



CHRIST THE KING SCHOOL

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Christ the King School

BEHAVIOUR MANAGEMENT AND BULLYING SCHOOL BASED PROCEDURE

1. Aim

CEWA adopts a values-based, developmentally appropriate and trauma-informed approach to student behaviour.

CEWA leaders implement evidence-based and data-informed programs and practices that proactively focus on prevention and promotion to cultivate the safety, wellbeing, and desired behaviour of the whole school community.

The Executive Directive – Student Safety, Wellbeing and Behaviour guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development. The executive directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

Sources of Authority	
CECWA Policy	Community Policy
Executive Directive	Student Safety, Wellbeing and Behaviour

2. Scope

- CEWA’s Student Behaviour Guidelines conform to the rules of procedural fairness and non-discrimination. They strictly forbid the use of any form of child abuse, corporal punishment, or other degrading punishment to manage student behaviour.
- The principal in consultation with the Executive Director or their delegate shall have the authority to exclude a student.
- When students require individual support or intervention due to risk, safety or health, Catholic schools ensure students have individual management plans, co-designed with relevant health professionals.

- CEWA employees are appropriately trained and competent in matters relating to student safety, health, behaviour, and wellbeing.

Student Behaviour

1. CEWA Executive and principals must use data-informed processes to respond to the diverse behaviour needs of students.
2. The principal must ensure staff follow *CEWA's Behaviour Guidelines for Catholic Schools*. (tbd 2021)
3. Principals should inform all members of the school community about the guidelines and behaviour management permitted.
4. Principals must ensure staff follow the *Process for Exclusion of Students for Disciplinary Reasons*

3. Procedure

Christ the King School Vision Statement

At Christ the King School we recognise the strength that comes from being a unified Christian community where everyone is focused on the needs of every individual child. As such, our Vision is to be a place where, every student is challenged and supported to be their best in an environment of hope, love and trust.

1.0 Rationale

Our school's procedure is derived from the School's Vision Statement and the shared values underpinning teaching at Christ the King School. The rationale for developing whole school classroom and playground rules, a charter of the rights and responsibilities, code of conduct and behaviour management procedures, including reward systems, to promote self-regulation, autonomy and positive self-efficacy, which ultimately is self managed. Through consistent application of these throughout the school, children will be familiar with and understand the expectations and consequences of behaviour.

In order to promote awareness and consistency, it is important that all teachers take the time to create and discuss with their students a class code of conduct and likely consequences, to their class, in the first two weeks of the school term and where necessary thereafter. It is also necessary for the class code of conduct to be placed into the relief file.

The Charter is posted around the school, for example, classrooms, computer lab, outside the library. Whilst it is important to note that these apply to every member of the school community, it is through the correct modelling of our school rules; rights and responsibilities that the children will learn.

Reference to the **Leadership Team (LT)** throughout this document includes the Principal and Assistant Principals.

2.0 CtK SCHOOL AND CLASSROOM EXPECTATIONS

2.1 The Charter of Rights and Responsibilities

Rights	Responsibilities
<p><u>1. We will show respect and consideration for others</u> Right: We all have the right to feel safe and important in our school.</p>	<ol style="list-style-type: none">1. Always speak to others in a polite and friendly tone.2. Include everyone when playing.3. Keep your hands and feet to yourself.4. Speak truthfully about others.5. Use appropriate language.6. Use technology responsibly and respectfully.7. Students are aware of the Bullying Procedure.
<p><u>2. We will care for our school property</u> Right: We all have the right to have our property and our school respected by others.</p>	<ol style="list-style-type: none">1. Only take what is yours.2. Take care of other people's property.3. Put things back in the correct place.4. Look after and return sports equipment.5. Look after computers.6. Care for school amenities.
<p><u>3. We will let others learn</u> Right: We all have the right to learn and teach without disruption.</p>	<ol style="list-style-type: none">1. Follow teachers' instructions.2. Be considerate to others in the classroom.3. Wait for your turn to speak.
<p><u>4. We all have the right to a safe and happy environment</u></p>	<ol style="list-style-type: none">1. Walk on paved areas, around corners and use footpaths.2. Respect the environment (including the flora and fauna)3. Let others through doorways.4. Keep play areas free from rubbish and student belongings.
<p><u>5. We shall wear the correct School Uniform at all times</u></p>	<ol style="list-style-type: none">1. Tuck shirts in.2. One pair of plain earrings, watch.3. No make-up/coloured nail polish, hair gel or hair dye.4. Wear your full winter, summer or sports uniform.5. Hats to be worn during all outdoor activities. (No hat, no play)

