

# St Thomas Aquinas Catholic Primary School Bowral

## Positive Behaviour Support & Anti-Bullying POLICY



14 August 2015

## VISION

At St Thomas Aquinas Catholic Primary School  
we strive to provide quality learning and teaching in a welcoming,  
life-giving and authentic Catholic community

## MISSION

With Christ as our model  
all members of this  
community are called to ...

- + Provide a dynamic student-centered education, which inspires children, staff and parents to be enthusiastic life-long learners
- + Value and respect all members of the community and challenge them to live the Gospel values
- + Nurture and empower children to build resilience and utilise their unique talents to contribute positively in a changing world
- + Be actively involved in the Parish of St Thomas Aquinas and the wider community



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## Statement of Purpose

In order to create a safe and supportive environment, staff at STA agreed to implement the *School-wide Positive Behaviour for Learning framework* (SPB<sub>4</sub>L). This whole school approach provides clear, consistent expectations and systems, which include proactive strategies for defining, teaching and supporting appropriate student behaviour.

The focus is on creating and sustaining school-wide, classroom and individual systems of support to improve student's overall wellbeing. SPB<sub>4</sub>L offers support for all students with their behaviour and their learning in our school.

## School Rules

Based on our Vision and Mission statement and with input from students and staff, the following school rules have been established:

1. *Stay Safe*
2. *Together we Learn*
3. *Act Respectfully*

## Rights and Responsibilities

At St Thomas Aquinas, we believe that all students, staff and parents have rights and responsibilities in order to promote a positive learning environment, based on dignity and respect.

<b>Students have the right to....</b>	<b>Students have the responsibility to....</b>
a quality education which provides a range of learning experiences	actively and positively participate in all school activities
feel safe and valued within the school community	act in a safe and respectful manner towards others
clear and consistent guidelines, which support a positive school environment	follow the school rules and the expected behaviours ( <i>See Appendix 2 Behaviour Expectation Matrix</i> )
<b>Teachers have the right to.....</b>	<b>Teachers have the responsibility to....</b>
be treated with respect by all in a Christ-like manner	model Christian values in all dealings with students and parents
professional development in order to maintain professional growth	attend, implement and share professional learning

a quality professional environment in which teaching and learning time is valued and consistently protected	provide students with differentiated and quality learning experiences
<b>Parents have the right to....</b>	<b>Parents have the responsibility to....</b>
have access to information regarding their child's progress and general school experiences	maintain open communication with the school and follow communication procedures
learning experiences designed to meet the needs of all children	ensure that their child is prepared and ready for learning and that attendance is in keeping with legal requirements
be treated in an open, honest and respectful manner	treat others in the school community with respect and honesty

## Procedures and Routines

### Positive Behaviour Expectations

*“Research has shown that the use of punishment, especially when it is implemented inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience”* <https://www.pbis.org/school>

It is therefore far more effective to explicitly teach positive behaviours, rather than react to misbehaviour through punishment-based strategies.

All staff defined specific positive behaviours for all school settings based on our three school rules. The explicit teaching of our *Behaviour Expectation Matrix* (See Appendix 2) by all staff to all students occurs regularly, as informed by data.

### Encouraging and Affirming Expected Behaviours

Research shows that:

*“specific, positive feedback is among the most powerful influences on any learning.”* (Hattie 2012)

At STA we create a positive school climate, in which compliance receives more attention than non-compliance, by frequently affirming and rewarding students who follow the school rules and behaviour expectations.

Positive behaviour in the playground is encouraged by teachers striving to give verbal positive reinforcement to the students who are demonstrating appropriate behaviours in a ratio of 5 positive : 1 negative comment.



## School Rewards

Playground Awards

Merit Awards

Principal Awards

End of Year Awards

Perpetual Awards

(See Appendix 11)

## Discouraging and Dealing with Inappropriate Behaviours

In consultation with staff, clear definitions of *minor* and *major* problem behaviours were established. (See Appendix 3)

These definitions are used by all staff to consistently identify and respond to problem behaviour and follow through with appropriate consequences in non-classroom areas.  
(See Appendix 1).

All staff have received *Active Supervision* training and are supported to follow the *Active Supervision* principles whilst on duty. They are expected to **scan**, **move** and **interact** within their defined area. Duty teachers carry a playground folder containing relevant recording forms, the correction flowchart, red emergency card and a white medical assistance card.

If a minor incident occurs on the playground, the duty teacher follows the steps outlined on the *Behaviour Management Flowchart*. (See Appendix 1).

Teachers will follow through with a consequence with students who do not comply after a rule reminder and redirection, and record the incident on the *minor* recording sheet. (See Appendix 4 ).

Three *minor* inappropriate behaviours recorded within a two-week period or five within a term are treated as a *major*.

If a *major* incident occurs on the playground, a *red card* is sent to the office for leadership team member assistance and the student is removed from the area. A *Major Incident Report Form* (See Appendix 5) is completed as soon as practical.

The leadership team member follows the steps described in the *Behaviour Management Flow Chart* (See Appendix 1). Parents are notified, notes on communication recorded on Sentral and consequences are followed through. The major incident form is kept on the student's file.

Teachers are able to seek advice when needed from the SPB<sub>4</sub>L team and Catholic Care school counsellor regarding student behaviour.

# **Corporal punishment in any form by anyone is not permitted at St Thomas Aquinas Primary School**

## **Ongoing Monitoring**

### **Data collection:**

Behaviour data collected by all staff includes *minor incident recordings, student disciplinary referrals* (majors) and staff observations. Relevant behaviour data is consistently collected and analysed.

Playground folders are used by teachers on duty and are returned at the end of each break. The PCC (Pastoral Care Co-ordinator) collects and supervises weekly, completed playground forms. These are entered each week by office staff into SENTRAL, a database hosted by the *Wollongong Catholic Education Office*.

### **Data Analysis:**

Collected Behaviour data is regularly analysed and discussed by the SPB4L team. Data supports the SPB4L team with relevant decision-making and intervention planning. Students requiring playground support are brought to the attention of their classroom teacher and their parents.

DATA is further utilised in the following ways:

- to review and improve systems and procedures
- to monitor progress
- to analyse and address problem behaviour
- to identify students who need additional support
- to provide specific feedback, where appropriate, to students and parents.

Behaviour Data is shared with all staff at communication meetings in weeks 4 and 8. This may be done at other times if the need arises.

Incident Summary Graphs will be shared electronically with staff in weeks 4 and 8. They will also be displayed on the staffroom wall.

## **Anti-Bullying Plan and Procedures**

### **Rationale**

At Saint Thomas Aquinas Catholic Primary School we strive to provide quality learning and teaching in a welcoming, life giving and authentic Catholic community where all members of our school are valued, respected and challenged to live Gospel Values.

