



Mater Dei Catholic Primary's *Student Behaviour Support Plan*

1. Mission Statement

Our students will achieve their learning by:

- † Striving for optimum achievement in literacy and numeracy
- † Being investigators and explorers
- † Being critical thinkers and problem solvers
- † Being prepared to take risks
- † Understanding and managing technology

Our students will be encouraged to improve their lives together by learning to:

- † Interact and communicate effectively and appropriately
- † Be socially aware and adept
- † Work co-operatively with others

Our students will grow in their Christian spirituality and morality by being given guidance and example on how to be:

- † Thoughtful, caring and compassionate
- † Positive, joyful and confident
- † Courteous, honest and respectful
- † Persons who know, like and accept themselves and others
- † Persons of Christian faith who show care and responsibility as individuals and members of a wider community

2. Profile of the school.

The community of Mater Dei is located in an inner city, high socio-economic area with a well-educated parent body. Parents are active in our school community in a variety of ways including classroom help, fund raising, etc. There are 319 students and 12 classes. Our school is two streams from Prep to four, single stream from five to six. Several of the classes have more than 25 students. There are twelve full time teachers and two specialist teachers (Arts and LOTE) and two support teachers (Support Teacher: Inclusive Education and Librarian). There has been a high turnover of teaching staff in the last couple of years for a variety of reasons. Where previously we had a majority of older, more experienced staff, our current staff is more diverse in age, experience and training. Mater Dei is a place where our children are encouraged to work and reach their full potential as individuals and as members of the wider community.

3. Consultation and data review.

Mater Dei school has developed this plan with reference to and inclusive of previous policies and procedures in consultation with the leadership team and BCE staff. Previous policies were developed in partnership with staff, school community and school board. This consultation process occurred through staff meetings, meetings with our school board and

distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The Plan was endorsed by the Principal, the school board and the Area Supervisor and will be reviewed at least every 5 years.

Brisbane Catholic Education's ***Student Behaviour Support Policy – Rationale & Guidelines, Procedures & Regulations*** require that each Catholic school community develop a Student Behaviour Support Plan, implementing systems and procedures for a whole school approach to support student behaviour in the school environment, involving all groups in the school community.

The Mater Dei School Student Behaviour Support Plan will reflect the shared values and expectations guiding the school's approach to student behaviour support and to maintaining a supportive Catholic school environment. Corporal punishment is expressly prohibited in all Brisbane Catholic Education schools.

This Student Behaviour Support plan has been developed as part of the school's Strategic Renewal Plan and is consistent with the Brisbane Catholic Education *Strategic Renewal Framework 2012-2016*.

4. Beliefs about learning and behaviour.

This Student Behaviour Support Plan is based on the social principles of justice and beneficence. This principle of justice is concerned about fair play for the group and individuals and equality of treatment. The principle of beneficence is concerned with equity: giving support and assistance as needed to advance the welfare of the individual and group.

It is designed to facilitate high standards of behaviour so that the learning and teaching in our school, and during related off-campus activities, can be effective and students can participate positively within our school community. Through our school plan shared expectations for student behaviour are clear for everyone, assisting Mater Dei to create and maintain a safe and orderly learning and teaching environment.

Behaviour Management is at the core of business for all teachers. Effective Teaching and Learning is supported by a safe, positive and productive learning environment, based on principles of consistency, fairness and engagement. This starts in the classroom, with each and every individual student. To achieve quality learning outcomes at Mater Dei we aim to:

- Build respectful relationships where the values and virtues of the Catholic faith are taught, sustained and modelled.
- Create a harmonious and interdependent teaching and learning environment where all feel safe, supported, valued, and listened to.
- Support individuals to develop self-discipline and choose appropriate behaviour in a variety of social contexts.
- Support and develop students' self-responsibility and ownership for their behaviour choices within the context of the Mater Dei School community.