2.2 Co-Operative Discipline in the Classroom

In every classroom, teachers and students will work together to develop a code of conduct. A code of conduct brings together members of the class and sets a high standard for responsible behaviour.

Students at all levels are involved in the process of defining and developing their own code of conduct. Disruptive behaviour and irresponsible attitudes are unacceptable and destructive to a peaceful, safe and happy learning environment. Appropriate and inappropriate behaviours need to be identified and clarified.

Every student needs to be clear about which behaviours are acceptable and which are not. Once developed, the code of conduct will be consistently enforced and re-enforced. The classroom code of conduct will be displayed for all to see. Parents are provided with these details at the initial parent/teacher meeting held in first term.

2.2 Code of Conduct Statements

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

3.0 PLAYGROUND BEHAVIOUR POLICY

3.1 Duty Procedures

Files are collected from the staff room before each duty. Each file contains: care tickets, a RED card for serious misbehaviour, a YELLOW CARD for help in the playground, GREEN card for emergency EpiPen, a current duty roster, and basic first aid kit and medical cards for relevant students.

Playground Supervision

Playground duty is a legal obligation and should be carried out diligently. All staff are rostered on duty throughout the week at the following times.

- 8.20 – 8.40 Before School – Quad
- 10.30 – 10.50 Recess
- 12.30 – 12.50 First Lunch
- 12.50 – 1.10 Second Lunch
- 3.00 – 3.20 After School - Loop

If a teacher cannot do his/her duty due to involvement in school excursions etc, it is up to the teacher to arrange a swap. This should be clearly indicated in the electronic day book.

- Please make yourself aware of those students who have a Health alert. Special Needs and an Escalation plan. This information is found in the staff room.
- Inform the class teacher of any behaviour management issues
- Wear a safety vest to ensure that students can easily identify the teacher on duty.
- Staff on duty need to carry out supervision diligently by moving around ensuring that all students are playing safely.
- If a child requires an icepack or more than a band-aid send them to the office.

Playground Duty Responsibilities

Before School Duty

- No running
- All students are to remain in the quad area.

Quad

- No running
- Hand Tennis is the only ball game permitted
- Keep an eye on the toilets and canteen areas
- Ensure gates and appropriate doors are closed
- Out of Bounds areas
 - Upstairs
 - Year One corridor

Oval

- Year 1-6
- Supervise Basketball Courts (all year levels)
- All games must be non-contact
- Out of Bounds areas
 - Outside the tree lines

- Stairs to Pre-Primary and near the Art Room
- Inside the Loop.
- Students must ask permission and be supervised when retrieving equipment.

Pre-Primary

- Speak to previous teacher to check if there is anything that you should be aware of.

After School Loop

- Be prompt – duty begins at 3.00pm.
- Stand at the gate to supervise children are only to be picked up on the west side of the loop.
- Children must be seated in the Loop Shelter whilst waiting.
- At 3.20pm all children who have not been picked up to be taken to the office.

Special Needs Duty of Care

- Staff members who have a duty with a student with Special Needs are required to make themselves familiar with the specific needs of that student. Please speak to the Special Needs Co-ordinator for further information about the requirements of the duty.