At STA we aim to nurture and empower children to build resilience and utilise their unique talents to contribute positively in a changing world. We therefore do not tolerate bullying in any form.

## Definition of Bullying

The *National Safe Schools Framework* (2011) defines bullying as “repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.”

“Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.”

<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx>

Bullying can take many forms including:

Physical	Verbal	Social	Psychological
Hitting	Swearing	Isolation	Isolation
Kicking	Racial taunts	Intimidation	Exclusion
Hurting in any way	Putdowns	Dominating friendship	Spreading rumours
Aggressive body contact / gestures	Threats / harassment	Cyber bullying	Threatening Body language

## What Bullying is Not

Single incidents and conflict between equals are not defined as bullying. These incidents will be handled by the school following the procedures as outlined in the *Behaviour Management Flow Chart*. (See Appendix 1).

## Cyber-bullying

Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content.

## Definition and Examples

Examples of Cyber-bullying may include:

- Sending threatening emails
- Spreading rumours on line
- Posting hurtful images, pictures or videos on social media



If cyber bullying occurs that has a close nexus with the school or with the wellbeing of a child educated at STA but occurs outside school hours, off-site or through the use of a student's personal mobile devices and / or computer, school leadership personnel may have an obligation to respond.

See also STA's Policy Responsible Use of Technology Agreement (*Appendix 7*)

## **Procedure to Investigate and Manage Bullying**

At St Thomas Aquinas we follow the *Anti-Bullying Procedures for Primary Staff* process outlined in the Catholic Education Office, Diocese of Wollongong *Student Anti-Bullying Policy and Guidelines for Implementation* (February 2012) (See Flow Chart Anti- Bullying Procedures for Primary Staff Appendix 8).

In case of a bullying incident being observed by a member of staff, the staff member endeavours to stop the bullying, separates the students involved and provides a safe place for the victim/s and bystanders and will then follow the steps below. In case of bullying being reported by a student or parent to a staff member the same steps are followed.

The staff member listens to all students involved and

- keeps a written record on the *Bullying Investigation Tool* (See Appendix 11)
- If the incident is not deemed bullying the STA Behaviour Management Flow chart is followed (see Appendix 1)
- If the *Bullying Investigation Tool* deems the incident to be bullying, it will also be considered as a major behaviour infringement and the specific process as outlined below is followed:
  - All details will be referred to the Principal or their delegate as soon as possible. The Principal / delegate interviews the victim / bully / by-standers separately and/or collects written statements.
  - Any additional information is recorded on the *Bullying Investigation Tool* (See Appendix 10) All records and documentation will be filed in the student's file
  - The Principal or delegate informs the parents / carers by phone of the bullying incident and subsequent actions are taken in the following way:
    - The Principal or their delegate determines an *anti-bullying plan* which includes suitable consequences based on the nature and severity of the incident and further support for both the victim and the perpetrator e.g. *counselling, social skills training and peer support*. For examples of possible consequences see *Behaviour Management Flow Chart* or at the discretion of the Principal.
    - The Principal or delegate monitors the implementation and effectiveness of the anti-bullying plan and reviews it regularly with students, staff, parents/ carers
- In the event of recurring bullying behaviour the MSPEC referral is completed by the Principal / delegate to seek further advice from the Catholic Education Office.

## **Responsibilities with regard to Anti bullying**

### **Responsibilities: Catholic Education Office**

- Support and resource schools to implement anti-bullying initiatives and procedures consistent with MSPEC;
- Provide anti-bullying and cyber-safety information for students, staff and parent/carers on the CEO website; and
- Provide opportunities for training staff in appropriate anti-bullying responses including cyber-safety, restorative justice practices, mediation and developing social skills in students.

### **Responsibilities: School**

- Provide documentation to the school community that includes plans and procedures for implementing anti-bullying practices;
- Inform and make available to students, staff and parent/carers copies of the student anti-bullying and responsible use of technology procedures and agreement (*see Appendix 9*);
- Provide education to students, staff and parent/carers about anti-bullying strategies and the responsible use of technology;
- Investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved;
- Notify parent/carers of bullying incidents involving their children;
- Notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct;
- Notify NSW Community Services (formerly DoCS) when an incident involving manufacturing, possessing or distribution of child pornography has occurred; and
- Maintain records of bullying incidents and related interventions in accordance with Managing Student and Pastoral Concerns (MSPEC) documents.

### **Responsibilities: Staff**

- Members of staff are required to report every incident of alleged bullying/ cyberbullying to a member of the leadership team;
- To fully participate in the school's professional learning that supports anti-bullying responses as specified in the Diocesan Student Anti-Bully Policy;
- Implement all relevant aspects of the school's Positive Behaviour Policy; and
- Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries, so that students can learn to self-regulate.

## **Responsibilities: Students**

- Follow the student *Anti-Bullying and Responsible Use of Technology* procedures regarding student- student, student-staff and student-community member relationships;
- Students from K to 6 will read and sign *Responsible Use of Technology Agreement*;
- Seek support if bullied and refrain from retaliating in any bullying incident;
- Participate in learning experiences that address understandings, values and skills relating to anti- bullying and responsible use of technology; and
- Agree that any social networking site that identifies the school by name, image or implication is part of the school environment and may be dealt with according to the school's Positive Behaviour Support Policy and Anti-bullying Procedures.

## **Responsibilities: Parent/Carers**

Parent/carers have a responsibility to treat all members of the school community with dignity and respect and:

- Read, abide by and sign Section 18 - *Guidelines for parents in the Primary Enrolment Application Form*;
- Read and abide by the student *Positive Behaviour Support Policy and Anti- Bullying Procedures* as part of the application for enrolment at the Diocesan school;
- Read, abide by and sign the *Responsible Use of Technology Procedures* as part of the application for enrolment at the Diocesan school;
- Work collaboratively with the school in providing opportunities for education on issues related to student safety and wellbeing;
- Have a responsibility to inform the school promptly of all bullying situations involving their children;
- Work co-operatively with the school to resolve all incidents of bullying and cyberbullying;
- Model prudent use of technology;
- Supervise and discuss with their children internet content and time spent using technology to help children grow into ethical and responsible digital citizens;
- Encourage students to always report bullying and cyber-bullying to a trusted adult;
- Provide expectations of responsible online behaviour;
- Provide appropriate protection and safety such as filtering devices for their children when using various technologies;
- Report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider); and
- Follow due process and use relevant procedures when bringing complaints and grievances to the notice of a school and/or the Catholic Education Office.

## **Record Keeping**

All bullying allegations, investigation notes, correspondence to parents, meeting notes and MSPEC referrals will be filed with the Principals / delegate and in the student's files.

