Write a Letter
- 

Use a Tool from the Calm Box
- 

Get a Drink of Water
- 

Push Against the Wall and Then Relax
- 

Stretch or Do Yoga
- 

Help Someone or Ask to Do a Classroom Chore
- 

Try 5 Finger Breathing

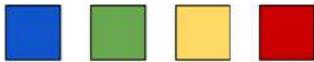
KEEPING SAFE FEELING SAFE CHECK IN ACTIVITY

Upper Primary

Name \_\_\_\_\_

# Check In

This morning I am in the



zone

Today I am looking forward to:

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---

---

Today I am worried about:

---

---

---

Today my goal is:

---

---

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Date \_\_\_/\_\_\_/\_\_\_

Day: M T W Th F

# Check Out

This afternoon I am in the



zone

Something I did well today was

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Something I will do better tomorrow is

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Did you achieve your goal today?

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5.4 Student Reflection Sheet



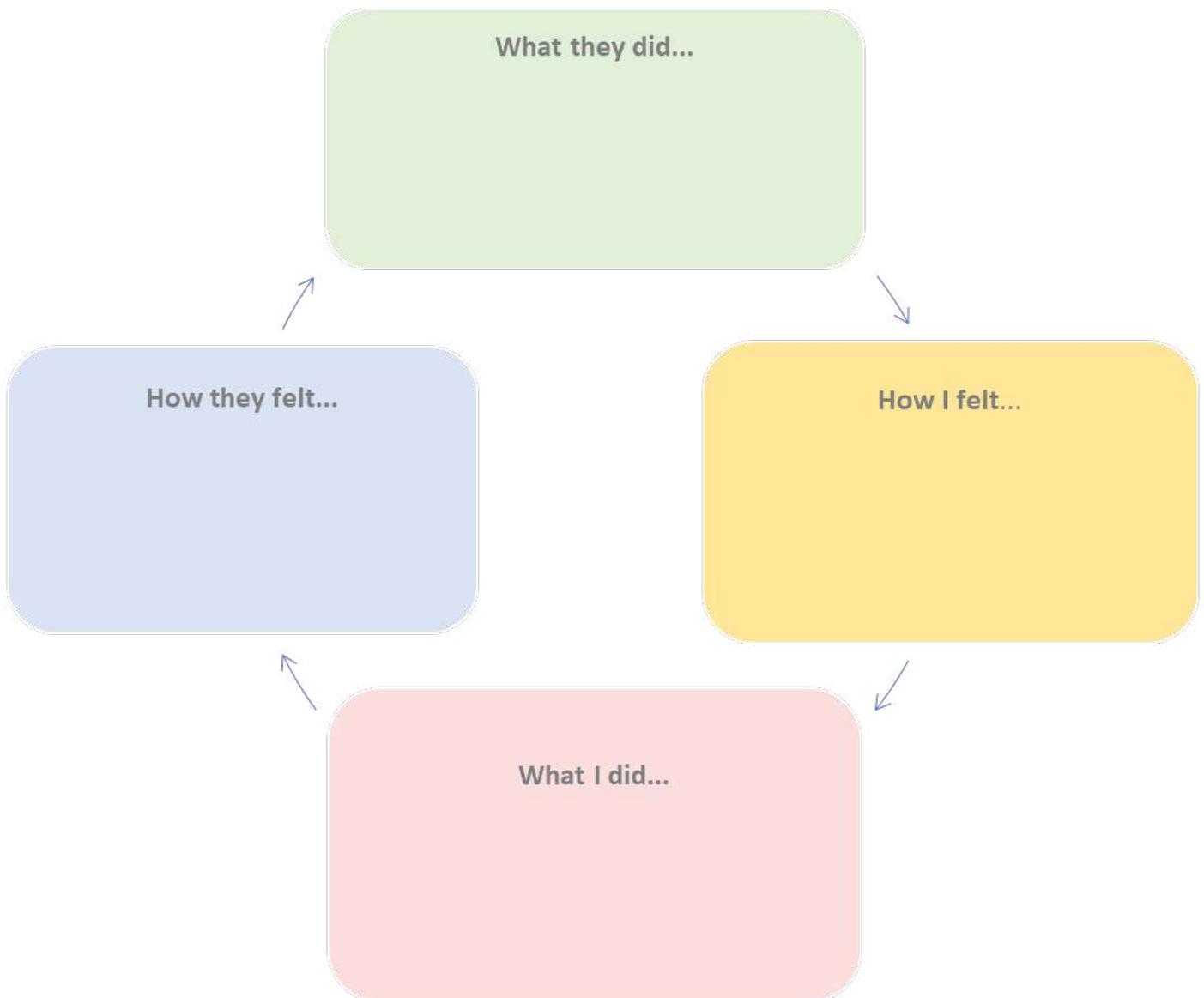
# INCIDENT SELF REFLECTION

(STUDENTS – Upper Primary)

*Trusting our instincts Respecting one another Uniting together to keep each other safe Excelling at expressing our feelings safely*

\*Teachers can support student through this process using the ENDEARA Model

Take 3 deep breaths... Write down what happened...