3.2 Supervision

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

Minor misbehaviour in the playground results in the student being spoken to by the duty teacher. Depending on the type of behaviour the duty teacher can choose to issue any of the following consequences; verbal warning, 'cooling down' time, removal from the area, confiscation of equipment etc.

Serious Misbehaviour

This includes examples of violence towards another person, injury to another person, bullying (verbal, physical and emotional), wilful property damage and verbal abuse towards others. This means automatic removal from the playground; Behaviour Journals can also be issued in this instance.

If required a **RED CARD** can be sent to the office, where a member of the LT is contacted. They will decide the appropriate consequences based on the severity of the incident and previous history.

4.0 CLASSROOM EXPECTATIONS

All teachers strive to create a positive, rewarding and enriching learning environment in their classroom.

4.1 Code of Conduct

In every classroom, teachers and students will work together to develop a code of rights and responsibilities. A code of rights and responsibilities brings together members of the class and sets a high standard for responsible behaviour.

The following generic areas must be included in class rights and responsibilities along with the Christ the King School Charter of Rights and Responsibilities:

- Follow directions
- Respect others
- Respect property
- Think Safety

The class rights and responsibilities should be accompanied by a list of positive and negative consequences that all students are aware of.

4.2 Classroom Behaviour Management

Aim: To promote self-regulation, autonomy and positive self-efficacy of each child. The goal for all teachers is to provide students with a safe learning environment that encourages a positive mindset.

5.0 SCHOOLWIDE CONSEQUENCES

5.1 Positive Reinforcement

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the environment or simply positive behaviour, this will be acknowledged. Children will receive from class teachers, staff on playground duty and members from the Student Leadership, C.A.R.E. tickets. The C.A.R.E tickets are used to acknowledge positive playground and classroom behaviour.

Teachers also implement other classroom-based reward programs.

5.2 Cooling Down Time

'Cooling down time' may be given to a student in the classroom or a designated area and is a regulatory tool used as part of the classroom behaviour management policy. Teachers should record instances of 'cool down time' issued to students. Parents may be contacted at the discretion of the teacher.

'Cooling down time' must be monitored by the issuing staff member.

5.3 Behaviour Journals

The Junior and Senior Behaviour Journals are issued for unacceptable behaviour in the classroom or in the playground. The Behaviour Journal is to be completed by the student and the issuing staff member, recorded on SEQTA and sent home for their parents to sign.

Communication with parents regarding the behaviour of the student is at the discretion of the teacher, although it is important to remember that parents need to be 'well informed' of ongoing concerns that teachers have with a student behaviour.

Records of Behaviour Journals are to be sent home for a parent to sign, kept by the classroom teacher and uploaded to SEQTA.

5.4 Assistance Cards

Assistance cards are to be utilised at times when it is not possible to deal with the behaviour of the student in the classroom or playground on your own.

Yellow Card

A yellow card can be sent to the office when a teacher requires a member of the LT to assist them in the classroom or whilst on duty. Examples of where a Yellow Card would be used are as follows, a student who refuses to comply with instructions, a student needs to be removed from the room, but must be accompanied by an adult.

Red Card

A Red Card is used in severe situations where the teacher requires IMMEDIATE assistance from a member of the LT. The LT member will decide the appropriate course of action and consequences based on the severity of the incident and related previous history. Examples of situations where a Red Card would be used is in the case of uncontrolled physical violence, student has left the room and you are unaware of where they have gone, you are concerned for the safety of your students etc.

5.5 Individual Behaviour Management Plan/Escalation Plan

In consultation with the Principal, parents, class teacher and Assistant Principals, an IBMP/Escalation Plan may need to be set up depending on the specific needs of the child concerned.

5.6 In School Suspension

After three Behaviour Journals in a term and following a review by a member of the LT, it will be decided if an in-school suspension is warranted. This will be held at the school in either a classroom or the administration area (the room will be decided on the day). The student will sit and complete work set by the classroom teacher. There is to be no contact with other students. One LT member will be allocated to check on the child and supervise. 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 at the discretion of the LT.