## Education about Anti-Bullying and Resourcing

- Staff participate in anti-bullying PD at a Staff Meeting during Term One.
- Parents are informed about anti-bullying policies and procedures via the newsletter, Kinder Orientation, Parent Information nights and P&F meetings. The school counsellor will also conduct a parent information meeting regarding anti-bullying once a year. All students and parents on the 1:1 iPad program are made aware of cyber bullying and sign a technology agreement. The policy will be available on the school website.
- The “*Friendly Schools Plus Program*” is taught across the school each year.

## Monitoring

School will conduct *School Safety Surveys* (see Appendix 10) in Terms 1 and 3 to gauge and monitor the effectiveness of the Anti-bullying plans and procedures. The data collected from these surveys will be collated and sensitively handled to support the identified students. The aim of these surveys is to assist everyone in contributing to a positive school culture.

## School Liaison Police and Support Services

### School Liaison Police

In extreme cases bullying can break the law, especially in cases which involve violence, threat of harm, cyber-bullying or alleged criminal conduct. In such cases, Police recourse is possible. The Police School Liaison Officer will be contacted in these instances.

Goulburn LAC	School Liaison Officer: <b>S/C Gary Mutton</b> Suite 2, Level 1, Cnr of Auburn and Montague Streets GOULBURN 2580 <b>Phone:</b> 02 4823 0399 <b>Fax:</b> 02 4823 0311
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### Catholic Care Counselling

Students can access Catholic Care Counsellor by referral.

## Communication and Dissemination of this Policy

The policy will be made available to all families and members of staff. It will be posted on the school website. Hard copies will be available by request from the school office.

## **Regular Evaluation of Policy**

This Policy will be reviewed bi-annually and on a needs basis by the SPB4L / Leadership Teams to ensure that the practices and procedures are current.

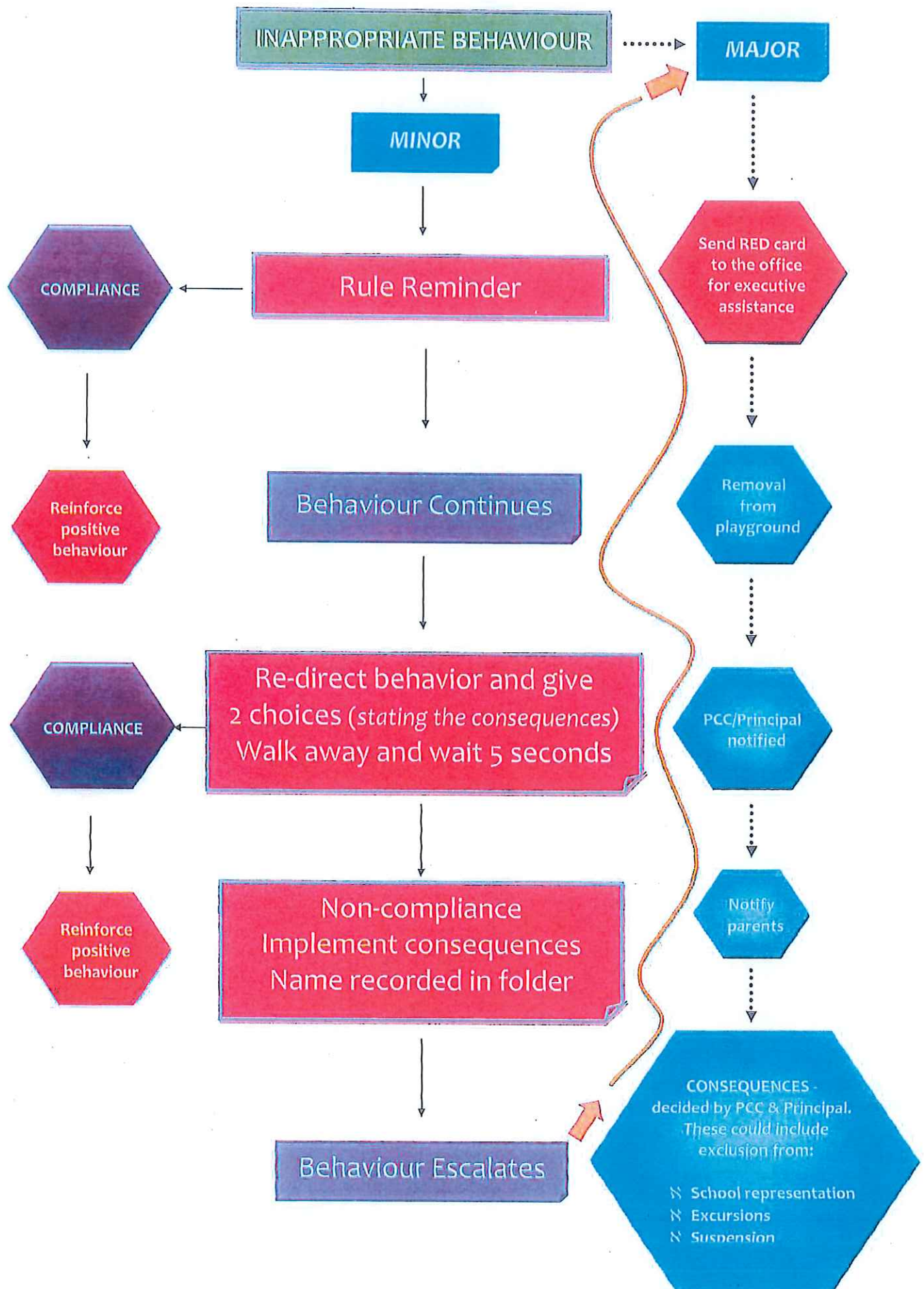


## Appendices

1. Behaviour Management Flowchart
2. Behaviour Expectation Matrix
3. Behaviour Definitions (Minor and Major)
4. Playground Minor Behaviour Record
5. Playground Major Behaviour Record
6. Classroom Minor Behaviour Record
7. Classroom Major Behaviour Record
8. Anti-Bullying Procedures for Primary staff
9. Responsible Use of Technology Agreement
10. School Safety Survey
11. Bullying Investigation Tool
12. School Awards