- Create for all within the school community a needs-satisfying teaching and learning environment.
- Teach behaviour within the context of the curriculum using a teaching and learning paradigm where teachers design and manage needs-satisfying environments in conjunction with creating behaviour expectations with students.
- Establish behaviour expectations that reflect and align with the School Vision statement. As a community of learners we work with each other in striving to achieve our shared vision.
- Collaborate with parents in meeting the students' life needs. This partnership is based on respect and trust for the roles and responsibilities of both parents and teachers.
- Outline the behaviour development and management system operational within the Mater Dei School community.
 - (Informed by Map of Mindfields of Behaviour)

Student Code of Conduct: Mater Dei Behaviour Expectations

As a school community, we show that we ...	
<p>Listen with your whole body by...</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> focussing your body on the speaker <input type="checkbox"/> keeping your hands and feet still <input type="checkbox"/> looking at the person speaking or the work you are doing <input type="checkbox"/> Looking, Listening, Thinking, Being still <input type="checkbox"/> listening with your ears <input type="checkbox"/> listening with your hands <input type="checkbox"/> listening with your eyes.
<p>Signal to speak and move by....</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> putting up your hand and waiting patiently <input type="checkbox"/> listening to other speakers while waiting to have your say <input type="checkbox"/> stating your request politely.
<p>Helping actions by ...</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> looking after people and the environment <input type="checkbox"/> cooperating and sharing <input type="checkbox"/> seeking peaceful solutions <input type="checkbox"/> playing fair and including others <input type="checkbox"/> treating people and things with respect <input type="checkbox"/> helping others in need.
<p>Speak to please by ...</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> using manners, eg. please, thank you, excuse me, I beg your pardon <input type="checkbox"/> communicating in a pleasant way with your voice and body <input type="checkbox"/> using kind words to encourage and help those around you.
<p>Right place, right time, right task by...</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> doing what you have been asked to do the first time <input type="checkbox"/> moving safely <input type="checkbox"/> being where you should be <input type="checkbox"/> staying focussed on the set task <input type="checkbox"/> putting in a top effort <input type="checkbox"/> remaining on task until asked or directed to move or speak

5. Roles, rights and responsibilities of school community members.

At Mater Dei we expect that students will:

- Participate actively in the school's education program which includes a consistent approach to behaviour development and management
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

At Mater Dei we expect that parents/ caregivers will:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Agree to act courteously, politely and honestly (CRPP Draft document, 2013)
- Contribute positively to behaviour support plans that concern their child.

At Mater Dei we expect that staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

6. Universal behaviour support (proactive/ preventative strategies).

At Mater Dei, we believe that preventing inappropriate behaviour through the promotion and acknowledgement of appropriate behaviour and putting proactive strategies in place is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. Processes in place at Mater Dei to promote school positive behaviour outcomes include establishing behaviour expectations at the beginning of each year, ongoing professional development of teachers in understanding behaviour and its impact on learning, and regular review of data collected around behaviour. Professional development opportunities include:

- monthly Student Support Team meeting to review and respond to behaviour data
- review of behaviour data to formulate a response once a term (designated staff meetings)
- biannual review of behaviour processes (designated staff meetings)
- ongoing professional development in the area of Autism and ASD (internal and external providers)
- implementation of Visible Learning strategies across the school

- initial and ongoing staff training in restorative practices
- inclusion of the Student Behaviour Plan in the Mater Dei induction pack for teachers and the Orientation Pack given to new parents.

To promote consistency of practice across the school and home context at Mater Dei we:

- have parent training annually on the principles of Play Is the Way
- publish Play Is The Way focus each week in the school newsletter
- publish 'parent friendly' Mater Dei Student Behaviour Support Plan on the school website
- have first term assemblies and weekly awards focussing on specific behaviour expectations.

