

Our School's perspective...

AIM

As a school we seek to foster a spirit of harmony in the relationships among students, staff and parents. Likewise we aim to nurture the self esteem and resiliency of all students, in order to build a safe and happy school community.

School aims to:

Teachers **listen carefully** to children's concerns and seek to gain the views of all parties in an incident. Getting a full and **balanced perspective** of the incident is very important. The approach school takes in it's **pastoral care** of all students is done in conjunction with the programmes which support students' **social and emotional well being**, such as the "You Can Do It" programme. School also acknowledges the need to work in close **partnership with home**.

Consistent and appropriate procedures are in place to promote all students' well being. This includes the careful supervision of students when at play, **positive reinforcement** and praise of appropriate behaviour and firm but conciliatory approaches to dealing with inappropriate behaviour, namely **conflict resolution**.

Whole school approaches are in place to monitor and deal with all incidences of behaviour, with the nature of action reflecting the severity of an incidence. It is important to respond based on individual circumstances and the patterns of behaviour, such as the distinction between repetitive bullying as opposed to a one-off incident.

Behaviour Management (brief synopsis)

Positive Reinforcement of Appropriate Behaviours

- ◇ Class based rewards
- ◇ House points
- ◇ Green Slips- following the "You Can Do It" keys
 - ◇ Happy interviews with the Principal
 - ◇ Merit certificates & prizes
 - ◇ Curriculum based learning activities

Step 1

Day to day management of behaviour is the responsibility of class teachers in line with individual class rules. Furthermore, curriculum activities seek to develop emotional and social well being. Minor incidents are dealt with by the class teacher.

Step 2

Records are completed and are used for more significant forms of disruption, breaking the rules, confrontation and aggression (non-violent).

Teachers deal with these incidents based on individual circumstances and will inform parents. There is an option to inform the Principal/ Assistant Principal if deemed necessary.

Possible Consequences that are in place at school:

- Conflict Resolution between victim and perpetrator
- Time-out
- Loss of privileges
- Students miss out on lunch/ recess play

Step 3

A **Blue Slip** is given for severe events, such as violence or unprovoked actions. It involves principal or assistant principal involvement.

Parents are informed and may be asked to attend a **collaborative conference**.

Possible consequences that are in place at school:

- Conflict resolution between victim and perpetrator
- Immediate consequences in response to individual incidents
- Period of in-school suspension
- Introduction of Individual Behaviour Plans
- Period of home school suspension
- Exclusion (following CECWA Policy)



Promoting Students' Ability to Deal with Difficult Situations Information for Parents

*With Christ as our guide
and in the spirit of Harmony,
We embrace and empower our community,
To be witness to, and celebrate
The diversity of faith, life and learning.*

This pamphlet seeks to distinguish what is bullying behaviour and suggests ways in which parents and children can deal with events when they arise. Likewise, it refers to our school's approach in developing social and emotional well-being and relates to the method of "**Shared Concern**" which involves partnership between students, parents and school.

At St John Paul II Catholic Primary School we seek to offer a **safe and secure environment** where specific values can be developed in an atmosphere of **faith and trust**. Such values are witnessed in our charisms, specifically:



Embracing
Diversity



Inclusivity



Daily
Practical
Witness to
Christ



Community
Prayers



Challenging
Injustice



Sustainability

- ◆ Our school embraces parents, the first and most important educators, staff and children.
- ◆ The conduct and behaviour of each student should be that expected of a **Christian person** growing and developing within a **Christian community**.
- ◆ We believe that this means guiding the child in developing **responsibility and self discipline**. Unfortunately, as in any school, there are times when an individual chooses not to follow the school rules. As with any choice there is a **consequence**.

What is Bullying?: A definition

- The term "bullying" covers a **wide range of behaviours**. CECWA policy defines bullying as a desire to hurt. It is **physical, verbal or relational** hurtful behaviour. It constitutes an imbalance of power or an unjust use of power. Bullying is typically **repetitive** in its nature and is experienced by the target of the aggression as **oppressive**, and by the perpetrator as enjoyable (Rigby 2001). Cyber bullying is an aspect of bullying.
- Bullying often happens when parents or teachers are not present, so it is important that children are given the **encouragement and skills** to tell adults if they feel unsafe because of being bullied.
- It is also important to teach children who exhibit bullying behaviour that **such actions are not acceptable** and that there are other, positive ways of achieving the ends which bullying may be achieving for them.
- As well as the victim and perpetrator there are bystanders and spectators to incidences of bullying.

What should I do if my child tells me they are being bullied?...

STOP!

How should I respond?

- **Stay calm**- react in a calm, helpful and supportive manner.
- It is important to **listen** to what your child is telling you.
- Encourage your child to talk through the events so that you get the **basic facts straight**.
- Help the child to **reflect** on what has been done at school already and what might need to be done.

THINK!

What do I need to do next?

- Try to keep an **open mind** remembering you are hearing **one** part of the story only.
- If you feel it necessary, you may wish to **write down** what your child has told you has happened.

ACT!

What actions need to take place?

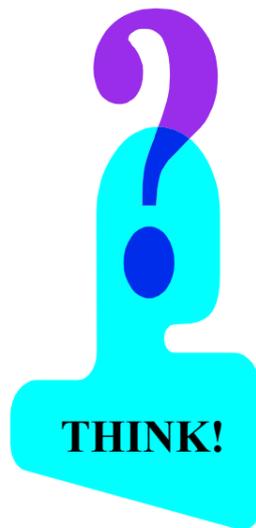
- **Never** try to sort out the incident directly by yourself.
- Contact the **class teacher** to find out what will be done.
- When some **actions** have been agreed upon, it is important to **support** these decisions at home.
- If you remain concerned you may wish to **follow up** the incident with the Principal or Assistant Principal.
- Parents have the right to contact the Catholic Education Office if they remain unhappy with the school's actions (refer to CECWA's Dealing with a School Complaint leaflet).

TIPS FOR KIDS

If I think I am being bullied?



- ⇒ What is **happening?**
- ⇒ Is this **bullying?**
- ⇒ How do I **feel?**
- ⇒ Is this really **bothering me?**



- ⇒ Do I need to **ask for help?**
- ⇒ Decide who is the **best person** to talk to?
- ⇒ You could **talk** to: your parents, teachers, duty teacher, a family friend, a school friend or someone you trust.



- ⇒ **Ask** for help
- ⇒ **Remain positive**-you are not in the wrong!
- ⇒ Remember your **5 keys**- Confidence, Getting Along, Persistence, Resilience and Organisation.



BYSTANDER ACTIONS

If you see another child being bullied you could:

- * Let the person doing the bullying **know** that what they are doing is bullying.
- * **Refuse** to join in with their bullying and walk away.
- * **Support** the student who is being bullied.
- * **Ask** a teacher or support person for help.
- * **Support** your friends and protect them from bullying by being there for them.
- * **ALWAYS STAY SAFE YOURSELF!**