# STA SPB4L Behaviour Management Flowchart

APPENDIX 1





## Behaviour Expectation Matrix


### APPENDIX 2



	STAY SAFE	TOGETHER WE LEARN	ACT RESPECTFULLY
ALL COMMON AREAS	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to yourself</li> <li>● Get adult help for accidents and spills</li> <li>● Use all equipment and material appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to adult instructions</li> <li>● Follow school rules</li> <li>● Remind others to follow school rules</li> </ul>	<ul style="list-style-type: none"> <li>● Wear your correct uniform with pride</li> <li>● Use kind words and manners</li> <li>● Wait your turn</li> </ul>
BEFORE SCHOOL	<ul style="list-style-type: none"> <li>● Stay seated until a teacher says <i>it's time to play</i></li> </ul>	See "All Common Areas"	See "All Common Areas"
PLAYGROUND	<ul style="list-style-type: none"> <li>● Walk to and from the playground</li> <li>● Stay within boundaries</li> <li>● No play fighting</li> <li>● Watch out for activities games around you</li> <li>● Always walk on the asphalt and soft fall</li> <li>● Wear your hat at all times</li> </ul>	<ul style="list-style-type: none"> <li>● Know the rules of the rules of the game you are playing</li> <li>● Follow the rules of the game</li> <li>● Explain the rules calmly to others who are new to a game.</li> </ul>	<ul style="list-style-type: none"> <li>● Include others</li> <li>● Play fairly</li> <li>● Use kind words</li> <li>● Share equipment such as skipping ropes</li> <li>● Handle losing</li> <li>● Congratulate the winners</li> </ul>
CORRIDORS and STAIRS	<ul style="list-style-type: none"> <li>● Always walk on the left</li> <li>● Walk forward in a line</li> </ul>	See "All Common Areas"	<ul style="list-style-type: none"> <li>● Step to the side and wait for adults to move through doorways first</li> <li>● Soft voices – no shouting</li> </ul>
CANTEEN	<ul style="list-style-type: none"> <li>● Line up at correct window</li> <li>● Stand behind the line and wait your turn</li> <li>● Keep a distance to person in front of you</li> </ul>	See "All Common Areas" <ul style="list-style-type: none"> <li>● Only buy for yourself</li> <li>● Only go to the canteen if you are buying and have enough money</li> </ul>	<ul style="list-style-type: none"> <li>● Look at the person you are speaking to</li> <li>● Use a clear voice when ordering</li> <li>● Say "please" and "thank you"</li> </ul>

		<ul style="list-style-type: none"> <li>● Have your money ready</li> </ul>	
HALL	<ul style="list-style-type: none"> <li>● Always walk in and out of doorways</li> <li>● Sit with your class group</li> </ul>	<ul style="list-style-type: none"> <li>● Raise your hand to ask and answer questions from presenters</li> </ul>	<ul style="list-style-type: none"> <li>● Listen attentively to speakers or presentations</li> <li>● Step to the side and wait for adults to move through doorways first</li> </ul>
TOILETS	<ul style="list-style-type: none"> <li>● Always walk in toilet the block</li> <li>● Wash hands</li> <li>● Keep water in sink</li> </ul>	See "All Common Areas"	<ul style="list-style-type: none"> <li>● Knock on stall door if it's closed and you are unsure if someone is inside.</li> <li>● Give people privacy</li> <li>● Talk in quiet voices</li> </ul>
CHURCH	<ul style="list-style-type: none"> <li>● Sit still in pew and leave the kneeler on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>● Join in with hymn singing and prayer responses</li> </ul>	<ul style="list-style-type: none"> <li>● Use quiet voices</li> </ul>
AFTERNOON DISMISSAL LINES	<ul style="list-style-type: none"> <li>● Walk directly to your dismissal line</li> <li>● Keep your bag on your back with your belongings zipped inside</li> </ul>	See "All Common Areas"	<ul style="list-style-type: none"> <li>● Stay in dismissal line</li> <li>● Stand quietly</li> <li>● Be ready for when your dismissal line is called</li> <li>● Always walk</li> <li>● Have your bus pass ready</li> </ul>



	<b>Minor</b> Teacher handled	<b>Major</b> Office / leadership referral
<b>Physical contact/ aggression:</b>	<p><b>Student engages in <u>non-serious</u> but inappropriate physical contact</b></p> <ul style="list-style-type: none"> <li>• Arguing over play equipment</li> <li>• Pushing, shoving, grabbing</li> <li>• Taking hats from others</li> <li>• Play fighting body contact games</li> </ul>	<p><b>Student's actions involve serious and INTENTIONAL physical contact where injury may occur</b></p> <ul style="list-style-type: none"> <li>• Rough play with intent to hurt</li> <li>• Throwing objects i.e. sticks, rocks and balls</li> <li>• Deliberately hurting other children physically e.g. hitting, kicking, pinching, pulling hair, biting and spitting</li> <li>• Severe physical anger outburst and loss of control</li> </ul>
<b>Inappropriate language:</b>	<p><b>Student uses <u>low intensity</u> but inappropriate language</b></p> <ul style="list-style-type: none"> <li>• accidental one off swearing in the heat of the moment and not directed at anyone</li> <li>• one-off minor name calling</li> </ul>	<p><b>Student's verbal messages are <u>deliberately abusive</u></b></p> <ul style="list-style-type: none"> <li>• deliberate swearing directed at adults or other students</li> <li>• racist / sexist comments</li> <li>• severe, sustained name calling directed at adults or staff</li> </ul>
<b>Bullying, harassing</b>	<p><b>Student engages in <u>low level teasing</u></b></p> <ul style="list-style-type: none"> <li>• Not allowing other children to play and join in the game</li> <li>• Teasing (one-off)</li> <li>• Arguing over rules of game</li> <li>• Unfairly dominating behaviour in games</li> </ul>	<p><b>Students <u>continually engages in serious, abusive and deliberate bullying and harassing behaviours</u></b></p> <ul style="list-style-type: none"> <li>• Repeatedly excluding others</li> <li>• Repeatedly intimidating others</li> <li>• Intentionally harassing vulnerable students to provoke a reaction</li> <li>• Spreading rumours</li> <li>• Cyber bullying</li> </ul>



<b>Disruption</b>	<p><b>Student engages in low-intensity, but inappropriate disruption</b></p> <ul style="list-style-type: none"> <li>• Not responding quickly and appropriately to the bell</li> <li>• Talking at inappropriate times eg: assemblies, Church,</li> <li>• Running in inappropriate areas eg: the quiet garden,</li> <li>• Running through other students' games</li> <li>• Snatching hats, equipment from other students</li> </ul>	<p><b>Student's persistent behaviour causes interruptions to school activities</b></p> <ul style="list-style-type: none"> <li>• Frequently and deliberately interrupting other students' games</li> <li>• Excessive and persistent talking, making noises, calling out at inappropriate times e.g. assembly, in Church.</li> </ul>
<b>Defiance / Disrespect</b>	<p><b>Student engages in brief or low-intensity disrespectful behaviours</b></p> <ul style="list-style-type: none"> <li>• Not following teacher direction (one-off)</li> <li>• Not sitting for eating</li> <li>• Moving off to play or going to the canteen before being dismissed from the eating area</li> <li>• Playing without a hat</li> <li>• Entering out of bounds areas and school buildings unsupervised</li> <li>• Kicking ball above head height</li> <li>• Minor lying to protect oneself from trouble</li> <li>• Wearing of non uniform items without permission</li> </ul>	<p><b>Student's sustained refusal or ignoring of teacher directions or school rules</b></p> <ul style="list-style-type: none"> <li>• Repeatedly not following teacher instructions</li> <li>• Running away from staff when spoken to</li> <li>• Repeatedly/ deliberately refusing to comply with uniform rules</li> <li>• Leaving school grounds without permission</li> <li>• Lying to incriminate or blame others</li> <li>• Use of personal electronic devices</li> <li>• Continual disregard of uniform</li> </ul>
<b>Property Misuse</b>	<p><b>Student engages in low-intensity misuse of school/student property</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Playground equipment misuse e.g. slide, skipping ropes</li> <li>• Damaging own property or property of others</li> <li>• Climbing trees</li> <li>• Playing in the toilets</li> <li>• Carelessly moving equipment and resources around the school</li> </ul>	<p><b>Student deliberately damages/misuses of another student's /school property</b></p> <ul style="list-style-type: none"> <li>• Breaking the IT Code of Cooperation</li> <li>• Deliberate damage or misuse of school property</li> <li>• Stealing</li> <li>• Vandalism</li> <li>• Using equipment which requires supervision without permission e.g.: ball pump, smart board, shot put</li> </ul>