WE ALL HAVE THE RIGHT TO FEEL SAFE ALL OF THE TIME

**How safe I felt during this incident**

(not safe at all) 😞 0 \_\_\_\_\_ 10 (very SAFE) 😊

**To help me feel safer right now I need ....**

To talk about it                      Sometime alone                      To apologise                      Some calm down tools

**How safe I think others felt during this incident (teachers / students)**

(Not safe at all) 😞 0 \_\_\_\_\_ 10 (Very SAFE) 😊

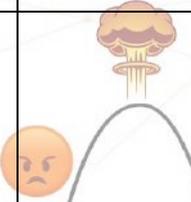
**To help myself and others feel safe NOW I can...**

Eg, Make an apology, talk to them about what happened

**To help myself and others feel safe IN FUTURE I can...**

<b>When I am in the...</b>	<b>How my body feels</b>	<b>Tools that help me</b>	<b>How adults can help me</b>
<b>Green Zone</b>			
<b>Yellow Zone</b>			
<b>Red Zone</b>			
<b>Blue Zone</b>			

## STUDENT SELF REFLECTION SHEET – The Students Voice - BEHAVIOUR SUPPORT PLANNING TOOL

My unexpected behaviours	What Zone I am in and my warning signs before the unexpected behaviour	Things that help me return to the green zone	What are my choices and what tools can I use?	How adults can help me return to the green zone
Eg Running away from staff when I am feeling unsafe	I start to get frustrated, might shout, yell, feel like I need to run off	Taking a break. Running. Basketball	Ask for a break Go outside Stay where adults can see me so they can keep me safe	Let me have a break outside  Stay close by  When I am calm see if I want to talk
Eg Shouting or being rude towards others			Take deep breaths Ask for a break Share how I am feeling – be respectful	Letting me take a break.
				
				

## 5.5 IBSP



Individual Behaviour Support Plan 2020		
 <b>ST PETER'S PRIMARY SCHOOL</b>	Insert Student Photo	Student Name: Plan Creation Date:

Behaviour Concern(s):	
Any Factors That May Relate to Behaviour Concerns:	
Diagnosis/Medical Information:	Medication:
Strengths:	
Plan to Support Student: (mark the applicable area)	
<input checked="" type="checkbox"/> In Classroom <input checked="" type="checkbox"/> Recess/Lunch (Playground) <input checked="" type="checkbox"/> Before/After School <input checked="" type="checkbox"/> At Assemblies/In Corridors & Shared Areas <input checked="" type="checkbox"/> Excursion/Incursion	

NNCD (Nationally Consistent Collection of Data on School Students with Disability)	
Disability Category Physical	Level of Adjustment Supplementary
STUDENT TO BE INCLUDED IN NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY. (More information is available at <a href="http://www.nccd.edu.au">www.nccd.edu.au</a> )	

Teaching & Learning Adjustments Across All Learning Areas	
Environmental Adjustments:	Instructional Adjustments:
Review of Adjustments:	

Staff member responsible for reviewing the IBSP and Home/School liaison: Classroom teacher		
Staff member responsible for completing accident/incident report: Staff member that witnessed the incident		
Review/Comments:		
Date:		
Student Consulted: Y / N		Student Signature (if applicable):
Signatures		
Teacher(s) / Education Assistant	Parent(s) / Guardian(s)	Principal



Daily Timetable (Support provided) - Semester One				
Monday 8.15-3.00	Tuesday 8.15-3.00	Wednesday 8.15-3.00	Thursday 8.15-3.00	Friday 8.15-3.00

Student Behaviour Escalation Profile / Critical Incident Response		
Stage	Indicators / Behaviours	Engagement/Prevention Strategies & Support Agents
CALM		
TRIGGERS		
AGITATION		
Stage	Indicators / Behaviours	Response Strategies & Support Agents / Procedure Following Incident
ACCELERATION		
PEAK		
DE-ESCALATION		
Stage	Indicators / Behaviours	Restorative Strategies & Support Agent
RECOVERY		

## 5.6 Critical Incident Reflection

This document is to assist a reflection process for staff following a critical incident. It may also guide discussions with the Leadership Team when reviewing a critical incident which has taken place with a student.

