

**ST MATTHEW'S SCHOOL**

**NARROGIN**



**BEHAVIOUR MANAGEMENT  
POLICY**

**Informed by Positive Behaviour Support and Restorative Practices**

**VISION STATEMENT**

**St Matthew's School enables children to strive to reach their full potential, as God intends, by fostering concern for self, others, the environment and their relationship with God.**

**Developed 2011  
Reviewed 2018  
Reviewed 2019**

**ST MATTHEW'S SCHOOL**  
**BEHAVIOUR MANAGEMENT POLICY**

**RATIONALE**

As a Catholic school we strive to follow Gospel values and the example of Jesus. Jesus gave us two basic commandments:

- Love God and the creation God has made with love, including ourselves
- Love and respect your neighbour and respect their property

The behaviour management policy at St Matthew's is based on the premise that all members of our community have the right to be treated with respect and courtesy, within a safe and secure environment. This emerges from our school motto 'Concern': concern for self, others, environment and our relationship with God. Gospel values such as honesty, justice, integrity, compassion and love must be apparent in all situations where behaviour issues are concerned. Any behaviour that takes away from the Gospel values of the school, including bullying, racism, injustice and harassment, must be addressed. Central to our mission is the commitment to the development of full potential, which can only be achieved in an environment where acceptable standards of behaviour are apparent.

**PRINCIPLES**

The focus and intended outcome of this policy is personal resilience, the mode is prevention and primary interventions, and the application is to the school community, and to each member of the school community individually.

To develop resilient, responsible, and self-disciplined students we:

- Provide opportunities for children to display initiative and responsibility
- Provide opportunities for children to develop positive and appropriate interpersonal and social skills
- Reward and encourage children for the effort they are making in the following areas: academic, sporting, social or behaviour
- Provide opportunities for children to learn decision-making skills
- Raise the awareness that every individual is responsible for his/her own actions and choices
- Recognise that inappropriate behaviour results in certain consequences

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

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management 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.

The hierarchy of restorative practices includes:

- Universal – reaffirming relationships through developing social and emotional skills
- Targeted – repairing relationships in the classroom, small groups, individual conferences
- Intensive – rebuilding relationships through community conferencing

### **THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT**

- At St Matthew’s we believe the aim of behaviour management practices is to develop and maintain positive working relationships between staff and students. There are a set of school guidelines concerning health and safety, respect for persons, property, and the environment. These are intended to develop students’ self-discipline and responsibility.

### **RIGHTS AND RESPONSIBILITIES**

<p><b>Students have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>• Learn in a purposeful and supportive environment.</li> <li>• Work and play in a safe, secure, friendly and clean environment.</li> <li>• Respect, courtesy and honesty.</li> <li>• Equitable treatment regardless of race, gender or mental/physical ability.</li> <li>• Interact with others in an atmosphere free from harassment and bullying.</li> <li>• Express themselves.</li> </ul>	<p><b>Students have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>• Display respectful, courteous and honest behaviour.</li> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> <li>• Ensure that the school environment is kept neat, tidy and secure.</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>• Behave in a way that protects the safety and well-being of others.</li> <li>• Ensure their behaviour does not intimidate others.</li> <li>• Display respect for the school property, personal property and the property of others.</li> </ul>
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## RIGHTS AND RESPONSIBILITIES continued