Three minors in a two week period, or 5 entries in a term constitutes a major. SPB4L team will review BART data at each fortnightly meeting.

<p><b>1</b></p> <p>Name: _____</p> <p>_____</p> <p>Class: _____</p> <p>Involved <input type="checkbox"/></p> <p>Witness <input type="checkbox"/></p> <p>Victim <input type="checkbox"/></p>	<p>Date: _____</p> <p>Teacher: _____</p> <p>Behaviour:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Physical contact / aggression</li> <li><input type="radio"/> Inappropriate language</li> <li><input type="radio"/> Defiance / non-compliance</li> <li><input type="radio"/> Disrespect</li> <li><input type="radio"/> Bullying &amp; harassment</li> <li><input type="radio"/> Property misuse</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Warning</li> <li><input type="radio"/> Time out</li> <li><input type="radio"/> Shadow teacher</li> <li><input type="radio"/> Pick up papers</li> <li><input type="radio"/> Remove equipment</li> <li><input type="radio"/> Other</li> </ul>	<p>Time:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Prior to school</li> <li><input type="radio"/> Morning 8:30 – 9am</li> <li><input type="radio"/> Recess 1</li> <li><input type="radio"/> Recess 2</li> <li><input type="radio"/> Lunch 1</li> <li><input type="radio"/> Lunch 2</li> <li><input type="radio"/> Afternoon dismissal</li> </ul> <p>Comment:</p>	<p>Location:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Toilets</li> <li><input type="radio"/> Area 1</li> <li><input type="radio"/> Area 2</li> <li><input type="radio"/> Area 3</li> <li><input type="radio"/> Area 4</li> <li><input type="radio"/> iCentre</li> <li><input type="radio"/> Other</li> </ul>
<p><b>2</b></p> <p>Name: _____</p> <p>_____</p> <p>Class: _____</p> <p>Involved <input type="checkbox"/></p> <p>Witness <input type="checkbox"/></p> <p>Victim <input type="checkbox"/></p>	<p>Date: _____</p> <p>Teacher: _____</p> <p>Behaviour:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Physical contact / aggression</li> <li><input type="radio"/> Inappropriate language</li> <li><input type="radio"/> Defiance / non-compliance</li> <li><input type="radio"/> Disrespect</li> <li><input type="radio"/> Bullying &amp; harassment</li> <li><input type="radio"/> Property misuse</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Warning</li> <li><input type="radio"/> Time out</li> <li><input type="radio"/> Shadow teacher</li> <li><input type="radio"/> Pick up papers</li> <li><input type="radio"/> Remove equipment</li> <li><input type="radio"/> Other</li> </ul>	<p>Time:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Prior to school</li> <li><input type="radio"/> Morning 8:30 – 9am</li> <li><input type="radio"/> Recess</li> <li><input type="radio"/> First lunch</li> <li><input type="radio"/> Second lunch</li> <li><input type="radio"/> Afternoon dismissal</li> </ul> <p>Comment:</p>	<p>Location:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Toilets</li> <li><input type="radio"/> Area 1</li> <li><input type="radio"/> Area 2</li> <li><input type="radio"/> Area 3</li> <li><input type="radio"/> Area 4</li> <li><input type="radio"/> iCentre</li> <li><input type="radio"/> Other</li> </ul>



<b>MAJOR Behaviour:</b> <ul style="list-style-type: none"> <li><input type="radio"/> Physical contact / aggression</li> <li><input type="radio"/> Inappropriate language</li> <li><input type="radio"/> Defiance / non-compliance</li> <li><input type="radio"/> Disrespect</li> <li><input type="radio"/> Bullying &amp; harassment</li> <li><input type="radio"/> Property misuse</li> <li><input type="radio"/> Disruption</li> <li><input type="radio"/> Other _____</li> </ul>		<b>Time (Period):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prior to school</li> <li><input type="checkbox"/> 8:30 – 9am</li> <li><input type="checkbox"/> Morning Session</li> <li><input type="checkbox"/> Recess 1</li> <li><input type="checkbox"/> Recess 2</li> <li><input type="checkbox"/> Middle Session</li> <li><input type="checkbox"/> Lunch 1</li> <li><input type="checkbox"/> Lunch 2</li> <li><input type="checkbox"/> Afternoon Session</li> <li><input type="checkbox"/> Afternoon Dismissal</li> <li><input type="checkbox"/> After school</li> </ul>		<b>Location:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Area 1</li> <li><input type="checkbox"/> Area 2</li> <li><input type="checkbox"/> Area 3</li> <li><input type="checkbox"/> Area 4</li> <li><input type="checkbox"/> Toilets</li> <li><input type="checkbox"/> Classroom</li> <li><input type="checkbox"/> iCentre</li> <li><input type="checkbox"/> Father Glynn Centre</li> <li><input type="checkbox"/> Church</li> <li><input type="checkbox"/> On the bus</li> <li><input type="checkbox"/> Dismissal lines</li> </ul>	
<b>Signature:</b> _____		<b>Parent notified by:</b> _____			
<b>Date:</b> _____		<b>Time:</b> _____			