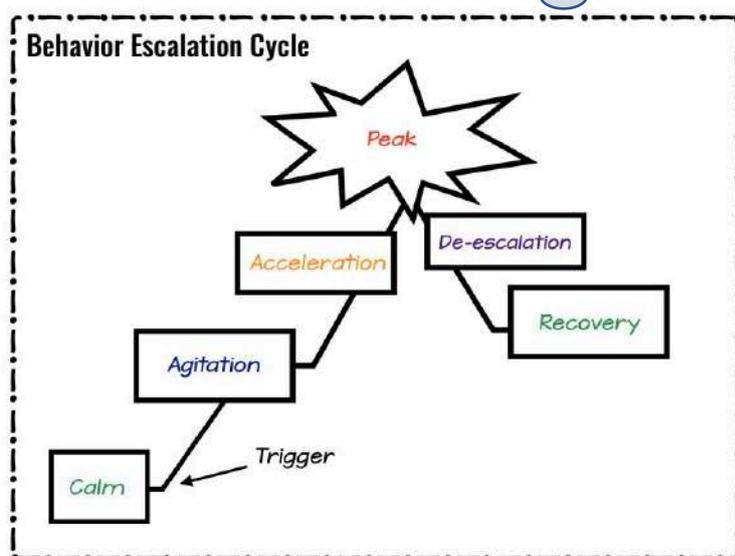
*'All Behaviour is Communication'*

### Recognising Context:

How full do you think the students cup is right now? Why



How full is your cup right now? Why



### Remember...

*Emotional regulation can be supported via:*

- ★ Connection
- ★ Empathy
- ★ Physical activities
- ★ Clear consistent boundaries
- ★ Predictability
- ★ Calm – Co regulation

### Reviewing the incident:

Is there currently a Behaviour Support Plan in place?

What was the trigger?

What support was provided during agitation stage?

What support was provided during acceleration stage?

What support/safeguarding was provided during peak escalation?

What supported de-escalation?

What supported recovery?

\*Document/ update child's Behaviour Support Plan as needed

### Future Planning:

What revisions need to be made to the current Behaviour Support Plan?

Has child been supported to self-reflect on the incident?

Are any additional supports / information needed?

What support are you arranging for yourself if needed?



## 5.7 Strategies to support students to deal with bullying incidents

### Teachers can advise children to:

- Do not fight back
- Try to ignore the person bullying.
- Walk away immediately when the bullying starts.
- Stand up to the person bullying. Look them in the eye and calmly tell them to stop. "Stop I don't like it."  
"Stop, this conversation is over." Then walk away.
- Talk to your friends and ask for help.
- Play with a group and stay close to duty teachers.
- If you are finding it hard to speak to an adult, write it down.
- Try one or a combination of these for a few days. If it is not any better, speak to an adult. This can be a parent or a staff member.

### Using the 'No Blame' Approach

Use the following type of script to help the perpetrator resolve the pain that others may be going through. Deal with the perpetrators one by one.

### The Individual Chat Method

#### Stage 1 Thanks for Coming.

Explain why the student is there. "We need your assistance in solving 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 hard time recently. Can you tell me anything about it?' Then focus responses by asking, "What have you done?" Maintain this as the focus of the conversation.

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

#### Stage 3 Bad

'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**

'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 the situation?'

- Accept their positive suggestions.
- Negative suggestions – ask 'How will this improve the situation?'
- Do not bargain or question.
- Do not discuss how.
- If you think that the suggestions do not cover critical behaviours, prompt the bully by saying, 'what do you think you could do about ...(those behaviours)?'
- If the bully 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.

#### **Stage 5 Review**

'Thanks for talking with me today and making these suggestions to make life easier for \*\*\*\*\*'

How about we meet again in a week's time for two minutes to see if things are better'. (Arrange specific time and place).

This interview should not be longer than seven minutes long.

Complete the "reporting of a Bullying Incident by Teacher's Form as soon as you can after this session. NB In a week's time, review with the person being bullied first, then the perpetrator. If there are still concerns go through the process again (one more time only) and get the perpetrator's revised suggestions.

## 5.8 Student/Parent Reporting Sheet



Student's Name:

Class:

Date:

**NOTE:** This form can be filled out by anyone who is being bullied or a bystander who wishes to help stop bullying. The information will be kept private.

Please fill in the information below and an Assistant Principal will make a time to talk to you.

1. What type of bullying is happening? (e.g. name calling, leaving out of group)
2. How many people are doing this? Please name them:
3. How long has this been happening?
4. How do you feel about the bullying/teasing?
5. What have you tried to do to solve this?
6. Have you told anyone about this problem? Who?

**Please take this sheet to Mr Brennan or email it directly to him ([paul.brennan@cewa.edu.au](mailto:paul.brennan@cewa.edu.au))**

Do not tell the people who are bullying about this.

We are concerned and want to help stop this, so someone from the school will speak to you very soon.

Thank You

## 6.0 Acknowledgements

You Can Do It - Professor Michael E. Bernard

Retrieved from <http://www.youcandoiteducation.com.au/> on the 12<sup>th</sup> of January 2014

Habits of Mind – Art Costa

Retrieved from <http://www.artcostacentre.com/html/habits.htm> on the 12th of January 2014

Restorative Practices - Brenda Morrison

Zones of Regulation

<https://www.zonesofregulation.com/index.html>