<p><b>Staff have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty.</li> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• Cooperation and support from parents in matters relating to their children’s education.</li> <li>• To be the first point of contact if there is an issue or concern with one of their students.</li> </ul>	<p><b>Staff have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that the school environment is kept neat, tidy and secure.</li> <li>• Establish positive relationships with students (open door by 8:30am to allow informal discussions and preparation)</li> <li>• Ensure good organisation and planning.</li> <li>• Report student progress to parents.</li> <li>• Be vigilant about bullying and encourage awareness of the school’s policy.</li> </ul>
<p><b>Parents have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty.</li> <li>• Be informed of curriculum material, behaviour management procedures and decisions affecting their child’s health and welfare.</li> <li>• Be informed of their child’s progress.</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> <li>• Expect that bullying will be dealt with.</li> <li>• Cooperation and support from teachers in matters relating to their child’s education.</li> </ul>	<p><b>Parents have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that their child attends school regularly and on time.</li> <li>• Support the school in implementing behaviour management strategies, particularly in relation to their own child.</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>• Support the school in providing a meaningful and adequate education for their children.</li> <li>• Inform the school about repetitive inappropriate behaviours towards their child.</li> <li>• Make teachers the first point of contact if there is an issue or concern with one of their students.</li> <li>• Respect and maintain confidentiality between staff and parents.</li> </ul>

# ST MATTHEW'S CLASSROOM RULES



## Let others learn

- Remaining quiet during work time
- Putting up your hand
- Respecting other opinions and ideas
- Speak nicely to others/ no verbal bullying
- Do not distract others when they are concentrating

## The teacher has the right to teach

- Listen to the teacher and follow directions
- Ask questions politely when you are not sure
- Always use your manners
- Treat all staff members with respect

## Respect your own and others' property

- Keep your belongings, including your desk and chair, clean
- Look after all school equipment. Always ask if you need to borrow something
- Return borrowed items in the same condition
- Only enter or remain in a classroom when a teacher is present

## WALK inside

- Move carefully around the classroom
- Keep a slow pace to ensure safety
- Do not use sporting equipment inside

## Keep hands, feet and objects to yourself

- Always pass things; do not throw objects in class
- No physical bullying- do not hit, touch, or kick others
- Use items in the way they are intended to be used

# ST MATTHEW'S PLAY AREA RULES



## Respect for self and others

- Always wear your school hat when outside
- Speak nicely to others/use your manners, no verbal bullying
- Listen to the teacher on duty and follow his/her instructions
- Wear your correct uniform with pride
- Speak truthfully about others

## Include all students

- Let all children join in the games
- Use welcoming language

## Respect the school environment

- Always eat and play in the area allocated to your class
- Put all rubbish in the bin
- Keep all play areas clean and tidy, including the undercover area and the Sr Isabel Hall
- Do not bring items to school that can cause damage to the school environment - particularly bubble gum

## Share and use equipment appropriately

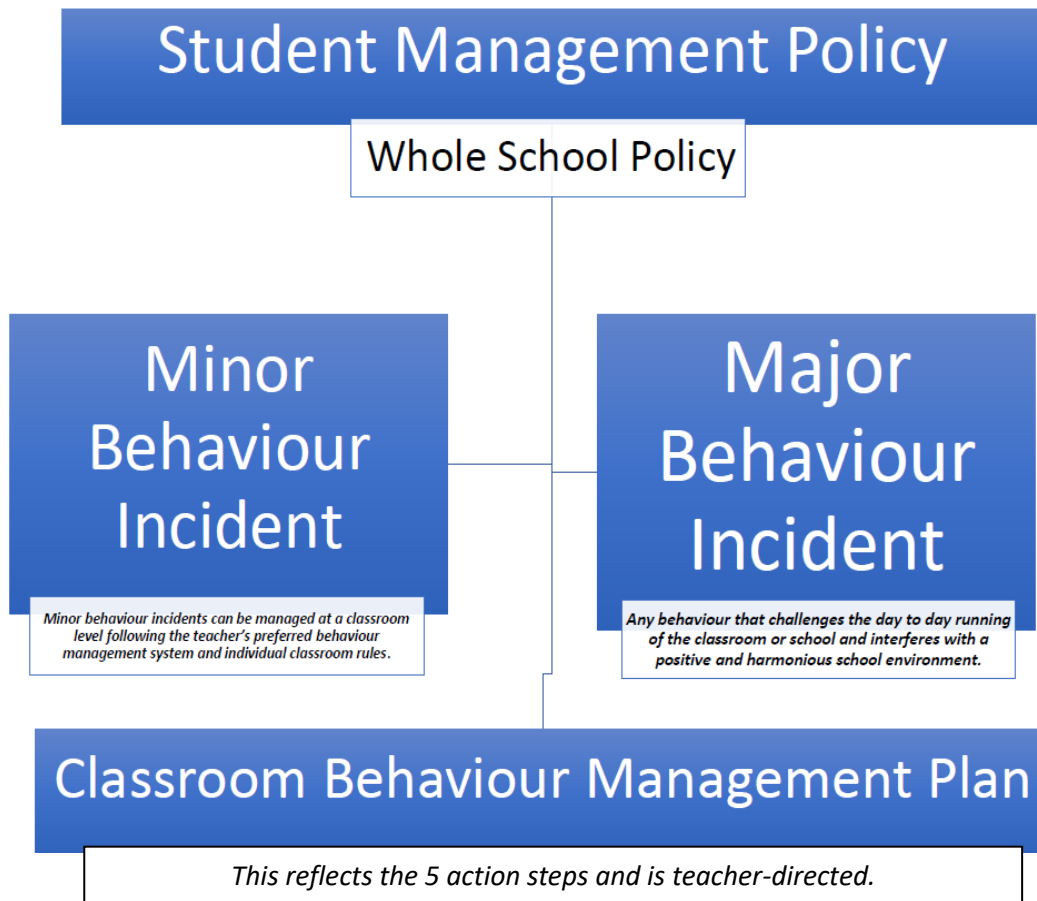
- Take turns on the equipment
- Use the equipment safely
- Walk bicycles on paths and the basketball court