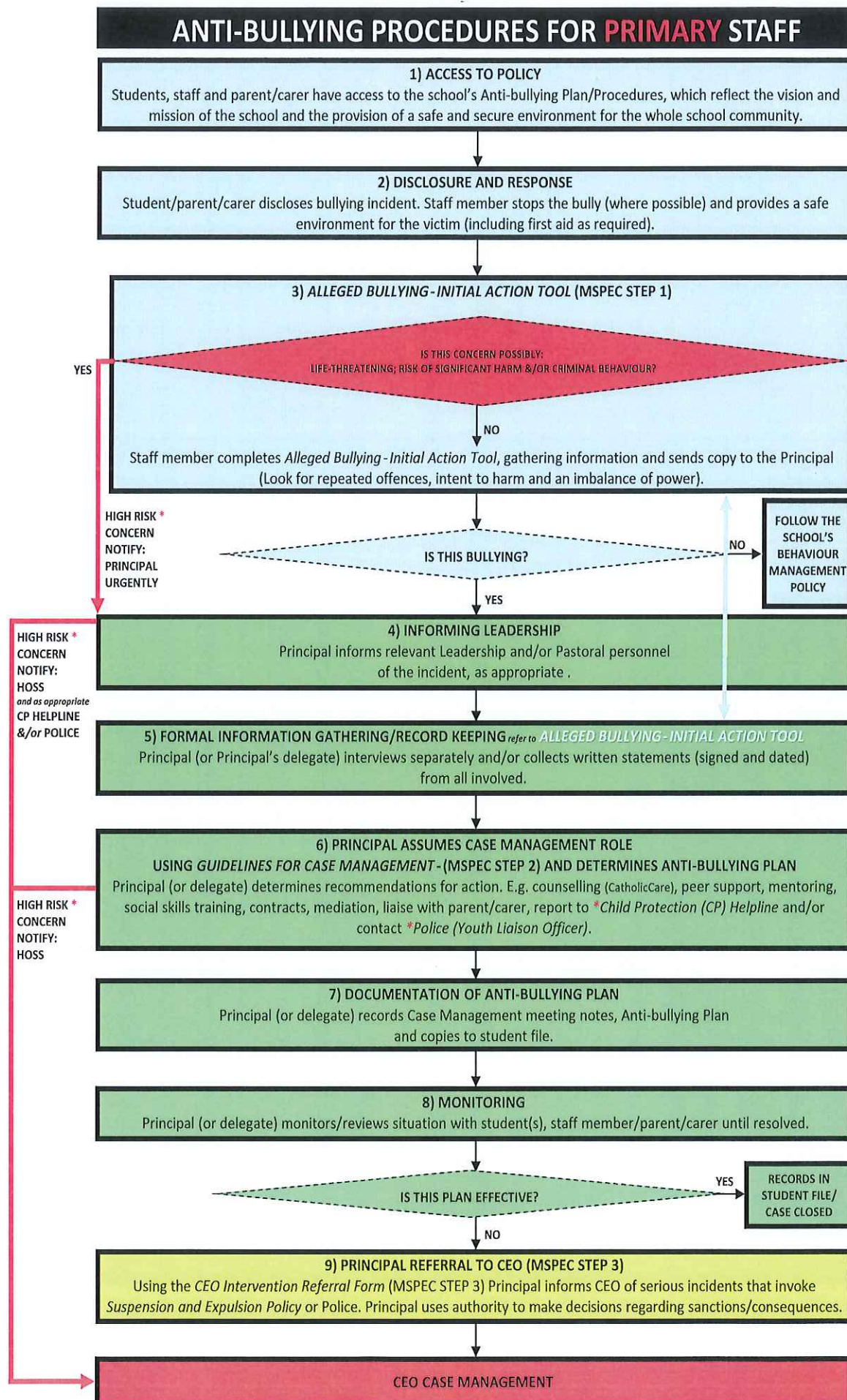


<p><b>1</b></p> <p>Name: _____</p> <p>_____</p> <p>_____</p> <p>Class: _____</p> <p>Involved <input type="checkbox"/></p> <p>Witness <input type="checkbox"/></p> <p>Victim <input type="checkbox"/></p>	<p>Date: _____</p> <p>Teacher: _____</p> <p>Behaviour:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Physical contact / aggression</li> <li><input type="radio"/> Inappropriate language</li> <li><input type="radio"/> Defiance / non-compliance</li> <li><input type="radio"/> Disrespect</li> <li><input type="radio"/> Bullying &amp; harassment</li> <li><input type="radio"/> Property misuse</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Moved to a separate area of the classroom</li> <li><input type="radio"/> Remove equipment</li> <li><input type="radio"/> Time out during recess or lunch</li> <li><input type="radio"/> Change seat</li> <li><input type="radio"/> Sent to Grade partner's room</li> <li><input type="radio"/> Write a reflection of behaviour</li> </ul>	<p>Time:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Morning Session 9am – 11am</li> <li><input type="radio"/> Middle Session 11:30am – 1pm</li> <li><input type="radio"/> Afternoon Session 1:40 – 3pm</li> </ul> <p>Subject:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Library</li> <li><input type="radio"/> Music</li> <li><input type="radio"/> Other KLAS</li> </ul>	<p>Location:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Classroom</li> <li><input type="radio"/> iCentre</li> <li><input type="radio"/> Father Glynn Centre</li> <li><input type="radio"/> Church</li> </ul> <p>Comment:</p>
			<p>Subject:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Library</li> <li><input type="radio"/> Music</li> <li><input type="radio"/> Other KLAS</li> </ul>	<p>Comment:</p>



<b>MAJOR Behaviour:</b> <input type="radio"/> Physical contact / aggression <input type="radio"/> Inappropriate language <input type="radio"/> Defiance / non-compliance <input type="radio"/> Disrespect <input type="radio"/> Bullying & harassment <input type="radio"/> Property misuse <input type="radio"/> Disruption <input type="radio"/> Other _____		<b>Time (Period):</b> <input type="checkbox"/> Prior to school <input type="checkbox"/> 8:30 – 9am <input type="checkbox"/> Morning Session <input type="checkbox"/> Recess 1 <input type="checkbox"/> Recess 2 <input type="checkbox"/> Middle Session <input type="checkbox"/> Lunch 1 <input type="checkbox"/> Lunch 2 <input type="checkbox"/> Afternoon Session <input type="checkbox"/> Afternoon Dismissal <input type="checkbox"/> After school	<b>Location:</b> <input type="checkbox"/> Area 1 <input type="checkbox"/> Area 2 <input type="checkbox"/> Area 3 <input type="checkbox"/> Area 4 <input type="checkbox"/> Toilets <input type="checkbox"/> Classroom <input type="checkbox"/> iCentre <input type="checkbox"/> Father Glynn Centre <input type="checkbox"/> Church <input type="checkbox"/> On the bus <input type="checkbox"/> Dismissal lines
<b>Student was:</b> Involved <input type="checkbox"/> Victim <input type="checkbox"/> Witness <input type="checkbox"/>			
Parent notified by: _____ Date: _____ Time: _____			