5.7 Out of School Suspension

CTK 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.

5.8 Exclusion of Students for Disciplinary Reasons

If it is proposed by the Principal that a student be excluded, the following process will be followed as found in the Exclusion of Students for Disciplinary Reasons Policy (2D-7) as mandated by the Catholic Education Office of Western Australia.

Our school's Bullying Procedure is derived from our school's Vision Statement which is Christ centred and aligns with our Behaviour Management School Based Procedure. The core purpose of this anti-bullying policy is:

- To raise awareness among staff, students and parents about why bullying is wrong;
- To actively stop bullying at school;
- To provide strategies to help resolve conflict and respect differences;
- To create a school environment where all students, staff and parents feel safe and welcome;
- To create a climate where it is okay to talk about bullying and ask for help; and
- To promote positive mental health.

We believe that at Christ the King EVERYBODY has the RIGHT to:

Be safe

Be respected

Be valued

Bullying undermines these values and affects everyone within our community.

Bullying in any form is not acceptable at Christ the King. It is everyone's responsibility to prevent it occurring.

Principles:

The Bullying Procedure is designed to complement our school's "Keeping Safe" program along with always being tied to the vision of our school and school motto.

Our Vision

'At Christ the King we recognise the strength that comes from being a unified Christian community where everyone is focused on the needs of every individual child. As such, our Vision is to be a place where every student is challenged and supported to be their best in an environment of hope, love and trust.'

Motto

C.A.R.E.- Care for and Respect Everyone

This is an outline of the whole school process involved in dealing with bullying and allows teachers, parents and students to understand the steps involved in implementing this policy.

The definition:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons. Bullying can happen in person or online. (National definition of bullying for Australian schools).

Bullying is:

- A repeated, deliberate and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to others
- May be physical, verbal, written or online
- Conducted by an individual or group against an individual who is unable to effectively resist.

Types and examples of Bullying:

Physical Bullying – repeatedly and deliberately:	<ul style="list-style-type: none"> • bumping, pulling or shoving someone • hitting, punching or slapping, pinching, biting or scratching someone <ul style="list-style-type: none"> • touching someone who doesn't want to be touched
Verbal Bullying – repeatedly and deliberately:	<ul style="list-style-type: none"> • calling people names or offensive nicknames • teasing someone or being sarcastic in a way that is hurtful and upsetting • • comments about the way someone may look or behave that are hurtful
Threatening – repeatedly and deliberately:	<ul style="list-style-type: none"> • pressuring someone to do things they don't want to do • aggressive gestures or looks that make someone afraid <ul style="list-style-type: none"> • making someone feel afraid that they are going to be hurt
Property Abuse – repeatedly and deliberately:	<ul style="list-style-type: none"> • damaging someone's belongings • taking things away from someone <ul style="list-style-type: none"> • • taking or hiding someone's belongings
Emotional Bullying – repeatedly and deliberately:	<ul style="list-style-type: none"> • ignoring someone or keeping them out of group conversations (known as exclusion) • leaving someone out by encouraging others to not have anything to do with them • spreading lies or stories about someone to try and get others to dislike them
Cyberbullying – repeatedly and deliberately:	<ul style="list-style-type: none"> • ignoring someone or sending nasty messages through social media • sending harassing, abusive or

	offensive messages online e.g. through social media or phone • spreading rumours online e.g. through social media or phone
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MANAGEMENT OF BULLYING INCIDENTS

All parties are expected to treat each other with respect, dignity and ensure the confidentiality of any issues that may be discussed.

Notifications of Bullying:

Students who believe, or feel they are being bullied should report the matter to members of staff and/or parents. All incidents of bullying, violence and harassment will be dealt with accordingly.