## Keep hands, feet and objects to yourself

- Consider the safety of others when playing games
- Fighting and rough games are not allowed
- Don't throw items and objects

### **Excursion/Incursion Rules**

Both Classroom and Playground rules apply when students are attending incursions and/or excursions.



### Minor Behaviours

Not including others  
 Calling out  
 Running inside  
 Distracting others  
 Disrespecting property  
 Rudeness

### Major Behaviours

Fighting  
 Biting  
 Inappropriate language  
 Cyberbullying  
 Damaging property  
 Stealing  
 Hurting  
 Lying  
 Leaving without permission  
 Inappropriate behaviour when representing the school

## **POSITIVE REINFORCEMENT USED AT ST MATTHEW'S**

St Matthew's has several positive incentives in place to thank and reward students who behave appropriately in the classroom and on the playground. The incentives listed below represent only a sample of those used within the school:

### **Classroom:**

- Encouragement and Praise - this is the major form of positive reinforcement used.
- Positive reinforcement - this may include setting class or personal goals or students earning individual or group points with class negotiation of positive rewards.
- Honour Certificates - given out at Friday assemblies. (Every student to receive an honour certificate at least once during the year.)

### **Playground:**

- To positively reinforce students who are following the playground rules, teachers will give these students a 'Golden Slip'. These slips are counted and contribute to Faction Points (see below). At every Friday assembly, approximately 4 slips are randomly chosen to receive a small prize.

### **Whole School**

- When a Faction goal for Golden Slips is reached, each Faction will be awarded ten minutes of extra play. Faction points are announced at each assembly and visually displayed in the Undercover Area.

## **CLASSROOM BEHAVIOUR MANAGEMENT**

At St Matthew's, we believe teachers can only provide a good education in an environment where the staff implement the behaviour management policy consistently. At the start of each year and term, the class teacher will review his/her classroom behaviour management plan with the class, so that it remains consistent with the guidelines provided below. The class behaviour management plan should reflect a direct link between the child's actions, how this breaches the classroom behaviour management plan and the consequences. The consequences will also be reflective of the child's developmental stage. Managing student behaviour is the responsibility of ALL staff; therefore, all staff should be active partners. A staff member who needs support in the area of managing student behaviour is encouraged to consult a peer or the Principal in the spirit of mutual support and with open communication in order to ensure the best outcome.