# ST. THOMAS AQUINAS CATHOLIC PRIMARY SCHOOL



## RESPONSIBLE USE OF TECHNOLOGY AGREEMENT

Bundaroo Street  
Bowral NSW 2576  
Tel: (02) 4861 1768  
Fax: (02) 4862 1941  
[info@stabdow.catholic.edu.au](mailto:info@stabdow.catholic.edu.au)

Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Technology is increasingly becoming a large aspect of our world and can be a wonderful resource for all of us. Students at St Thomas Aquinas Primary School (STA) have access to a wide variety of technologies as stated in our school's vision of striving to provide quality learning and teaching in a welcoming, life-giving and authentic Catholic community. With these privileges comes a responsibility for appropriate behaviour. We aim to create a happy, secure environment, based on Gospel values. It is expected that the students will act appropriately at all times and by signing the agreement, parents and students agree:

- ✘ I will treat others with respect. When communicating with others I will use appropriate language and images.
- ✘ I will never read, alter or delete the files of other users.
- ✘ I will never use another person's name or password.
- ✘ I will never give out my password to others.
- ✘ I will treat equipment with respect, keep it in working order and keep food and drink away from the equipment.
- ✘ I will store and use equipment in accordance with the classroom Technology Code of Conduct.
- ✘ I will never provide any personal information about myself or others – NO photos, names, addresses, phone numbers, passwords, etc.
- ✘ I will ensure all emails are appropriate for school purposes, related to learning and the sender can be identified.
- ✘ I will use the school's technology tools only for educational purposes. I will only access resources, websites and specific apps that I have permission to use.
- ✘ I will never use technology to deliberately and repeatedly bully another individual.
- ✘ I will never use technology to embarrass, hurt or make fun of others eg: name calling, mean comments or to talk about any other student.
- ✘ I will always discuss issues or concerns with a trusted adult.
- ✘ I will notify a trusted adult if I become aware of any offensive or inappropriate material, such as websites and images.
- ✘ I will notify a trusted adult if I or any other student disobeys the technology agreement.

### 2016 Student Agreement and Parent Permission Form

As a user of the STA technology resources, I agree to obey all the rules. I understand that if I break this technology agreement my privileges will be dealt with according to the STA SPB4L Behaviour Management Flowchart. (A copy will be provided to each student in the coming weeks.)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

As the parent or legal guardian, I grant permission for my child to use the STA technology resources in accordance with the rules in the Responsible Use of Technology Agreement. I understand that my child will have their privileges withdrawn in accordance with the STA SPB4L policy.

I understand that STA will always endeavour to provide a safe learning environment at school. Circumstances may occur outside the STA setting which is therefore a parental responsibility. Due to the changing nature of technology, circumstances may arise that have not been identified in the above agreement. These potential issues will be dealt with as deemed appropriate by the principal.

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Media Release

Just as we display student work on notice boards within our school, we would sometimes like to publish student work and photographs/videos from school events on the STA School web site or App or in local media (eg newspaper). These photos may have a reference to the child's first name only - surnames are never used.

I give permission for my child's photo and/or work to be published on the internet. I understand that my child's first name only may be published with these photos / this work: ☐ Yes ☐ No

I give permission for my child to use the internet: ☐ Yes ☐ No

I give permission for my child's photograph to be published in local media: ☐ Yes ☐ No

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form was filled out by: \_\_\_\_\_ (Please print name)



Mary-Lynn Lane  
Principal



Virginia Preddey  
Technology Co-ordinator



List the names of some people that you do feel safe around at school.



List the names of some people that you do not feel safe around at school.

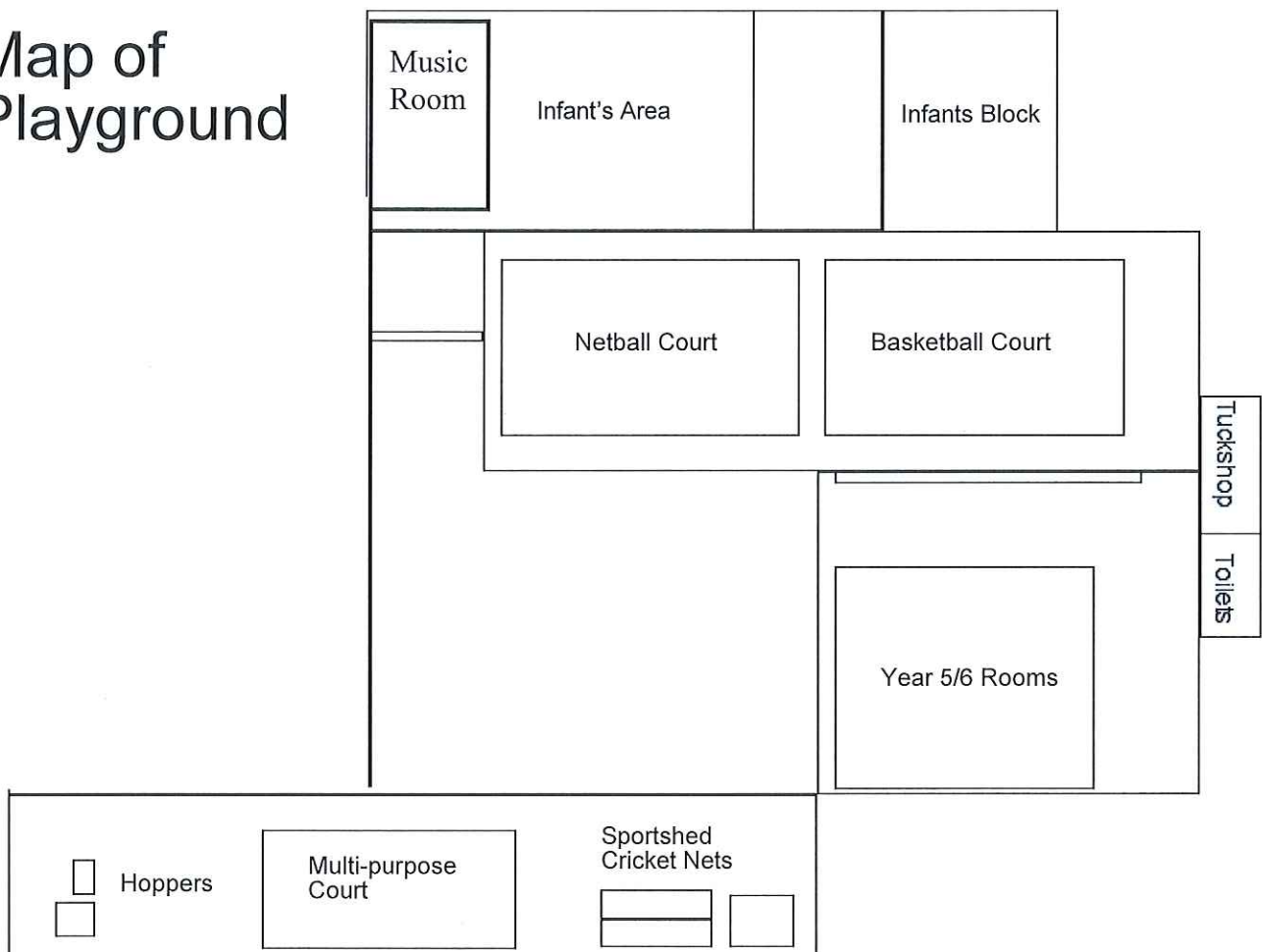


List the names of anyone that you have seen being treated unfairly on the playground recently.



