The success of any behaviour management policy depends totally on consistent and continuous application.

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**Supporting Documents and Programs**

Pastoral Care Policy
National Safe School’s Framework

Dealing with Bullying and Harassment Policy
Exclusion of Students for Disciplinary Reasons Policy
123 MAGIC
‘You Can Do It’ Programme’ (Kindy-Year 3)
MAKING JESUS REAL PROGRAM (Year 4-6)
St Denis Catholic School Vision Statement

VISION STATEMENT

St Denis Catholic School Community seeks to foster an environment which integrates love, truth and learning where each individual strives to become a model of Christian living and is nurtured towards his/her full potential.

1.0 Rationale

Catholic schools have a responsibility to provide an educational environment that promotes the dignity and respect of the person, and therefore, aims to eliminate bullying and harassment in all forms.

It is well established that learning outcomes, physical health, emotional, psychological and spiritual well being can be adversely affected by bullying and harassment.

St Denis School’s Behaviour Management Policy honours this vision by highlighting the value we place on creating a supportive, safe and positive school environment where staff, students and parents become known and valued members of our school community.

St Denis aims to:
- Create a positive environment within the school and classroom.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment.
- Establish a set of rules that protects the rights of all individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules.
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner.

The rationale for developing whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self managed. Through consistent application throughout the school, children will understand the expectations of them in regard to managing their own behaviour and the importance of treating others with respect and care.

St Denis Behaviour Management Policy acknowledges and supports the research evidence that suggests the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills, decision-making, emotional management and conflict resolution, can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

2.0 Development of the Policy

Here at St Denis we believe that all staff, students and parents have the right to be part of and work in a safe and positive school environment where each individual is treated with respect and dignity.

Our Behaviour Management Policy is derived from our school Vision Statement, Mission Statement and the core-shared values underpinning the teaching and learning here at St Denis School.
This revised document has responded to the National Safe School’s Framework initiative, by aligning the guiding principles for promoting a safe school environment with our own. We have drawn upon the YOU CAN DO IT and MAKING JESUS REAL PROGRAMS as practical and valuable resources that provides individual, group, family and school community level actions to promote social and emotional intelligence in schools by providing explicit teaching activities and practical strategies and information to all stakeholders. The development of this policy has been produced in consultation and collaboration with the behaviour management team, staff, parents and students.

While all staff here at St Denis is responsible for effectively managing student behaviour, a small team has been established to deal with those behaviours or situations that require further follow-up or intervention.

The Behaviour Management Team here at St Denis is comprised of:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Assistant Principal</th>
<th>Senior Teacher</th>
<th>Senior Teacher in Charge*</th>
</tr>
</thead>
</table>

* When other members of the team are not available

### 3.0 Positive School Environment

Here at St Denis we aim to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community.

Some of the ways we work to achieve this aim:

**School Environment**
- School name and crest at the front of the school
- School vision / mission statement at the front of the school
- School grounds neat and well maintained
- Welcome mat at the front office
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair

**Classroom Environment**
- Classroom aesthetically pleasing and child-centred
- Positive message posters up in room
- Acknowledgement of student birthdays (stickers, awards etc)
- Explicit teaching of appropriate social skills
- Appropriate instructional strategies and pedagogies
- Lucky dips, stickers, stamps, prizes, group points, class raffles, lucky draws, individual and group points, credit slips etc – (NB no chocolates or any nut products are to be given as prizes as we are an Allergy Aware School).

**Learning**
- Providing an appropriate and flexible curriculum
- Providing engaging, instructional strategies
- Providing pedagogy which caters for different learning styles and individual needs
- Providing learning programs which enable students to experience some success
- Provide individual education plans and individual behaviour plans where necessary
Recess/ Lunchtime Activities
- Library open at lunchtime
- Special lunches
- Music

Behaviour Management Plan
- Certificates awarded at assembly
- End of term rewards for House token winners
- Verbal acknowledgement of positive behaviour
- Acknowledgement of value-based achievement awarded at special assemblies (MJR Award)

School Based Presentations
- Merit Awards
- MJR (Making Jesus Real) Awards
- Specialist Teacher’s Awards
- Principal Awards

External Competitions or Awards
- Awards from academic or other competitions

Public Acknowledgement / celebration of student achievement
- Acknowledgement of student achievement outside of school hours
- Acknowledgement of student achievement in newsletter
- Displays of student work around the school
- Entering work in competitions
- Students referred to Principal with samples of good work
- Whole school assemblies
- Year group assemblies
- School Website

Responsibilities that give a sense of purpose for students at risk
- Special responsibilities in the classroom
- Year 6 Leadership
- Peer Support (Buddies)

Performance
- Choir
- Concerts
- Productions i.e. Edudance
- Talent Quests
- Inter-school competitions
- Performing Arts
- Public Speaking Awards
- Liturgical Dance

Giving Students Responsibility
- Peer Support
- Student Committees
- Flag roster, Bin Roster, Computer Roster
- Assembly organization
- Fundraising projects
- Roles in special events eg Anzac Day
- Students contributing to the Newsletter
- Sustainability for Environmental Education Roles
- Faction House Captains
- Interschool Captains
Badges or identifying clothing
- Leavers shirts with student names on in Year 6
- Staff name badges
- Visitors badges

Parents
- Parent morning teas
- Parent helpers in the classroom
- P&F
- School fundraising activities
- Community events eg Quiz nights etc
- Busy Bees

Staff
Social activities for staff and an acknowledgement of effort
- Drinks after work
- Sharing a meal together outside school hours
- Awards / certificates
- Special lunches / morning teas
- Acknowledgement of birthdays
- Social events

Self Improvement / Peer Support Programs
- Peer Support in classrooms
- ‘You Can Do It’ Program
- Making Jesus Real

Student/ Family Services
- Non-Government School Psychologist
- Parish Priest
- School Nurse
- In school Education support
- Outside agencies for students with special needs
- Screening of students in Kindergarten (Speech) and Pre-Primary (Occupational Therapy)
- Extension Program

Musical
- School Choir
- Instrumental Music Programme
- PP-6 Music lessons
- Special programs eg EDUDANCE

Sporting
- Intraschool Sports competitions
- Interschool Sports competitions
- Lunchtime sports competitions
- Faction Carnivals
- Faction House points: Athletics, Intraschool Sport
- Walk-a-thon
- Special events
4.0 Building Positive Relationships

Here at St Denis we believe that while rules are necessary, they do not change behaviour like positive action and interaction does. By valuing and developing positive relationships, and by implementing behaviour management procedures effectively, we can improve that interaction.

These relationships include:
- Teacher – student
- Student – student
- Teacher – Teacher (staff-staff)
- Teacher – Parent (staff-parent)

While it is unrealistic to expect that all people will have perfect relationships all the time, by making an effort to develop respectful relationships most of the time, we believe we can make a significant contribution towards a caring and positive school environment, and good student behaviour.