## **Action Steps K –P/P**

**1<sup>st</sup> occasion** – reminder of appropriate behaviour, verbal warning

**2<sup>nd</sup> occasion** – thinking time (their age + 1min time out)

**3<sup>rd</sup> occasion** – exclusion on the mat for an increased time period. Discussion regarding behaviour and the desired behaviour required.

Depending on the severity of the incident, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk. Teacher decides if parents are to be informed of the incident through the day.

## **Action Steps Years 1 –6**

### **1. First verbal warning**

- Let child know they are not following classroom rules, and to redirect their behaviour
  - “John, you are interrupting classroom learning, that’s one”

### **2 Second verbal warning:**

- Remind student of what classroom rule they are breaking
  - “John, you are not following the teacher’s instructions, which is a classroom rule, that’s two”

### **3 Classroom separation**

- Student is separated from others within the classroom. Amount of time is teacher’s discretion.

### **4 Buddy Class**

- Teacher send student to a ‘Buddy Class’. Teacher sends another child also to accompany on the trip, plus a note for the receiving teacher stating the endurance of the eviction. (See attached Buddy Class note)

### **5 Sent to admin OFFICE**

- Please note: at the start of each session (start of day to recess, recess to lunch, lunch to end of day), all prior behaviour actions are reset, and teacher begins with first verbal warning again.
- Please note: the behaviours of hitting, swearing, leaving the school grounds without permission, or disobeying a direct instruction, result in immediately being sent to the office. Teachers will decide if parents receive written notification or an interview should be arranged.

## PLAYGROUND BEHAVIOUR MANAGEMENT

Students will be regularly reminded (e.g. the commencement of the term and/or as the need arises) about the rules they must follow on the playground and the consequences for not following these rules. Teachers will also discuss this regularly with their classes as a preventative measure. However, **ALL** staff are responsible for ensuring a safe and happy playground environment and therefore, all must contribute to the implementation of the behaviour management policy. Playground rules will be displayed in the undercover area, as well as on windows facing the playground.

All teachers strive to create a safe, positive and rewarding play environment; however, should any child on any day decide not to comply with the school expectations, then the following will occur.

### Minor Misbehaviour (Playground)

#### Action Steps Years 1-6

1. First Occasion: Verbal Warning: - Ask the child what right/rule they have broken? What is the correct behaviour?
2. Second Occasion: Verbal Warning, and removal from activity/area.
3. Third Occasion: A Time-out notification may be issued at the discretion of the teacher. Class teacher notified.

- Suggested time-out is 5 minutes
- Time Out is situated outside the canteen.
- In the event that a child is found to be breaking a school rule which warrants time out just at the end of recess or lunch time, the teacher instructs the child that at the next play time they must report to the duty teacher and complete their time out. The duty teacher issuing the time out must inform the teacher for the following duty time to expect the student.
- Class teachers need to educate all students on acceptable behaviour during time-out. Each day is treated as a new chance. Warnings are not carried over from the previous day.

### Serious Misbehaviour (Playground)

Serious misbehaviour in the playground includes:

Behaviour	Example
Violence towards another person, which refers to purposeful, wilful, unwarranted contact	Hitting, punching, pulling hair

Bullying: Intentional and continues harm to another student	Verbal and/or physical harassment of another student
Wilful property damage	Breaking windows, destroying school equipment
Verbal abuse toward others	Swearing, inappropriate language

### **Action Steps Years 1 –6**

1. Automatic removal from the playground or classroom and sent to the office while a member of the Leadership Team is contacted. They will decide the appropriate consequence based on the severity of incident and previous history.
2. Consequences will include one of the following:
  - Stern Warning – parents notified
  - Detention - Recess or Lunch time and parents notified
  - In-school Suspension – parents notified
  - Out of School Suspension – parents notified
4. This is recorded on SEQTA

### **Office Time-Out**

It is at the discretion of the Leadership Team, depending on the severity of the incident and the student's history in relation to behavioural issues, as to whether a recess or lunchtime detention will be issued.