Teacher's Responsibilities:

- Teachers will be familiar with the school's bullying procedures.
- Teachers will be models of caring behaviour.
- In the first weeks of school each year, the non-acceptance of bullying and examples of what it may look like are to be discussed in class.
- Teachers are to make students aware of their responsibilities with regard to the bullying procedure.
- Implement lessons to develop resilience to bullying.
- Teach and model relevant strategies.
- Address instances of bullying behaviour whether witnessed or reported.

Action:

- In developing its action plan the school will:
- Record name of child bullied, who reported the incident and bystanders.
- Interview the bullied child **and** alleged bully (separately) to see what happened.
- NOTE: Formalised reporting is critical when addressing bullying incidences. Collect and record all information related to each event on incident report form. Record relevant information on SEQTA.
- Suggest strategies that the bullied child might use to avoid being bullied in the future. (Refer to CHRIST THE KING BULLYING INFORMATION FOR STUDENTS.)
- Individually interview bystanders.
- Monitor the situation- implement Action Plan
- Where necessary speak to the class without using any names.
- Where appropriate and using discretion, work with parents of the bullied child to assist their child to avoid their child being bullied in the future. Keep them informed about progress and the measures taken.

BULLYING INFORMATION FOR PARENTS

- Where appropriate and using discretion, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification – consequences of behaviour, opportunities for redemption etc.
- Verbally communicate incident and relevant information to the Assistant Principal/Principal who will then offer support and guidance for the remainder of the process.
- Contact parents of relevant parties and organise meeting to disclose the situation. Assistant Principal to attend meeting.

STRATEGIES TO REDUCE AND PREVENT BULLYING

Prevention Strategies:

In developing its action plan the school will:

- Assist students in identifying the difference between conflict and bullying.
- Staff to provide careful supervision.
- Planned teaching and learning linked to our Keeping Safe and Religious Education Program and anti-bullying.
- Teaching for and about diversity/tolerance.
- Ensure respectful relationships, problem solving, conflict resolution and anger management strategies are in the Health learning area curriculum.
- Hold class meetings to discuss problem-solving measures. Focus on behaviour changes not punishment. Fostering Friendly Classrooms – playing games well, giving and receiving compliments, taking risks and joining in, cooperating and respecting other peoples' decisions.
- Develop self-protective behaviours – ignoring verbal put downs, enlisting adult or peer support, learn assertive responses, saying no and walking away, helping others who are being bullied. Model and teach students to value and respect others.
- Whole class/ group workshops for ongoing problems.
- Admin staff, school psychologist etc. will assist teachers in the management of difficult cases.
- Reward positive action and appropriate behaviour.
- Encourage structured activities in well supervised play areas to ensure a safe and supportive playground environment.
- Follow the school's Behaviour Management School Based Procedure.
- Continue to monitor strategies which emphasise and promote positive reinforcement of appropriate behaviour.

Perpetrators:

The school will ensure that perpetrators are:

- Confronted by the evidence
- Assisted to develop a personal action plan to stop aggression, manipulation etc.
- The subject of regular behavioural review
- Encouraged to modify behaviour through a variety of means (role play, counselling).

Parent Support:

The school will:

- Request that parents cooperate with the class teacher in any reparation process and support parents in addressing their child's behavior.
- Involve professional help, where necessary, and;
- Have information available for parents. E.g. CHRIST THE KING SCHOOL BULLYING INFORMATION FOR PARENTS.

ACTION PLAN- This is an outline of information that is required to be documented (scanned) into the SETQA- Pastoral Care notes for both Victim and Perpetrator.



Bullying Incident Action Plan.

Bullying

Bullying is:

- A repeated, deliberate and/or unjustifiable behaviour
- Intended to cause fear, distress and/or harm to others
- May be physical, verbal, written or online
- Conducted by an individual or group against another individual

Student Name:

Commencement Date of Action Plan:

Relevant Background Information of Incident:

Agreed Actions to be Implemented by Student:

- 1.
- 2.
- 3.
- 4.