Establishing Behaviour Expectations

At Mater Dei we use a teaching and learning paradigm to develop and support students' competencies in making appropriate behaviour choices. There are many ways that staff establish the behaviour expectations of our students, including:

- Empowering students to take responsibility for their actions
- Explicit teaching and consistent follow-up of school rules
- Annually updating Learning and Behaviour Support folder which is distributed to each teacher. The folder contains:
 - Student Behaviour Support Plan
 - Classroom Behaviour Guidelines (Appendix 1)
 - Playground Behaviour Guidelines (Appendix 2)
 - Mater Dei Catholic Primary Behaviour Records (Appendix 3)
 - Working Out Plans for each year level (Appendix 4, 5, 6)
 - Yellow and Red card referral forms (Appendix 7, 8)
 - Template Letter to Parents when Red Card issued (Appendix 9)
 - What do you do when you are concerned about a learner? (Appendix 10)
 - Process of Referral to Student Support Team (Appendix 11)
 - Student Support Team Referral form (Appendix 12)
- Continually developing students' understanding of why a behaviour is expected or a consequence is necessary
- Modelling and role playing methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like
- Using appropriate consequences for not meeting behaviour expectations
- Providing specific behaviour support in areas of the school where there is a high incident of students having difficulty in complying with MD Expectations eg. tuckshop and spider web – support includes specific practice, use of visuals tailored to specific area and general reminders at assembly
- Offering a variety of support for students with special needs or when unforeseen circumstances occur

- Communicating effectively and sharing a common language about behaviour in our school community
- Having transitioning processes in place for all students to new year levels and new teachers at the end of each school year for the following year

Positive School Culture

Every week, our school community gathers together for assembly on Monday morning. We sing the national anthem Advance Australian Fair and often our school song “Time to Shine Out”. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, reinforcing Mater Dei Behaviour Expectations, *Play is the Way* weekly focus and by raising awareness of current school events. (The *Play is the Way* program supports the creation of a positive whole school culture through the development of social and emotional skills using a holistic, consistent approach.)

Staff utilise a wide range of acknowledgement strategies with students to support our positive school culture, including:

- Use of Play Is The Way program to develop social-emotional resilience (McCaskill, W., 2013)
- Consistent use of Mater Dei Expectations through student practice, visuals and teacher PD
- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations and public acknowledgement of birthdays and "outside" achievements
- Articles in *Mater Dei Newsletter* – weekly electronic publication
- Introduction of houses which were named to connect with the history of the school and to honour important aspects of the school's past (Glenlyon, Truscott and Sebastian)
- Visiting the local respite centre as part of the Mini-Vinnies group
- School prayer every day in classes including Mater Dei School Prayer
- Buddy program Preps and Year 6
- Year 6 leadership responsibilities (leading assembly, distributing bumbags, buddies...)
- Weekly 'Clean and Green' award for caring for school grounds
- Music and instrumental program within the school
- Development and use of a school song “Time To Shine Out” on significant occasions
- Maintain strong links with OSHCare

Rewards

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following **Mater Dei Table of Awards** outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are acknowledged at whole school assemblies, staff meetings and/or written in the Mater Dei's weekly school newsletter, and in electronically in the *Weekly "What's On"* on the staff portal.

<i>Caritas Award</i>	
<p>For consistently demonstrating the qualities that represent our school motto "Caritas" that encourages us to love and care for one another.</p>	<ul style="list-style-type: none"> • Very significant and distinguished award for putting into practice our school motto. • Recipients of these awards have been nominated by their class teacher. • Only one student from each class is chosen to receive this award annually. • The award is filled in by the class teacher and given to the Principal to present at a special school assembly during Catholic Education Week. • Parents will be notified of the award prior to the assembly.
<i>Mater Dei Achievement Awards</i>	
<p>At Mater Dei we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant achievements. Each week on whole school assembly, teachers and specialist teachers have the opportunity to give a student from their class/es a Mater Dei Student Achievement Award.</p>	<ul style="list-style-type: none"> • Special Mater Dei awards were developed and printed to give consistency to our focus for selection each week. • Acknowledges achievements made by students in a public forum. • Awards should be for academic achievement or personal/social development areas similar to those on our school written reports or linked into the school's behaviour expectations or Play is the Way focus for the week. • One or two children from every class each week is to be awarded a Mater Dei's Student Achievement Award on assembly. • All awards are to be filled in by Monday morning and given to the Year Six leaders before assembly.
<i>Mater Dei Champion Cards</i>	
<p>To promote our school rules through individual and public acknowledgement.</p>	<ul style="list-style-type: none"> • Mater Dei Champion cards are given out in the playground and in support staff classes (Arts, LOTE, Learning Support, Library) to promote the use of consistent behaviour expectations and acknowledgement of student commitment.