We believe we need to work at building relationships. When we have to discipline students it should be done so in a manner that will not damage our relationship with them. When rules have to be enforced they should be done so in the 'spirit of the law' and not to the 'letter of the law'. Likewise, when consequences are required, they should be applied in an impartial and non-emotional way if possible. Students should understand that they have chosen to receive that consequence as a result of their actions.

We believe that students should be given every opportunity to make ‘a fresh start’ after inappropriate behaviour/s have been dealt with and that each child has the right to not be labelled by staff, students or parents (eg ‘he’s a trouble maker’).

5.0 Responsibilities of Stakeholders

**Principal and Behaviour Management Team are responsible for and agree to:**

☑ Ensure that the School Behaviour Management Plan is developed through a process of consultation and regular review.

☑ Maintain regular communication with teachers about individual student behaviour concerns in the classroom.

☑ Ensure that the School Behaviour Management Plan includes:

- a description of our school’s approach to positive behaviour management
- the rights and responsibilities of members of the school community
- the roles and responsibilities of stakeholders
- the school rules, classroom rules, code of behaviour and other behavioural standards used in our school
- mechanisms for achieving a supportive culture within the school community
- the school’s approach to prevention of violence, harassment and bullying
- the school’s approach to resolving conflict when problems arise
- a hierarchy of consequences and sanctions for disruptive students
- procedures for informing and involving parents should a behavioural difficulty arise
- mechanisms for monitoring and reviewing the school’s behavioural management plan
- suspension review procedures
**Teachers are responsible for and agree to:**

- Participate in the development and implementation of the School’s Behaviour Management Plan.
- Set consistent and achievable standards.
- Give consideration to student seating and classroom layout.
- Prepare each lesson thoroughly.
- Give clear instructions, teach at the student’s level, choose the time for the lesson carefully, use motivation techniques, cater for a variety of interests, be flexible and adaptable in approach.
- Maintain regular communication with the Behaviour Management Team about individual student behaviour concerns and the strategies they have in place to deal with them.
- Create a positive classroom environment and reinforce appropriate behaviour by encouragement, reward and praise.
- Use positive reinforcement – positive incentives must be earned rather than just given, verbal encouragement should be the most used incentive, a variety of positive incentives should be used, every child should be given the opportunity to earn and receive acknowledgement of their positive and responsible behaviour.
- Work on developing good student relationships by getting to know each child and taking a genuine interest in them.
- Be conversant with and implement classroom management practices and procedures which reflect current good practice.
- Set a positive example by good role modelling.
- Be alert to disruptive students and be prepared to use the school behaviour management plan consistently for inappropriate behaviour.
- Be aware of the school and classroom rules and display them in the classroom.
- Be consistent in approach and fair in application of behavioural consequences.
- Focus on the student’s behaviour rather than the student.
- Allow student’s the opportunity to participate in the formulation of the classroom. Rules, complement all of the stated rights of the school community.
- Place an emphasis on the resolution of difficulties and conflict.
- Complete and file the nature of any verbal interviews conducted with parents regarding concerns over student behaviour – whether incidentally, over the phone or face to face.
- Follow up and follow through on behaviour management issues.
- Communicate regularly with parents – both positive and negative behaviours.
- Actively support other staff members who may be having behaviour management problems, including relief teachers.
- Be punctual to class and when on yard duty.

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**When problems arise teachers should attempt to resolve them in a calm, fair and consistent manner by following the School Behaviour Management Plan.**

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**Students are responsible for:**

- Actively participating in the education process within the St Denis community; and
- Behaving in a way that meets the expectations of the school.

---

**Parents and Caregivers are encouraged to:**

- Be proactive in developing positive partnerships with the school to achieve optimum outcomes for their child.
- Ensure that their child participates in the educational program
- Communicate issues and concerns that may impact on their child’s behaviour, performance or progress at school.
- Actively support the implementation of the school’s Behaviour Management Plan.
6.0 Rights, Responsibilities and Rules

Rights, responsibilities and rules are inextricably linked and need to be considered in conjunction with each other. Here at St Denis the rights and responsibilities of the students, staff and parents and the school rules have been clearly articulated and posted in classrooms and around the school.

It is each teacher’s responsibility to regularly refer to the rights and responsibilities posters (Appendix 1A, 1B and 1C) and school rules poster (Appendix 2) at the beginning of each new term and incidentally throughout the term.

Individual class rules are to:
- be written in such a way as to reflect the rights and responsibilities of the whole school
- be jointly constructed with the students so that they have some ownership of the rules
- be clearly displayed in the classroom
- be referred to often when dealing with inappropriate classroom behaviour.

7.0 Playground Behaviour

Management Plan

The following plan acts as an overarching guide for dealing with behaviour issues out of the classroom. Supporting documents (found as appendices at back) provide clear guidelines of expected student behaviour and consequences for those who choose not to follow them, these include:

- Rights and Responsibilities
- School Rules
- School Uniform Policy
- Bullying and Harassment Policy
- Appreciation of Positive Behaviour
- Consequences of Negative Behaviour
- Classroom Rules

Intervention Points

The Behaviour Management Plan also has a series of intervention points. When a student reaches certain consequences for negative behaviour or the behaviour is of particular concern, various strategies are implemented to try and help the student modify this behaviour. Some of these strategies may include:

- letters or phone calls to parents,
- referrals to school services eg School Psychologist for counselling
- parent interviews.

7.1 Duty Areas, Times and Rosters

Designated outdoor duty areas

A Paved Area
B Playground
C Pre-Primary area

Duty times
8.30am - 8.45am - Students go straight into class
8.45am - 10.50am - In class
10.50am - 11.10am - Recess
11.10am – 12.40pm - In class
12.40pm – 12.50pm - Eat lunch Staff duty=12.40-1.00pm
12.50pm – 1.20pm - Lunch play Staff duty=1.00-1.20pm
1.20pm - 3.00pm - In class
3.00pm – 3.15pm - After school duty at Drive Through

Kindy duty is arranged with the Kindy staff

Duty Roster
The duty roster is posted in the staffroom. The roster is updated at the beginning of each new term.

7.2 General Strategies for Management of Playground Behaviour

Duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise.

Duty teachers are expected to:
• to be punctual
• to praise and encourage positive playground behaviour
• to use some of the following strategies for minor breaches of the school rules:
  - call the student aside and motivate him/her towards positive behaviour
  - Use 1,2,3 MAGIC then sit the child out of the play area for a few minutes
  - have the student walk with the teacher for a period of time
  - refer students to our school rules and agreed code of behaviour

7.3 Acknowledgement of Positive Schoolyard Behaviour

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:

• Positive verbal acknowledgement

• Positive body language – a smile, nod, pat on the back, a shake of the hand.

• Class Based Reward Programmes – variety of rewards implemented by class teacher/s.

• Whole school Rewards – in recognition of positive play, positive talk and helpful actions throughout the term, a ‘Principal Award’ (Merit Certificate) will be given out at assembly.

8.0 Negative Schoolyard Behaviour

All teachers here at St Denis strive to create a safe, positive and rewarding play environment by arriving at duty on time, circulating in and around the play area, intervening where necessary and maintaining a ‘relaxed vigilance’ over games, conversations and behaviours.