Office Time-Outs will be supervised by the Assistant Principal or Principal in a classroom or in the Office. Students in 'Time-Out' complete a 'Think Sheet', discuss this with the Assistant Principal and then sit quietly until the end of Time-Out. 'Think Sheets' are sent home with the students for their parents to sign and on return are uploaded onto SEQTA and filed in Student Files.

### **In-School Suspension**

In-School Suspensions are conducted during class times and are for cases of serious misconduct or ongoing minor misbehaviours. Continued Time-outs in a semester will be reviewed by a member of the Leadership Team, and it will be decided if an in-school suspension is warranted. This will be held in the admin office. The students will sit, and complete work set by the classroom teachers. There is to be no contact with other students. The Leadership Team will supervise. Recess and lunch breaks will be taken at different times to the rest of the school.

In-School Suspensions may also be issued following a serious incident. Duration of in-school suspension may range from half a day to three days.

## **Out of School Suspension**

St Matthew's School's policy on *Out of School Suspension* is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will consider all previous circumstances and will consult with another Behaviour Management team member and the child's teacher prior to invoking an out of school suspension.

## **INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS**

In some cases, the school may deem it necessary to implement an Individual Behaviour Management plan. Whilst every intention is made to negotiate these plans with the student's parents, it is ultimately at the discretion of the Leadership Team, to implement this modification. Parents will receive a copy of the Behaviour Management Plan and will also receive notification each time that this plan is put into action.

“The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden.

These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

· child abuse

Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child’s caregiver.

2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

- a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
- b) the child has less power than another person involved in the behaviour; or
- c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

3. Emotional abuse includes:

- a) psychological abuse; and
- b) being exposed to an act of family and domestic violence.

4. Neglect includes failure by a child’s parents to provide, arrange or allow the provision of:

- a) adequate care for the child; or
- b) effective medical, therapeutic or remedial treatment for the child.

· corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

· degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007].”

## BULLYING

### 1. Definition of Bullying

**Bullying** is a pattern of willful, 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, ostracizing, 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, social media (e.g. Face Book, Instagram, Snap Chat), text, photo, and video technology.

### 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.

Any bullying incident must be communicated to the Leadership Team and recorded on SEQTA. Parents will be informed by phone and time and date of call also recorded on SEQTA. The Leadership Team will assess the severity and history of the recorded bullying incidences. They will then apply a consequence, be it time-out, in-school suspension or out-of-school suspension.

This school currently has the Making Jesus Real approach (MJR) established to promote a caring and supportive environment. This educational, social and emotional program is designed to promote resilience strategies, minimize bullying, and develop self-regulation in students. However, if bullying occurs, the school will react firmly and promptly.

The CHAT (Changing Health Acting Together) program is run throughout the school and cyber bullying is a focus in all classrooms from Years 4-6. CHAT offers intensive, step-by-step support to develop a best practice whole-school approach to resilience, drug and road safety education. It provides opportunity to examine the broader, holistic notion of student wellbeing.

The benefits of CHAT for staff, students, schools and communities include:

- positive changes in the school culture
- improved student participation, engagement and attendance
- improved health behaviours and personal capabilities
- improved partnerships with parents
- a set of management principles that build human, organisational and social capital within schools' opportunities for, and increased participation in, professional learning for school staff development of guidelines
- more holistic approaches that focus on cognitive skills and changes to the social environment which have a positive impact on students' mental health, smoking and alcohol intake
- a method for formalising processes and increasing collaboration with other schools and services.

School staff will support students who raise a concern regarding 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, referral will be made to the non-government School Psychologist to develop positive strategies to overcome bullying.