	<ul style="list-style-type: none"> • Mater Dei Champion cards are given out by the teacher on duty or the teacher in charge of the group. The card is completed by the student with their name and grade level, then placed in the appropriate Mater Dei Champion mailbox (Prep to Y2 or Y3 to Y6). • Two Mater Dei Champion cards are picked out of each box on assembly each week. The children picked out of the box selects a prize from the prize box.
--	---

7. Targeted behaviour support.

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/caregivers and staff will take place before, during and after additional supports are implemented. Some of these interventions may include:

- Referral to Responsible Thinking Room
 - Completion of age appropriate “My Working It Out Plan”.
 - Scaffolding and reteaching with teacher in Responsible Thinking Room.
 - Contact with parents.

8. Individualised behaviour support.

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternate pathways of care. School data will be analysed and discussed once a month at a designated Student Support Team Meeting to ascertain which students may require intervention with an individual plan. Individual supports may include:

- Referral to Student Support Team: Principal, Guidance Counsellor, Support Teacher: Inclusive Education and classroom teacher.

Supporting documents:

- BCE “What if I have a concern about a learner?”
- Process of Referral to Student Support Team
- Student Support Team Referral Form
 - Individual program created and implemented by Support Team. Resources that may be used include:
 - The Sixth Sense II (Gray, C., 2013)
 - Cat-Kit (Attwood, T., 2013)
 - Talk about for Children: Developing Friendship Skills (Kelly, A., 2013)
 - Stop Think Do (Petersen, L., Gannoni, A., 1996)
 - Socially Speaking (Schroeder, A., 1997)
- Education Adjustment Plans (EAP)
- Possible consultation and collaboration with other professional personnel who have a vested interest in the student's welfare.

N.B. Teachers and Administration staff are not psychologists/psychiatrists and therefore we may at times request that outside agencies be engaged to assist the school.

9. Consequences for inappropriate student behaviour

Classroom Behaviour Guidelines

Non-belonging steps in the classroom:

i. Verbal reminders/reflective questioning

- Is what you are doing helping you to get your work done?
- Are you willing to do something different from what you have been doing?
- What behaviour do we need to see/hear?
- What might you do differently next time to get a more effective result?
- You are welcome to re-join the group if I have your agreement to abide by our behaviour expectations.

ii. Step 1: Warning

- Child stands up behind the desk for one minute thinking about their choice of behaviour and reflecting on the expected behaviour.
- Child is privately invited to re-join the group (use reflective questions)

iii. Step 2: Time out

- Child moves to a different predetermined space in the classroom for three to five minutes of thinking time. The child thinks about their choice of behaviour and reflects on the expected behaviour.
- Child is privately invited to re-join the group (use reflective questions)

iv. Step 3: Minor breach of behaviour expectations

- Child is exited to another class to complete a Working It Out plan for up to thirty minutes. My partner teacher is _____ in Year _____.
- Teacher to call buddy class to let them know student is coming.
- Child discusses plan with partner teacher, returns to class and is privately invited to re-join the class.
- Teacher to document exclusion details using form in folder to record.

Or

v. Step 4: Serious breach of behaviour expectations

- Red card—Child is exited from the classroom immediately to the Principal or ST:IE for coaching. This may include time in the Responsible Thinking Room for the duration of the lunch break for further coaching from the teacher on duty.
- The parent is contacted by phone and a form letter is sent to the parents by the teacher on duty after discussing with Principal.
- A re-entry plan is put in place and discussed with all parties concerned.
- Incident documented using Serious Behaviour Recording Form.