On the map below colour in the areas where you feel the least safe.

## Map of Playground



Put an **X** on the line below to show how safe you normally feel in the playground.



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## ALLEGED BULLYING INITIAL ACTION TOOL

Bullying is a serious offense and is not acceptable in our school. All school employees are required to report alleged violations and every act of bullying will be duly investigated, and parents/carers informed.

**Directions:**

The Alleged Bullying Initial Action Tool is to be used when an alleged bullying incident is reported. This document is to be confidentially maintained in accordance with the National Catholic Education Commission And National Council Of Independent Schools' Associations Privacy Compliance Manual, December 2011. Upon completion, the Alleged Bullying Initial Action Tool is to be filed in the appropriate student records and the incident entered into the *electronic database*.

Guidelines for Case Management and associated documents can also be found on the Managing Student Education and Pastoral Concerns (MSPEC) online tool.

**School:**

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**Investigating Teacher:**

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**Name/ Homeroom of Students Involved:**

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**Date/Time of Incident:**

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**Is the incident life threatening or is the target a high-risk concern?**

**If Yes, immediately inform the Principal, and as appropriate:**

Seek Medical Assistance	Inform Parent/carers	Contact the Police and/or School Liaison Police	Inform the Child Protection Helpline	Inform the Head of School Services/CEO
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**Documentation of the incident is also required, using the school's database.**

**If the incident is not life threatening or the child is not a high-risk concern continue completing this document.**

**If additional sheets are necessary, print the appropriate sections and attach to this form.**

**Where did the incident occur?****Please circle:**

On bus /transport	In playground	In classroom	Outside school	Other
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**Who reported the alleged incident?****Please circle:**

The alleged victim(s)	Other student(s)	Parent/Carer	Member of staff	Member of wider school community	Other
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**Describe the incident:****Identify the nature of the alleged bullying incident:****Please circle:**

<b>Written</b> eg graffiti, notes, letters, writing on books, written threats, ridicule through drawings etc.
<b>Social</b> eg lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion etc.
<b>Verbal</b> eg name calling, insults, threats, severe sarcasm, abusive comments, racist remarks etc.
<b>Physical</b> eg pushing, shoving, fighting, tripping, hitting, poking, spitting etc.
<b>Cyber</b> eg using technology such as email, mobile phones, chat rooms, social networking sites etc to verbally, socially or psychologically bully.
<b>Psychological bullying</b> eg intimidation, manipulation and stalking.
<b>Damage to Property</b> eg theft of bags, clothes, money, property, tearing clothes, ripping books etc.
<b>Accessory</b> A person who is able to help the target, who joins the bullying either willingly or inadvertently.
<b>Bystander</b> Encouraging others to bully or deliberately witnessing bullying without taking affirmative action.

**Is there evidence of an imbalance of power in this incident through either:  
Please circle:**

Academic ability	Age	Social status	Strength	Size	Other
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**Is there evidence that this behaviour was deliberate or planned?**

**According to the alleged target has he/she experienced other or repeated incidences of bullying from the alleged perpetrator? (If yes, please give dates, who was involved, outcomes).**

**Does the alleged target fear for their safety or for their property?**

**Is there concern the alleged incident may have been influenced by any of the following?  
Please circle:**

Race/culture	Disability	Gender	Socio-economic status	Other
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**Is there any relevant background/history to this alleged incident?**

**What effect is the situation having on the alleged target's wellbeing including self-esteem, physical health, relationships with peers, ability to learn, absenteeism etc?**

**Were there any witnesses to this incident? (Identify Student Names and Homerooms)**

**Description of the incident, according to the witness:**

**Did this student play an active role in the incident?**

**Indicate other investigative procedures carried out.**

**Please circle:**

Interviewed parents of alleged target(s) Date/time:	Interviewed parents of alleged perpetrator(s) Date/time:	Interviewed parents of witnesses/bystanders/accessories. Date/time:
-----------------------------------------------------------	----------------------------------------------------------------	---------------------------------------------------------------------------

**Annotations on Interview with Parents:**

**After investigation, was the allegation of bullying confirmed?**

Yes / No

If 'No', please sign below and place a copy of this document into student(s) file and refer to school's Behaviour Management Policy, as required.

If 'Yes', please sign below, place copy of this document into student(s) file and refer incident to the Year Coordinator, Principal or Principal's delegate, with a copy of Guidelines for Case Management (MSPEC).

**Signed..... Date .....**

## APPENDIX 12

**Playground Awards** are given on a daily basis based on positive playground behaviours. Teachers give positive feedback, followed by a raffle ticket to students demonstrating positive playground behaviours (at least 5 tickets). The emphasis is on the student understanding how the behaviour reflects the school rules. Teachers should state the rule in their feedback. Students place their ticket in a House Colour box. A reward of 20 minutes extra play is given to the winning house team in the last week of term. The house is acknowledged at the last assembly and in the newsletter. Students who appear in the Playground Behaviour Data records, may be excluded from the reward. This is at the Principal's discretion.

**Merit Awards** are given at fortnightly assemblies by class teachers for achievements and commitment to learning.

**Principal Awards** are given to students who have demonstrated the Gospel values in their daily interactions with others. They are nominated by the school community and awarded to the students at school assemblies when they are identified.

**End of Year Awards** are given to every student by their class teacher for achievements in the 7 KLAs. They include achievement, application and effort in the chosen area.

**Perpetual Awards** are presented to selected students at the end of the year as follows:

<b>Kevin Ryan Award</b>	Year 6 student who has displayed commendable contribution to school life
<b>Catholic Women's League Award</b>	Year 6 student who gives witness to Gospel Values in their daily lives
<b>Annie Murchie Award</b>	Year 6 student who has demonstrated the qualities of respect, friendship and caring for others
<b>Sr Aquin Award</b>	Year 6 student who has been an example of the spirit of the OLSH tradition of service to others
<b>Father Sean Cullen Award</b>	Year 6 student who has demonstrated courtesy and respect for others and involvement in parish life
<b>Hayley Stanton Award</b>	Kindergarten student who has shown the qualities of perseverance, determination and enthusiasm for school life