Teachers are to communicate any students who have had to be reprimanded already on the handover between 1st and 2nd lunch duty to the next duty teacher.

Procedures and Consequences

Should any student on any day decide not to comply with the school rules and code of behaviour then the following procedures and consequences will occur:
MINOR MISDEMEANORS

Minor misdemeanours include running on the walkway, rough play, not sharing equipment etc.

**Step 1:**

- A rule reminder (reinforcement of rules or questioning of rules) and a verbal warning from the duty teacher stating the problem and clearly stating required behaviour. Use 1,2,3 MAGIC

**Step 2:**

- Time out of the play area for a number of minutes or student is to walk around with the duty teacher.

SERIOUS DISREGARD FOR SCHOOL RULES

**Step 1:**

- Duty teacher removes child from situation, using 1,2,3 MAGIC, TIME OUT
- Duty teacher informs class teacher and/or Assistant Principal that the student is given “time out” of the play area.
- Assistant Principal will note the behaviour and will deal with as appropriate: interview parties involved, warning in book, inform parents, interview parents and child.

**Step 2:**

- Student completes a Behaviour Journal, while supervised by a member of the Behaviour Management Team (**Appendix 4 A -Junior and 4B- Senior**). (**Note:** Young students or those, whose literacy skills prevent them from completing the form in a reasonable time, may have their response scribed for them.)
- The Behaviour Management team member is to read the student’s Behaviour Journal and confirm that all details are accurate and comprehensive.
- The Behaviour Journal, along with the Behaviour Management Team member’s interview notes, are filed and the class teacher is given a photocopy.
- A copy of the Behaviour Journal is sent home accompanied by a ‘Communication to the Parent’ letter (**Appendix 8**), which needs to be signed by the parent and returned the following day and filed.

**Step 3:**

- The parent will be contacted and asked to read and sign the ‘Communication to the Parent’ letter (**Appendix 8**).
- The parent may also be asked to meet with the Principal or Assistant Principal to discuss the child’s inappropriate behaviour depending on the circumstances.
- Depending on the nature of the incidents, the consequence will be one of the following:
  1. A community service around the school e.g. yard duty, cleaning etc
  2. An additional lunchtime detention, during which the student will write a letter of explanation to their parent.
  3. In-school Suspension – parents notified first
  4. Out of School Suspension – parents notified first
Detention (Time Out)

- The issuing of a detention is at the discretion of the Behaviour Management Team, depending on the severity of the incident and the student’s history in relation to behavioural issues.

- Lunchtime detentions are to be held after the student has eaten lunch. (This allows for a toilet break and a drink before the siren).

- Detention is to be supervised by one of the Behaviour Management Team in the agreed area.

- Students on detention complete a Behaviour Reflection Sheet with one of the team members and then sit quietly until the end of detention. Reflection Sheets and a ‘Parent Notification Letter’ are sent home with the students for their parent’s to sign and on return are filed in the Behaviour Management File, located in the Assistant Principal’s Office.

- Detention is preferably to be held the very next day after the detention has been given.

In School Suspension

In the case of serious misconduct or a series of misdemeanours and following a review by members of the Behaviour Management Team, it will be decided if an in-school suspension is warranted.

- This will be held at the school in the administration area under supervision.
- The students will sit and complete work.
- There is to be no contact with other students.
- Recess and lunch breaks will be taken at different times to the rest of the school.
- Duration of in-school suspension may range from a half a day to three days.

Out of School Suspension

St Denis’ 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 work in partnership with the Behaviour Management Team, parents and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

Exclusion of Students

(See Policy 2 C7 – ‘Exclusion of Students for Disciplinary Reasons’ located on tshare: School Policies and under Governance: Community: Policies on the CEO website)

Procedures for Uniform and Hair Checklists

1. Note home – Time out
   Parent Contacted

2. Note Home- Time Out
   Parent Contacted

3. Child sits out as per ‘No hat, no play’ policy.

4. Child sits out until issue resolved to the satisfaction of the Principal
## 9.0 Classroom Behaviour Management Procedure

### 9.1 St Denis School’s CLASSROOM BEHAVIOUR JUNIOR PRIMARY

**Pre-Primary – Year 3**

| Proximity Praise / Reward | Where a student is misbehaving, praise another student close by who is doing ‘the right thing’.  
Catch the student doing something good and praise this behaviour.  
Check to see that the student understands the task and is able to do it.  |
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<tbody>
<tr>
<td>Rule Reminder / MBA – Minor But Annoying Behaviour</td>
<td>Refer the student to the displayed rights and responsibilities and class rules.</td>
</tr>
<tr>
<td>1-2-3 Magic Steps</td>
<td>Once the students have been acquainted with the School Rules and the Rights and Responsibilities of Students (both displayed in the room) then the 1-2-3 Magic Steps are used. No discussion or explanation is used during the 1-2-3 Magic Count process.</td>
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#### Count 1

- Failure to observe school rights and responsibilities

#### Count 2

- Failure to observe school rights and responsibilities

#### Count 3

**Consequences for Misbehaviour**

- Student is withdrawn. Time out – isolated area  
- Withdrawal to a neighbouring class for a period of time  
- Student to complete a ‘Junior behaviour Journal’ (Appendix 4A) at the next break time with the teacher who issued the 1-2-3 Magic Count.  
- After 3 Junior Behaviour Journals note is sent home to inform parents

**1-2-3 Magic Options**

**MBA – Minor But Annoying.** Used for students who are not at the One count, but need reminding of Rules and Responsibilities.

**Instant 3** – Serious Misbehaviour. Student is sent immediately to withdrawal and Journal step.

**Continual 2’s** – If a student is receiving continual 2 counts the classroom teacher uses their professional discretion to remove the student from the classroom and have them complete a Junior Behaviour Journal.

**Continual 3’s** – If a student receives two 3 counts in a day they are immediately sent to the Behaviour Management Team with the original Junior Behaviour Journal. The Behaviour Management Team will issue a second Junior Behaviour Journal which the student will complete under their supervision. An ‘Inappropriate Student Behaviour’ form **(Appendix 8)** will be sent home and returned the following day.

### Not taking responsibility

- Late to class  
- Homework not signed  
- Homework not completed  
- Not having correct equipment  
- Incorrect school uniform

### Not behaving responsibly 1-2-3 Magic Count

- ‘Off task’ behaviour  
- Not completing class work  
- Swearing or name calling  
- Disturbing others  
- Interrupting the teacher  
- Not following instructions  
- Rough Play  
- Incorrect school uniform

### Serious Behaviour Instant 3 Count

- Throwing objects  
- Using abusive language or gestures  
- Insolent behaviour  
- Vandalising property  
- Disobeying the teacher  
- Stealing  
- Tripping, hitting, punching  
- Misuse of ‘IT’
9.2 St Denis School's
CLASSROOM BEHAVIOUR SENIOR PRIMARY
Year 4 – Year 6

### Proximity Praise / Reward
- Where a student is misbehaving, praise another student close by who is doing ‘the right thing’.
- Catch the student doing something good and praise this behaviour.
- Check to see that the student understands the task and is able to do it.

### Rule Reminder
- Refer the student to the displayed rights and responsibilities and class rules.

### 1-2-3 Magic Steps
- Once the students have been acquainted with the School Rules and the Rights and Responsibilities of Students (both displayed in the room) then the 1-2-3 Magic Steps are used. No discussion or explanation is used during the 1-2-3 Magic Count process.

<table>
<thead>
<tr>
<th>Count 1</th>
<th>Count 2</th>
<th>Count 3</th>
<th>Consequences for Misbehaviour</th>
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<tr>
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<td></td>
<td></td>
<td>Failure to observe school rights and responsibilities</td>
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<td></td>
<td>Failure to observe school rights and responsibilities</td>
</tr>
<tr>
<td>MBA</td>
<td>Instant 3</td>
<td>Continual 2’s</td>
<td>Student is withdrawn to a neighbouring class for a period of time where they are to complete a ‘Senior Behaviour Journal’ (Appendix 4B). After 3 Senior Behaviour Journals an ‘Inappropriate Student Behaviour’ form (Appendix 8) will be sent home and returned the following day. Withdrawal of ‘ICT’ Device</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continual 3’s</td>
<td>If a student receives two 3 counts in a day they are immediately sent to the Behaviour Management Team with the original Senior Behaviour Journal. The Behaviour Management Team will issue a second Senior Behaviour Journal which the student will complete under their supervision. An ‘Inappropriate Student Behaviour’ form (Appendix 8) will be sent home and returned the following day.</td>
</tr>
</tbody>
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### 1-2-3 Magic Options
- MBA – Minor But Annoying. Used for students who are not at the One count, but need reminding of Rules and Responsibilities.
- Instant 3 – Serious Misbehaviour. Student is sent immediately to withdrawal and Journal step.
- Continual 2’s – If a student is receiving continual 2 counts the classroom teacher uses their professional discretion to remove the student from the classroom and have them complete a Senior Behaviour Journal.
- Continual 3’s – If a student receives two 3 counts in a day they are immediately sent to the Behaviour Management Team with the original Senior Behaviour Journal. The Behaviour Management Team will issue a second Senior Behaviour Journal which the student will complete under their supervision. An ‘Inappropriate Student Behaviour’ form (Appendix 8) will be sent home and returned the following day.

### Not taking responsibility
- Late to class
- Homework not signed
- Homework not completed
- Not having correct equipment
- Incorrect school uniform

### Not behaving responsibly
- ‘Off task’ behaviour
- Not completing class work
- Swearing or name calling
- Disturbing others
- Interrupting the teacher
- Not following instructions
- Rough Play

### Serious Behaviour
- Throwing objects
- Using abusive language or gestures
- Insolent behaviour
- Vandalising property
- Disobeying the teacher
- Stealing
- Tripping, hitting, punching
- Misuse of ‘ICT’
10.0 Procedure for dealing with Challenging Students

a. Collaborative case management of students with persistent aggression
   – develop a collaborative action plan with teacher, Behaviour Management Team, school Social Worker / school Psych.

b. Problem-solving strategies for dealing with disclosures.

c. Use of sanctions in Behaviour Management Policy for intimidation or incidents involving violence.

11.0 Procedure for dealing with Challenging Incidents – Violence or Intimidation

a. Immediate notification that assistance from a member of the Behaviour Management team is required.

b. Move student onlookers away

c. Separate students

d. Apply Behaviour Management Plan Guidelines to investigate incident and impose consequences.

e. Report of incident to be written up and filed.

12.0 Induction of New Students and New Staff

☐ Leadership Team to discuss the program with new staff.

13.0 Ongoing Monitoring and Review Process

☐ Monitoring, reviewing and modifying of the whole school policy at appropriate intervals.

☐ Planning for and maintaining ‘awareness raising’ activities throughout the community.

☐ Identifying and updating resources committed to the maintenance of this policy.

14.0 Confidentiality

Appropriate sensitivity and confidentiality is to be observed by all staff members when dealing with all incidents or situations involving student behaviour management, bullying and harassment with students and parents.
Building a Safe and Friendly School

St Denis Appendices

Student Management
And
Bullying Policies
### Appendices

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**Supporting Documents and Programs**

Pastoral Care Policy  
National Safe School’s Framework  
Dealing with Bullying and Harassment Policy  
Exclusion of Students for Disciplinary Reasons Policy  
123 MAGIC  
‘You Can Do It’ Programme’ (Kindy-Year 3)  
MAKING JESUS REAL PROGRAM (Year 4-6)
### Rights and Responsibilities

**Students** here at St Denis have certain rights and responsibilities.

<table>
<thead>
<tr>
<th>As student you have the RIGHT to:</th>
<th>As students you have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARN WITHOUT BEING DISRUPTED.</strong></td>
<td>● Make sure that your behaviour is not disrupting the learning of others.</td>
</tr>
<tr>
<td></td>
<td>● Support the teacher and peers by listening, helping, cooperating and behaving responsibly.</td>
</tr>
<tr>
<td><strong>WORK AND PLAY IN A SAFE, FRIENDLY AND CLEAN ENVIRONMENT.</strong></td>
<td>● Treat everyone in a safe and friendly way - <strong>BULLYING WILL NOT BE TOLERATED AT ST DENIS.</strong></td>
</tr>
<tr>
<td></td>
<td>● Help to keep classrooms and outdoor areas clean and tidy.</td>
</tr>
<tr>
<td></td>
<td>● Walk on paved areas and around corners.</td>
</tr>
<tr>
<td></td>
<td>● Line up safely – hands and feet kept to self.</td>
</tr>
<tr>
<td></td>
<td>● Play fairly, include others, no rough play, no ‘put downs’</td>
</tr>
<tr>
<td></td>
<td>● Treat other students, staff and visitors in a friendly and respectful way</td>
</tr>
<tr>
<td></td>
<td>● Think carefully about how you speak and act towards others.</td>
</tr>
<tr>
<td><strong>BE TREATED WITH RESPECT, COURTESY AND HONESTY.</strong></td>
<td>● Treat everyone with respect.</td>
</tr>
<tr>
<td></td>
<td>● Not gossip, tell secrets, or spread untruths about others.</td>
</tr>
<tr>
<td></td>
<td>● Show good manners and courtesy toward others.</td>
</tr>
<tr>
<td></td>
<td>● Include and welcome others.</td>
</tr>
<tr>
<td></td>
<td>● Own up and tell the truth.</td>
</tr>
<tr>
<td><strong>BE PROUD OF YOUR ACHIEVEMENTS</strong></td>
<td>● Develop your potential and help others to do the same.</td>
</tr>
</tbody>
</table>
All **staff** here at St Denis have certain rights and responsibilities.

<table>
<thead>
<tr>
<th>As a staff member you have the <strong>RIGHT to:</strong></th>
<th>As a staff member you have the <strong>RESPONSIBILITY to:</strong></th>
</tr>
</thead>
</table>
| **TEACH WITHOUT DISRUPTION**                  | ● Be well organised and provide relevant and challenging educational programs.  
 |                                                 | ● Deal effectively with students whose behaviour disrupts the learning of others. |
| **WORK IN A CLEAN, SAFE ENVIRONMENT.**        | ● Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure.  
 |                                                 | ● Share responsibility for making sure that the school environment is safe. |
| **BE TREATED WITH RESPECT, COURTESY AND HONESTY.** | ● Treat others with respect, courtesy and honesty. |
| **BE SUPPORTED BY THE WHOLE SCHOOL COMMUNITY** | ● Support the school’s ethos, policies and procedures.  
 |                                                 | ● Communicate effectively and respectfully with other staff, students and parents. |
All parents here at St Denis have certain rights and responsibilities.

<table>
<thead>
<tr>
<th>As a parent you have the RIGHT to:</th>
<th>As a parent you have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE TREATED WITH RESPECT, COURTESY AND HONESTY.</strong></td>
<td>• Treat all members of our school community with respect, courtesy and honesty.</td>
</tr>
<tr>
<td><strong>BE INFORMED ABOUT YOUR CHILD’S PROGRESS AND BEHAVIOUR</strong></td>
<td>• Support your child’s learning program at home by facilitating homework and communicate with the class teacher.</td>
</tr>
<tr>
<td></td>
<td>• Regularly communicate any information that may affect your child’s behaviour or performance at school.</td>
</tr>
<tr>
<td></td>
<td>• Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school — when your child has behaved inappropriately and affirming them for positive and cooperative behaviour.</td>
</tr>
<tr>
<td><strong>EXPECT YOUR CHILD TO PARTICIPATE FULLY IN THEIR EDUCATIONAL PROGRAM</strong></td>
<td>• Make student attendance and punctuality a priority.</td>
</tr>
<tr>
<td><strong>COMMUNICATE ISSUES RELATED TO YOUR CHILD IN AN APPROPRIATE FORUM, AT AN APPROPRIATE TIME</strong></td>
<td>• Ensure that the child’s physical and emotional needs are met at home.</td>
</tr>
<tr>
<td></td>
<td>• Contact the class teacher first, to communicate any concerns, questions or seek clarification.</td>
</tr>
<tr>
<td></td>
<td>• Contact the Principal for further clarification if necessary.</td>
</tr>
</tbody>
</table>
St DENIS SCHOOL RULES

Following Instructions
- Students must follow the instructions of staff at all times.

School Uniform
- Students are to dress in accordance with the School Uniform Code.

Student Access Areas
- Students are only permitted in designated areas of the school.
- Students are only allowed in classrooms where a staff member is present.
- The following areas are out of bounds to all students:
  - car park and roadways, staffroom and Teacher Resource area (unless student has teacher permission)
- Students are not allowed on school grounds before 8.15 am or after 3.20pm unless they are involved in an approved supervised activity. NB: Students arriving before 8.15am will be sent to the YMCA and charged accordingly. Likewise, after 3.20pm students are to sit by school office awaiting pickup.
- Students are not allowed on school grounds after school or on weekends unless they are involved in an approved, supervised activity.

Arriving Late or Leaving the School Grounds
- Students who arrive late to school must enter through the school office and sign the late arrival book.
- Students may only leave the school grounds during the school day after being signed out by a parent or designated guardian.

Bicycles
- Students riding bicycles to school must:
  - walk their bike in and out of the school
  - place their bike in the bike rack provided

Unacceptable Behaviour
Students must endeavour to behave in a responsible manner at all times. The following are examples of those types of behaviours that are not acceptable at our school:
- Any form of bullying or harassment will not be tolerated at St Denis
- Verbal or physical abuse of others eg ‘put-downs’ and fighting
- Obscene language or swearing
- Throwing objects in a dangerous way
- Splashing, squirting, or wetting other students
- Rough play or dangerous games such as ‘Brandy’ or ‘British Bulldog’
- Running on walkways
- Inappropriate physical displays of affection between students
- Stealing
- Damaging personal property or school property

Food and Drinks
- Students must queue up in line at the Canteen and use good manners with tuckshop helpers.
- Students are to eat seated, clean up their spot and remain seated until dismissed by the duty teacher, putting all their rubbish in the bin.

Drugs and Other Substances
- Students in the company of others using alcohol, tobacco, illegal drugs or other illicit substances will also face consequences.
- The use or possession of alcohol, tobacco, illegal drugs or other illicit substances by students will not be tolerated at this school and strong consequences will apply which may involve the police.
- Trading, supplying or selling of any drugs, including medication such as ADD tablets or dexamphetamine, is considered a very serious offence and the police will be notified.
St Denis School Breach of Rules

Student Name:________________ Year Level:______ Week: _______

Duty Teacher:________________ Day:_______ Date:__________

Duty Area: □ Court area □ Oval area □ Junior Playground □ Other

Duty Period: The student has:
□ Before School □ Had time out from play □ Seen the AP or Principal □ Been excluded from activity
□ Recess
□ Lunch
□ After School

This notification of breach of rules is for:
□ Use of very offensive language
□ Causing physical harm to others through rough play
□ Causing deliberate harm to others out of anger or frustration
□ Bullying (repeated – physical, verbal, non-verbal)
□ Causing deliberate damage to school property or the property of another individual
□ Deliberately disobeying an instruction by a staff member
□ Other:________________________________________

□ Any other important details/observations:_______________________________________________

St Denis School Breach of Rules

Student Name:________________ Year Level:______ Week: _______

Duty Teacher:________________ Day:_______ Date:__________

Duty Area: □ Court area □ Oval area □ Junior Playground □ Other

Duty Period: The student has:
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□ Causing deliberate damage to school property or the property of another individual
□ Deliberately disobeying an instruction by a staff member
□ Other:________________________________________

□ Any other important details/observations:_______________________________________________
<table>
<thead>
<tr>
<th>What I did?</th>
<th>How do you think it made ______________ feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>How did you feel when it happened?</td>
<td>How can I make this right?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you feel now?</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Action taken:</td>
<td>Teacher Signature:</td>
</tr>
<tr>
<td></td>
<td>Behaviour Management Member:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Senior Behaviour Journal

My Name: ____________________ My Year Level_____

Today’s date:___________________ Week:____ Term:_____ 

What I did wrong:

_______________________________________________________________________________

_______________________________________________________________________________

What ‘right/s’ did I ignore?

_______________________________________________________________________________

_______________________________________________________________________________

What am I going to do to make things right?

_______________________________________________________________________________

_______________________________________________________________________________

I agree to work hard on not repeating this kind of behaviour in the future. Signed:________________________

This reflection was reviewed by:____________________________

Comment:_____________________________________________________________________________

_______________________________________________________________________________
Notice of Unsatisfactory Progress

Dear Parent,

At St Denis school we hope to prepare students to become responsible and educated citizens. I wish to draw your attention to the item/s indicated below which are causing concern.

You are invited to discuss this matter with myself, or the Principal. Please sign this notice and return it within two days to acknowledge that you have received it and make comment if you wish.

Your child needs to:
☐ Attend class with the necessary materials for the lesson.
☐ Display acceptable behaviour in the classroom
☐ Show an increase in effort and commitment.
☐ Complete homework assignments.
☐ Display a more positive attitude to work.
☐ Display acceptable behaviour in the playground towards peers.
☐ Use acceptable language.
☐ Not disrupt the teacher or other students in their learning
☐ Display respect to the teacher or other students.

Comment:________________________________________________________________________________

Classroom Teacher

Please tear off and return
I acknowledge receipt of the ‘Notice of Unsatisfactory Progress’___________________________
(Student’s Name)

Parent/Guardian’s Comment:__________________________________________________________________________

(Signature of Parent/Guardian) __________________________ Date ___________________
**Notice of Withdrawal from Class**

Dear

Today ____________________________, was withdrawn from normal classroom activities and placed in the care of another class teacher.

This consequence is a part of our School’s Behaviour Management Plan based on ’1 2 3 Magic’ and is the result of recurring inappropriate classroom behaviour.

The note is to inform you of the situation.

Please feel free to contact the school, to make an appointment, if you wish to discuss the matter further.

Yours sincerely,

_____________________________

Classroom Teacher

Date:

----------------------------------------------------------------------------------------------------------------

Dear

I acknowledge receipt of the note indicating that _______________________ has been displaying inappropriate behaviour in the classroom.

I wish to make an appointment for as soon as possible.____________________

I do not wish to make an appointment at this stage.________________________

_____________________________

Signed                                   Date
Notice of Commendation

Dear Parent

This is to notify you that ______________________________ has been working well at school. I am pleased in the effort displayed in the area(s) indicated below.

Rather than wait for a report, I believe it is important you are aware of your child’s achievements and have the opportunity to add your own praise and encouragement.

☐ Improved attitude.

☐ Consistent good attitude.

☐ Improved Homework.

☐ Getting on better with other students.

☐ Improved class work.

☐ Consistent high standard of class work.

☐ Excellent participation in class.

☐ Tries very hard at all times

Other comments:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Classroom Teacher ___________________________ Date _______________
Communication to the Parent

re: Inappropriate Student Behaviour

Date: / /20__ From: Behaviour Management Team Member

☐ Mr Lee (Principal)  ☐ Miss Cordelia Nicholas (A/ Principal)  ☐ Miss Leanne Fanetti (A/ Principal)

Dear Parents,

This note is to inform you that _______________________ was involved in a behaviour issue at school that we would like you to be aware of.

Date of latest incident: __________  ☐ Student Behaviour Journal attached

Description of what happened: ☐ More detail attached

Time of incident:
☐ Before School  ☐ Recess
☐ Lunch  ☐ During a specialist class ________________
☐ During class

Action taken:
☐ The student has met with me and discussed the incident
☐ Details have been recorded and filed in my office
☐ The student has had ‘time out’
☐ The student will have ‘time out’
☐ The student’s teacher is aware of/ has been informed of what happened.

Additional Comment/s: ☐ More detail overleaf

☐ We would like to discuss this matter further, please arrange an interview through the Office

☐ Thankyou, it is not necessary to discuss this matter further (unless you wish to do so).

Inappropriate Student Behaviour – Reply Slip

(Please return this reply slip by tomorrow)

Dear ___________________,

Date: ___________________

Thank you for informing us about _______________________’s inappropriate behaviour at school.
☐ We have discussed the situation with him/her and support your efforts to help them ‘own’ and be responsible for the poor choice/s they have made.
☐ We understand that you need us to reinforce the need to play in a safe and friendly way here at St Denis and to treat others with respect at all times.
☐ We also understand that we will be contacted again if the situation does not improve.

Parent Name: (Print clearly) ____________________________

Signature: ____________________________

Policy Updated 2013
# 9.1 St Denis School’s CLASSROOM BEHAVIOUR JUNIOR PRIMARY
**Pre-Primary – Year 3**

## Proximity Praise / Reward
- Where a student is misbehaving, praise another student close by who is doing ‘the right thing’.
- Catch the student doing something good and praise this behaviour.
- Check to see that the student understands the task and is able to do it.

## Rule Reminder / MBA – Minor But Annoying Behaviour
- Refer the student to the displayed rights and responsibilities and class rules.

## 1-2-3 Magic Steps
- Once the students have been acquainted with the School Rules and the Rights and Responsibilities of Students (both displayed in the room) then the 1-2-3 Magic Steps are used. No discussion or explanation is used during the 1-2-3 Magic Count process.

### Count 1
- Failure to observe school rights and responsibilities

### Count 2
- Failure to observe school rights and responsibilities

### Count 3
- Student is withdrawn to a neighbouring class for a period of time.
- Student to complete a ‘Junior behaviour Journal’ (Appendix 4A) at the next break time with the teacher who issued the 1-2-3 Magic Count.
- After 3 Junior Behaviour Journals a note is sent home to inform parents

## 1-2-3 Magic Options
- **MBA** – Minor But Annoying. Used for students who are not at the One count, but need reminding of Rules and Responsibilities.
- **Instant 3** – Serious Misbehaviour. Student is sent immediately to withdrawal and Journal step.
- **Continual 2’s** – If a student is receiving continual 2 counts the classroom teacher uses their professional discretion to remove the student from the classroom and have them complete a Junior Behaviour Journal.
- **Continual 3’s** – If a student receives two 3 counts in a day they are immediately sent to the Behaviour Management Team with the original Junior Behaviour Journal. The Behaviour Management Team will issue a second Junior Behaviour Journal which the student will complete under their supervision. An ‘Inappropriate Student Behaviour’ form (Appendix 8) will be sent home and returned the following day.

### Not taking responsibility
- Late to class
- Homework not signed
- Homework not completed
- Not having correct equipment
- Incorrect school uniform

### Not behaving responsibly
- ‘Off task’ behaviour
- Not completing class work
- Swearing or name calling
- Disturbing others
- Interrupting the teacher
- Not following instructions
- Rough Play
- Incorrect school uniform

### Serious Behaviour
- **Instant 3 Count**
  - Throwing objects
  - Using abusive language or gestures
  - Insolent behaviour
  - Vandalising property
  - Disobeying the teacher
  - Stealing
  - Tripping, hitting, punching
9.2 St Denis School’s
CLASSROOM BEHAVIOUR SENIOR PRIMARY
Year 4 – Year 6

| Proximity Praise / Reward | • Where a student is misbehaving, praise another student close by who is doing ‘the right thing’.  
| | • Catch the student doing something good and praise this behaviour.  
| | • Check to see that the student understands the task and is able to do it.  |

| Rule Reminder | • Refer the student to the displayed rights and responsibilities and class rules.  |

| 1-2-3 Magic Steps | • Once the students have been acquainted with the School Rules and the Rights and Responsibilities of Students (both displayed in the room) then the 1-2-3 Magic Steps are used. No discussion or explanation is used during the 1-2-3 Magic Count process.  |

| Count 1 | • Failure to observe school rights and responsibilities  |
| Count 2 | • Failure to observe school rights and responsibilities  |
| Count 3 | **Consequences for Misbehaviour**  
| | • Student is withdrawn to a neighbouring class for a period of time where they are to complete a ‘Senior Behaviour Journal’ (Appendix 4B).  
| | • After 3 Senior Behaviour Journals an ‘Inappropriate Student Behaviour’ form *(Appendix 8)* will be sent home and returned the following day.  |

| 1-2-3 Magic Options | MBA – Minor But Annoying. Used for students who are not at the One count, but need reminding of Rules and Responsibilities.  
| | **Instant 3** – Serious Misbehaviour. Student is sent immediately to withdrawal and Journal step.  
| | **Continual 2’s** – If a student is receiving continual 2 counts the classroom teacher uses their professional discretion to remove the student from the classroom and have them complete a Senior Behaviour Journal.  
| | **Continual 3’s** – If a student receives two 3 counts in a day they are immediately sent to the Behaviour Management Team with the original Senior Behaviour Journal. The Behaviour Management Team will issue a second Senior Behaviour Journal which the student will complete under their supervision. An ‘Inappropriate Student Behaviour’ form *(Appendix 8)* will be sent home and returned the following day.  |

| Not taking responsibility Step 1 – 2 consequences | Not behaving responsibly Step 2 - 3 consequences | Serious Behaviour Step 3 consequences  
| | • Late to class  
| | • Homework not signed  
| | • Homework not completed  
| | • Not having correct equipment  
| | • Incorrect school uniform  
| | • ‘Off task’ behaviour  
| | • Not completing class work  
| | • Swearing or name calling  
| | • Disturbing others  
| | • Interrupting the teacher  
| | • Not following instructions  
| | • Rough Play  
| | • Throwing objects  
| | • Using abusive language or gestures  
| | • Insolent behaviour  
| | • Vandalising property  
| | • Disobeying the teacher  
| | • Stealing  
| | • Tripping, hitting, punching  |
**Steps of Shared Concern Approach – Meeting with the Student who has been bullying**

**Step 1**
“I have asked you to come and speak with me because I have heard that some things have been happening to ‘X’ that are making him/her very unhappy at school.”

- Wait for the student to respond.
- If the student doesn’t respond ask, “Do you know anything about this that might help me?”
- Do not try to force the student to ‘own up’ or admit to his/her involvement: simply try to get him/her to acknowledge that there is a situation which is making ‘X’ unhappy.
- If the student complains about ‘x’, don’t question, just let the student explain the situation.

**Step 2**
“So it sounds like ‘X’ is having a bit of a tough time.”

- Wait for the student to respond.
- As soon as the student agrees and acknowledges that ‘X’ is having a bad time and is unhappy, move to Step 3.
- If the student says that ‘X’ is to blame, accept the point but suggest that ‘X’ is still having a bad time and is unhappy.

**Step 3**
“Well, I was wondering what you could do to help improve the situation for ‘X’ to help him/her become happier at school?”

- Accept any suggestion with positive feedback.
- Don’t question suggestions if they are positive.
- If the suggestions are negative, ask the student whether he/she thinks this would help ‘X’ feel happier.
- If the student can’t think of anything to do or is resistant to the idea, ask him/her to take some time to think about something he/she could do to help make ‘X’ feel happier, then move to Step 4.

**Step 4**
“Okay, I’ll see you next week to find out how you are getting on.”

- If the student had an idea then say you will see him/her to “discuss how your idea went when you tried it.”
- If he/she didn’t have an idea then say you will see him/her to “discuss the idea you have come up with.”

---

**Steps of Shared Concern – Meeting with the Student who has been bullied**

**Step 1**
“I have asked you to come and speak with me because I have heard that some things have been happening to you that are making you unhappy at school.”

- Wait for the student to respond.
- Let the student explain his/her situation. Then simply acknowledge that there is a situation, which is making him or her unhappy.

**Step 2**
“So it sounds like you are having a bit of a tough time.”

- Wait for the student to respond.
- As soon as the student agrees and acknowledges, go to Step 3.

**Step 3(a)**
“I have spoken to a few students about your situation and they have made some good suggestions to help you feel happier and safer at school.”

- If the student is concerned about this reassure him/her that you will be keeping a close eye on what is happening.
- Let the student know that there may be a few changes in some of the students’ behaviour towards him or her.
If you feel the student could help the situation by changing some of his/her behaviours go to Step 3(b).

**Step 3(b)**

"I was wondering what you could do to help improve the situation for yourself and help you to become happier at school."

- Accept any suggestions with positive feedback
- Don’t question suggestions if they are positive.
- If the suggestions are negative, ask the student whether he/she thinks this would help him/her feel happier.
- If the student can’t think of anything to do or is resistant to the idea, ask him/her to take some time to think about something he or she could do help to feel happier, then move to Step 4.

**Step 4**

"Okay, I’ll see you next week to find out how you are getting on."

- If the student had an idea then say you will see him/her to “discuss how your idea went when you tried it.”
Steps for dealing with Reported Bullying

1. Remove child from harm and attend to their immediate needs.

2. Decide if this is bullying
   - Yes
   - No

   3. Investigate

   4. Assist resolution
      e.g.
      - Reinforce anti-bullying at St Denis
      - Shared Concern Approach
      - Apology
      - Obtain commitment for pro-social behaviour
      - Teach resolution strategies

   5a. Consult with a member of the Behaviour Management team as sanctions from the Behaviour Management Policy may be necessary. Principal will be informed.

   5b. Teacher will record incident on Bullying Notification Form.

   6. Member of the Behaviour Management Team to inform parents of all parties by phone/note

   7. Teacher, Management Team Member will review progress within 7 days and thereafter as necessary.

Strategies
- Ask them to stop
- Ignore them and play with others
- Use assertive language...ie "I feel..... when you... and I want you to..."
- Move away
- Ask for help
STUDENT REPORTING SHEET – BULLYING BEHAVIOUR

My name:_____________________
Year Level:__________________

Everyone at St Denis School has the right to feel safe and be respected.

By reporting any bullying that may be happening to you, the problem can be dealt with
and solved and you will feel happy and safe at school once more.

Keeping it a secret, not doing anything about it or not asking for help can make it worse.

Who fills out this form?

Anyone who is being bullied or a bystander who wants to help stop bullying can fill out this form.
The information will be kept private.

Please fill in the information below and a staff member will make some time to talk to
you.

1. Are you filling out this form because you are being bullied? Yes /No

2. Are you filling out this form because someone you know is being bullied? Yes/No

3. What type of bullying is happening?

- Physical
  - Hitting, punching
  - Kicking
  - Pinching
  - Scratching
  - Damaging or stealing property
  - Throwing things at someone
  - Other

- Verbal
  - Teasing
  - Name calling
  - Insulting someone
  - Threatening remarks
  - Discriminatory remarks
  - Lies or nasty stories
  - Offensive language
  - Other

- Emotional
  - Exclusion from friends
  - Ignoring someone
  - Making fun of someone
  - Stopping someone from joining in
  - Disrupting someone’s game
  - Other

4. How many people are doing this?

5. How long has this been happening?

6. How do you feel about the bullying/teasing?

7. What have you tried to do to solve this?

8. Have you told anyone about this problem?

- Hand this form in at the front office.
- Do not tell the people who are bullying about this.
- We want to help you. A teacher, Mr Lee or Jane Evans will arrange to speak with you very soon.

Policy Updated 2013
NOTIFICATION TO A PARENT OF BULLYING BEHAVIOUR

Date: __________________________
Week:_______ Term:____

Dear __________________________
This letter is to inform you that your child _______________________________ has been involved in a recent bullying incident/s here at school on __________.

Your child was involved by:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Verbal</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Hitting</td>
<td>☐ Name calling</td>
<td>☐ being the student who was bullied</td>
</tr>
<tr>
<td>☐ Punching</td>
<td>☐ Teasing</td>
<td>☐ using bullying behaviour</td>
</tr>
<tr>
<td>☐ Kicking</td>
<td>☐ Insulting someone</td>
<td>☐ being a bystander to bullying behaviour</td>
</tr>
<tr>
<td>☐ Ignoring someone</td>
<td>☐ Threatening remarks</td>
<td>☐ exclusion from friends</td>
</tr>
<tr>
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<td>☐ Lies or nasty stories</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ Stopping someone from joining in</td>
<td>☐ Offensive language</td>
<td></td>
</tr>
<tr>
<td>☐ Disrupting someone’s game</td>
<td>☐ Other</td>
<td></td>
</tr>
<tr>
<td>☐ Throwing things at someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

St Denis’ philosophy in regard to any bullying incident is that of consultation with all parties involved.

With support, all parties are responsible for improving peer relationships, finding solutions to relationship problems, seeking a commitment to resolve a negative situation and change behaviour choices for the future.

This matter has been acted upon and all children involved will be contacted again no later than one week from this incident to monitor the situation and intervene again, if necessary.

☑ Your child’s ‘Behaviour Reflection Sheet’ has been attached.

**On this occasion, behavioural consequences:**
☐ have been applied
☐ have not been applied

**Details of behavioural consequences** (if applicable):
☐ Reflection Sheet ☐ Apology ☐ Detention ☐ Other:___________________________

This letter is *not* intended to result in extra punishment at home. It is for your information any may be useful in promoting discussion with your child about their behaviour choices. You are encouraged however to discuss the importance of:
☐ taking responsibility for our own choices
☐ being sorry and making amends through positive behaviour choices in the future

We appreciate your support and consultation with the school. Please do not hesitate to contact me via the school office if you require any further clarification.

Yours sincerely

________________________
The Leadership Team
REPLY SLIP regarding a Bullying Incident
(Please return this reply slip by tomorrow)

Dear ____________,

Thank you for informing us about ________________’s involvement in this incident of bullying.

☐ We have discussed the situation with him/her and support your efforts to help students at St Denis ‘own’ and be responsible for choices they make.
☐ We understand that you need us to support the school and reinforce the need for students to treat others with care and respect at all times.
☐ We understand that we will be informed again and may need to meet if the situation does not improve.

_______________________________________

Parent/Guardian’s Signature

BULLYING INCIDENT REPORT
(To be filled out by a Teacher)

Student’s Name: ________________ Today’s Date: _______ Week: ______ Term: ______

Date of Incident: ________________

Recorder: ________________________

PERSON reporting the incident is:
☐ The person being bullied ________________
☐ A bystander ________________
☐ Involved but not main offender ________________
☐ Parent ________________
☐ Staff Member ________________
☐ Other ________________

WHERE the incident is reported to have taken place:
☐ Classroom
☐ Bitumen
☐ Oval
☐ Junior Playground
☐ Toilets
☐ Other ________________

WHEN the incident is reported to have taken place:
☐ Before school
☐ Recess
☐ Lunch
☐ Class
☐ Other ________________

TYPE OF BULLYING involved:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Verbal</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>Exclusion</td>
<td>Leaving others out</td>
</tr>
<tr>
<td>Punching</td>
<td>Put downs</td>
<td>Spreading rumours</td>
</tr>
<tr>
<td>Kicking</td>
<td>Threats</td>
<td>Excluding someone</td>
</tr>
<tr>
<td>Shoving</td>
<td>Sexist/Racist/offensive remarks</td>
<td>Stopping others from being someone’s friend</td>
</tr>
<tr>
<td>Biting</td>
<td>Insults</td>
<td>Ignoring someone</td>
</tr>
<tr>
<td>Scratching</td>
<td>Lies and nasty stories</td>
<td>Making fun of someone</td>
</tr>
<tr>
<td>Spitting</td>
<td>Offensive language</td>
<td>Other ________________</td>
</tr>
<tr>
<td>Pinching</td>
<td>Teasing</td>
<td></td>
</tr>
<tr>
<td>Tripping</td>
<td>Name calling</td>
<td></td>
</tr>
<tr>
<td>Damaging/stealing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiding/taking belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Policy Updated 2013
WHO was involved (those being bullied, those bullying, those bystanders or helpers)

_______________________________________________________________________

_______________________________________________________________________

DESCRIPTION OF WHAT HAPPENED (or is still happening)

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Injury to student who was bullied:
- None
- Graze/bruise
- Laceration
- Distress
- Other_________________________

Action taken with those reported to be bullying:
- Shared Concern Approach
- Taught/revised Strategies
- Commitment to stop negative behaviour
- Stated anti-bullying position of the school
- Other_________________________

People Notified:
- Class teacher
- Parent (Form: ‘Notification of a Bullying Incident’)
- Social Worker
- Assist. Principal
- Principal
- Other_________________________

Review Date:____________ (in one week)

Follow Up Action:

Review with:
- The student who was bullied
- The student/s who bullied
- The bystanders

Outcome: The bullying
- Has stopped
- Is reduced
- Has been referred to the Behaviour Management Team for further action.

Important Note: This form is to be filed in the Register of ‘Bullying Incidents’ File. Add to this document as progress is made through the anti-bullying procedure.
REPORT OF BULLYING FORM
(Completed by Leadership Team)

Date:________________

1. **Name of the student** who has been reported as being bullied________________ Year ____

2. **Name of student/s** who have been reported as bullying: (names and year levels)

(If more than one student, please photocopy and file this form separately under each child’s surname)

3. **Name/s of the person/s who reported the bullying:**

   - The student being bullied____________________
   - Parent _____________________________________
   - Other student(s)______________________________
   - Teacher____________________________________

4. **Has there been previous notification of this situation?**  Yes[  ]  No[  ]

   - A bullying notification report has been completed and filed.

5. **Description of the incident/s according to:**____________________

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

6. **Result of Interview with Person Accused of Bullying:**

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________
7. Response of Witnesses/Bystanders:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

8. Action Taken (consequences)

___________________________________________________________________
___________________________________________________________________

Record of Interview with Parent (if required):

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Follow Up report – One Week Following                      Date:__________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Policy Updated 2013
Follow Up report – One Month (if Required)

Date:____________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Matter Resolved:        Yes[  ]    No[  ]

Signed_______________________________   Date:___________
Principal/ Assistant Principal

Signed_______________________________   Date:___________
Parent/Student (if required)