- * If a minor breach of behaviour expectations occurs toward the end of the session, a Yellow card may be issued to complete a Working It Out plan during the lunch break with coaching from the teacher on duty.
- * If a child is excluded from the classroom for more the three times in any one term, then the child's parents need to be contacted by the teacher and an appointment made to discuss future actions.
- *The stepping out process starts from the beginning of each session. It does not carry over into another session.

Behaviour resulting in minor breach of behaviour expectations in the classroom may include:

- Continual non-compliance with any of the five behaviour expectations

Behaviour resulting in serious breach of behaviour expectations may include:

- Physical attack/Violent behaviour
- Verbal attack
- Stealing
- Verbal abuse towards the teacher

Playground Behaviour Guidelines

Non-belonging steps in the playground:

i. Verbal reminders/reflective questioning

- Is what you are doing helping you to participate appropriately?
- Are you willing to do something different from what you have been doing?
- What behaviour do we need to see/hear?
- What might you do differently next time to get a more effective result?
- You are welcome to re-join the group if I have your agreement to abide by our behaviour expectations.

ii. Step 1: Warning

- Child stands or sits with teacher on duty for one minute.
- Child is invited to re-join the play time (use reflective questions)

iii. Step 2: Time out

- Child stands or sits with teacher on duty for one to five minutes.
- Child is invited to re-join the play time (use reflective questions)

iv. Step 3: Minor breach of behaviour expectations

- Child is given a Yellow card and exited to the Responsible Thinking Room for a 10 minute period for coaching with the teacher on duty.

Or

v. Step 4: Serious breach of behaviour expectations

- Red card—Child is exited from the playground immediately to the Principal or ST:IE for coaching. This may include time in the Responsible Thinking Room for the duration of the lunch break for further coaching from the teacher on duty.
- The parent is contacted by phone and a form letter is sent to the parents by the teacher on duty after discussing with Principal.
- A re-entry plan is put in place and discussed with all parties concerned
- Incident documented using Serious Behaviour Recording Form.

- * Minor breach of behaviour expectations in the playground may include:
 - Continual non-compliance with any of the five behaviour expectations
 - Not following teacher instructions
 - Inappropriate language
 - Intimidation of other children
 - Pushing
 - Teasing
 - Needing to resolve a conflict

- * *Serious breach of behaviour expectations may include:*
 - Physical aggression
 - Repeated verbal aggression
 - Stealing
 - Violent actions (throwing objects, biting, hitting, spitting)
 - Swearing
 - Flashing
 - Leaving the school grounds
 - Non-compliance that may put children in danger

Suspension

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response.

A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school *for a period up to 10 school days* or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

In the absence of the Principal of the school, the Acting Principal may exercise the authority to suspend. The Principal may delegate this authority to other members of the school's leadership team in his or her absence.

For an outline of Suspension Guidelines see Appendix 13

Exclusion

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director - School Services recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For an outline of Exclusion Guidelines see Appendix 14

11. Anti-Bullying and Cyber bullying

Rationale

The Mater Dei School Community is made up of children, parents, teachers and staff who uphold its motto “Caritas” (caring) by having a welcoming, inclusive and positive environment as we work together through our Christian faith, actions and love for all. We endeavour to build a quality, safe environment where learning is relevant, motivating and meaningful because our children have developed the knowledge, skills and Christian values needed for life’s journey.

Our community strives to create a supportive learning environment by:

- Treating each other with dignity and respect
- Adopting a proactive rather than a reactive approach to bullying
- Taking a multi-faceted approach to prevention and response to bullying
- Working together to create a shared understanding of processes and procedures around bullying

Definition

Bullying is:

“{the} repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996)

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyberbullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At Mater Dei, we agree that if you are a bystander who encourages bullying behaviours or you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

Bullying is not:

A ‘one off’ incident involving social isolation, conflict, random acts of aggression/intimidation or meanness such as:

- Conflict between two students where there is equal balance of power between students and both students want to find a solution to the conflict
- Talking to a teacher or parent about something that someone has done
- A random act of hurt or harm against another without that student provoking the other

- A random act of destroying property
- Leaving someone out of an activity once because of different interests or skills
- Standing up for others and reporting bullying behaviours
- Accidents where there is no intention to hurt or harm

Response to bullying

Investigating potential bullying incidents

When an investigation about bullying is required, the following procedures will be followed:

1. Mater Dei Primary adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed by the Principal or a member of the leadership team and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so the incident can be tracked according to the behaviour support plan.
2. If bullying is identified, leadership team members will choose to use the following methods (Rigby, K. 2013) with the children involved:
 - Mediation
 - Serious talks
 - Restorative approaches including individual or group counselling
 - Strengthening the victim
 - Method of shared concern (if group of children involved)

(Explanation of methods: <http://www.kenrigby.net/11b-A-simplified-guide>)

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file using Serious Behaviour Recording Form.
3. Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan according to BCE Anti-Bullying Policy.

Support for the target and perpetrator.

We support the target in the following ways:

- Offering target an immediate opportunity to talk about the experience with their class teacher, or another teacher or member of administration.
- Individual counselling sessions to discuss strategies which may include how to deal with bullying behaviours, mediation if appropriate and discussion to clarify appropriate restorative response for target.
- Informing and collaborating with the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.
- Reinforce processes for reporting of bullying incidents.
- Document incident and actions using Serious Behaviour Recording Form.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher or member of administration about what has happened and the behaviours the child has been displaying.

- Individual counselling sessions discussing seriousness of behaviours, restorative response to victim, changes in their behaviour and support that may be needed. This may include mediation sessions, revisiting of anti-bullying behaviour expectations or referral to Student Support Team.
- Informing and collaborating with the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.
- Document incident and actions using Serious Behaviour Recording Form (Appendix 15).

Positive, Proactive Anti-bullying Approaches at Mater Dei Primary

At Mater Dei Primary, we take a positive, proactive approach to anti-bullying by teaching positive strategies for dealing with inappropriate or bullying situations. We use the *Break Through Bullying* resources to inform the anti-bullying campaign which we visit throughout the year. This campaign includes:

- Specific, targeted teaching of one strategy a week at the beginning of each year
- School leaders take responsibility for reinforcing of strategy through demonstration/role play at assemblies each week
- Staff reminder of anti-bullying strategy in the Principal's "What's Happening"
- Visual supports displayed in each classroom with appropriate posters
- Revisiting strategies throughout the year at significant times e.g. Child Protection Week

The five anti-bullying strategies for students from Prep to Year 2 are "**be AWARE**". The strategies are as follows:

- **A** is for Ask them to stop
- **W** is for Walk away
- **A** is for Ask a teacher to help
- **R** is for Remember to ignore
- **E** is for Even try to make friends

The anti-bullying strategies for students from Year 3 to Year 6 are "*Chill Out*". The strategies are as follows:

- C is change the subject
- H is have a joke
- I is ignore them
- L is look confident
- L is look them calmly in the eyes
- O is or walk away
- U is u can tell a teacher or adult
- T is talk about it.

The anti-bullying strategies to target bystander understanding of roles and responsibilities will be implemented in Years 3 and 4 Term 3. We will use the "ASSIST" acronym to educate students. The strategies are as follows:

- A is ask them to stop

- S is safety first
- S is speak calmly and with confidence
- I is interest them in something else
- S is suggest walking away
- T is talk about it.

The *Play is the Way!* Program, teaching resilience, values and positive behaviours is taught throughout the school.

Mater Dei staff participate in annual Student Protection in-service as per BCE guidelines. Each classroom displays “Be a Hero When It Comes to Your Safety” posters and participates in annual Student Protection awareness week.

13. Data recording instruments, collection tools and sorting of data

Data will be collected using the following process documentation:

- Yellow and red cards
- Responsible Thinking Log
- Completed Behaviour Plans
- Student Support Team Referrals
- Mater Dei Primary Behaviour Record
- Serious Behaviour Recording Form
- BCE SBS database

The data collected using these processes will be reviewed once a month by the Student Support Team at a meeting designated for this purpose.

The data collected will be reviewed and responded to once per term by all teaching staff at a staff meeting designated for this purpose.

12. Critical Response Procedures

Lockdown Procedures

The following lockdown procedures should take place for response to a severe storm / dangerous animal / siege / hostage / dangerous airborne particles or similar emergencies were students are required to **remain indoors or return to classrooms.** Staff are required to ensure that they and their students are familiar with these procedures.

1. An alarm will be raised by an External Public Announcement. This will be followed by an Internal Public Announcement with emergency details.
2. The person who discovers the emergency should contact admin immediately so emergency services may be contacted and emergency procedures are put into action. (Admin – Phone 202)
3. **In some cases of a siege or hostage, notification of the situation may be by telephone or other means as it may trigger a dangerous response from the intruder. Admin staff will be guided by emergency services.**

4. Lock all doors and windows, turn off lights and fans and sit under a desk. Keep a low profile by sitting on the floor and out of line of sight of doors and windows until the “ALL CLEAR” is given.
5. Administration will also delegate staff to undertake a complete sweep of all school buildings where it is safe to do so.
6. Staff members are required to include and take charge of any visitor / contractors that are in their vicinity at the time of the alarm activation.
7. Teachers should complete a roll call and advise administration that all students are accountable for or of any missing students and their whereabouts. Also inform Administration of any extra students/visitors present in the classroom at time of lockdown.

SIEGE/HOSTAGE/ASSAULT SITUATIONS

It is critical that on the first sightings of any stranger(s) and/or potential intruder(s) that:

- Administration is notified immediately by telephone or runner with details of potential intruders, whereabouts and number of persons.
- Staff and students in the area **proceed to classrooms**.
- Administration to commence lockdown procedures.

INTRUDER INTERACTION (if safe or unavoidable)

Remain at an appropriate distance from intruder(s) and address in a non-confrontational manner irrespective of their response.

- How can we help you?
- Who are you here to see?
- I’m sure we can solve this problem if we discuss it calmly.
- I’m not sure we’ve met before. Your name is?
- Your request for contact with this student would be best discussed at the office.
- Please leave the grounds immediately.

Use the recommended questions only if relevant to the situation. Attempt to maintain a controlling presence without backing the intruder(s) into a corner.

If confronted by an intruder, staff need to exercise personal control.

Observations of the interaction, description of intruder(s) and their movements and actions need to be precise.

In the event of an assault, it is recommended that an administrator accompanied by several staff members approach the offender with the expectation that the presence of several adults will act as a deterrent.

For further detailed instructions for lockdown and procedures for other critical incidents please refer to Appendix 16: Mater Dei School Critical Incident Management and Recovery Policy and Plan

13. Links to related BCE policies.

- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Guidelines

14. Related resources.

- School Wide Positive Behaviour Support (www.pbis.org)
- Bounce Back (www.bounceback.com.au/)
- Ken Rigby (www.kenrigby.net)
- Bullying No Way (www.bullyingnoway.gov.au)
- Play Is The Way (www.playistheway.com.au/)

Appendices

- Appendix 1 - Classroom Behaviour Guidelines
- Appendix 2 - Playground Behaviour Guidelines
- Appendix 3 - Mater Dei Catholic Primary Behaviour Records
- Appendix 4 - Working Out Plans Prep to Year 2
- Appendix 5 - Working Out Plans Year 3 and 4
- Appendix 6 - Working Out Plans for Years 5 and 6
- Appendix 7 - Yellow card referral forms
- Appendix 8 - Red card referral forms
- Appendix 9 - Template Letter to Parents when Red Card issued
- Appendix 10 - What do you do when you are concerned about a learner?
- Appendix 11 - Process of Referral to Student Support Team
- Appendix 12 - Student Support Team Referral form
- Appendix 13 - Suspension Guidelines
- Appendix 14 - Exclusion Guidelines
- Appendix 15 - Serious Behaviour Recording Form
- Appendix 16 - Mater Dei School Critical Incident Management and Recovery Policy and Plan