### ***Proactive Measures***

At the commencement of each school year, and periodically throughout the year, classes will discuss the Behaviour Management Policy. Copies of the Behaviour Management Policy will be made available to all current parents/caregivers on 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 1 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 individualized support plans (Teacher and Educational Psychologist).
- 5) Organise appropriate referral for students experiencing difficulties (Support Teacher or Educational Psychologist).
- 6) Teach the Resilience Toolkit (See appendix: 7)
- 7) Emphasis on conciliatory approach (listening to both sides, not labeling, problem solving).
- 8) Encourage co-operative learning.
- 9) Responsible and safe behaviour will be recognised and rewarded.

## **STRATEGIES FOR TEACHERS TO HELP CHILDREN DEAL WITH MINOR 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.

(See Resilience Toolkit – Appendix: 7)



is it

BULLYING?

When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*-  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

## Appendix 1

### 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 \_\_\_\_\_ 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 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 weeks' 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. In a weeks' time, review with the person being bullied

first, then the perpetrators. If there are still concerns, go through the process again (one more time only) and get the perpetrators' revised suggestions.

Appendix 2

# STUDENT/PARENT REPORTING SHEET

*(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).*

**Student's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Take this to your teacher.
- 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

Appendix 3



# THINK SHEET (JUNIOR)

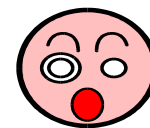
Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Teacher is to write down what happened from the child's verbal explanation.*

What happened? Draw a picture of what happened.

Which rule did I break? \_\_\_\_\_

How did this make the other student/ teacher feel?



Draw or write what you could have done instead.

What do you have to do now to make things better?

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Student: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form to your class teacher after signing it

Appendix 4



# THINK SHEET (SENIOR)

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Write down your version of what happened:

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Who else saw what happened?

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Write down the Classroom or Playground Rules you have broken:

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What could you do instead next time?

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What do you have to do now to make it right? Why?

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Student: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Please return this form to the class teacher after signing it).

**Appendix 5**

**BUDDY CLASS NOTE**

Date: \_\_\_\_\_

From: Year \_\_\_\_\_ To: Year \_\_\_\_\_

..... has reached Buddy Class consequences in the classroom for:

- 3 warnings using steps from the behaviour management plan
- Non-compliance
- Bullying
- Other

Further explanation: \_\_\_\_\_

Could you please supervise him / her in your room until \_\_\_\_\_

Signed: ..... (Teacher's name)

**Behaviour whilst in Buddy Class (to be completed by Buddy Class Teacher)**

Excellent	Satisfactory	Poor
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Details: \_\_\_\_\_

Signed: ..... (Buddy Teacher's name)

Note: Please forward to Assistant Principal so that this can be recorded.

## Appendix 6



# ST MATTHEW'S SCHOOL NARROGIN

## Student Code of Conduct

As students of St Matthew's School, we understand that all members of our school community need to follow a Code of Conduct for the safety and well-being of everybody as we strive to show concern for our relationship with God, self, others and the environment.

### Conduct Statements

1. I show concern by acting safely so I do not hurt myself or others.
2. I treat others the way I would like to be treated, just as Jesus showed concern for others.
3. I follow school rules, so all students and staff are safe and accepted.
4. I show respect and concern for others, regardless of their differences, just as Jesus did.
5. I respect the property of others, just as I would like my property respected.
6. I respect the resources of the school, including sports and playgrounds, those in the classrooms, technology, so everyone can enjoy the facilities of St Matthew's School.
7. I am honest and acknowledge my mistakes, so I can grow and be the best person I can be.
8. I listen to others, so everyone has a voice.
9. I follow classroom rules allowing teachers to teach, so all students can learn.
10. I take pride in our school, because St Matthew's School is a place for all.

If you are concerned that someone is not following the Code of Conduct, you need to talk to a teacher first, then to Mrs Thomson, Mrs Milton or Mr Tenney.



## Appendix 7

# RESILIENCE

## TOOL KIT

- 1** **IGNORE** 
- 2** **FRIENDLY TALK** 
- 3** **WALK AWAY** 
- 4** **POWERFUL TALK** 
- 5** **REPORT** 