Agreed Actions to be Implemented by Teacher:

- 1.
- 2.
- 3.
- 4.

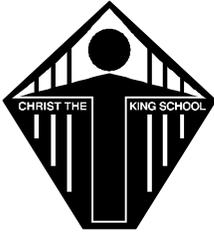
Predetermined Check-in Intervals: (Please Highlight)

Daily Weekly Fortnightly Monthly

Ensure all vested parties have a copy of the agreed plan and are working together to reinforce positive behaviours.

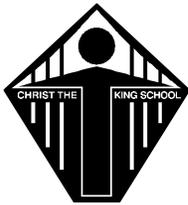
Signatures of all parties:

Student Teacher Assistant Principal/ Principal Parent



Christ the King School Behaviour Management Flow Chart

<p><u>Stage One</u></p> <p>Positive Classroom Reinforcement</p>	
<p><u>Stage Two</u></p> <p>1,2,3</p>	<p>Student is given the opportunity to modify their behaviour.</p>
<p><u>Stage Three</u></p> <p>Cooling Down Time</p>	<p>Student is given time to self-regulate using previously negotiated regulation strategies.</p>
<p><u>Stage Four</u></p> <p>Behaviour Journal</p>	<p>When students have had two opportunities to 'cool off' a Behaviour Journal is given for the third.</p> <p>Stages 1 – 4 are repeated until 3 Behaviour Journals have been recorded.</p>
<p><u>Stage Five</u></p> <p>Leadership Team Intervention</p>	<p>After a student has received 3 Behaviour Journals a meeting with the Assistant Principal and the child will take place.</p> <p>Individual Behaviour Management Plan/Escalation Plan if not already in place may be considered at this point in consultation with the classroom teacher, parent and Assistant Principal.</p>
<p><u>Stage Six</u></p> <p>In – School Suspension/Out of School Suspension</p>	<p>Once a student has met with a member of the leadership team and then receives another (i.e. fourth) behaviour journal they will be given an in-school or out of school suspension.</p>
<p><u>Stage Seven</u></p> <p>Exclusion</p>	<p>As advised by CECWA policy.</p>



JUNIOR BEHAVIOUR JOURNAL

(Pre-Primary - Year 2)

STUDENT NAME: _____ YEAR LEVEL: _____ DATE: _____

Description of Event (to be scribed by teacher if required):

Christ the King School Rights and Responsibilities

We will show respect and consideration for others.

Right - We all have the right to feel safe and important in our school.

We will care for our property.

Right - We all have the right to have our property and our school's property, respected by others.

We will let others learn.

Right - We all have the right to learn and teach without disruption

We have the right to feel safe

Right - We have the right to a safe and happy environment.

Draw a picture of what happened.

How did you feel?

				
Sad	Happy	Angry	Annoyed	Worried

How did it make somebody else feel?

				
Sad	Happy	Angry	Annoyed	Worried

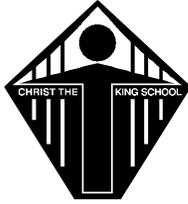
Draw or write what you should have done instead.

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

LT Signature: _____ Date: _____

Parent Comments:



BEHAVIOUR JOURNAL

(Years 3-6)

STUDENT NAME: _____

YEAR LEVEL: _____

DATE: _____

Description of Event:

Christ the King School Rights and Responsibilities

We will show respect and consideration for others.

Right - We all have the right to feel safe and important in our school.

We will care for our property.

Right - We all have the right to have our property and our school's property, respected by others.

We will let others learn.

Right - We all have the right to learn and teach without disruption

We have the right to feel safe

Right - We have the right to a safe and happy environment.

I made a poor choice because:

This is what I could have done instead:

This is how I'll make amends:

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

LT Signature: _____

Date: _____

Parent Comments:
