Student Discipline
Statement of Agreed Practice

Rationale
At St John the Apostle our Student Discipline Agreed Practice stems from our school values;

- Faith
- Unity
- Love
- Truth
- Courage
- Stewardship
- Respect.

Our understanding of this is deepened through exploration of the vision that animates St John the Apostle Primary School which is captured in our motto;

United in love, truth and courage.

It is a goal that speaks of working together as disciples of Jesus to make our school, our community and our world a better place.

We believe all people are made in the image and likeness of God, therefore we seek to support everyone’s worth and dignity, regardless of background, abilities or beliefs. We strive to always be aware of and honour others’ rights and feelings, demonstrate concern for the growth and development of others and value the guidance of supportive adult and student leaders.

We believe that ‘discipline’ is not another word for punishment. Physical punishment such as hitting, smacking and oral abuse are not discipline but abuse. The Latin origin of the word ‘discipline’ is ‘to teach’. Disciplining children means teaching them responsible behaviour and self-control.

Aims
At St John the Apostle Primary School we aim to:

- create an environment in which teachers can exercise their rights to teach; students can exercise their right to learn without interruption; and where parents’ rights to expect a quality education for their children may be fulfilled;
- assist students to make responsible choices about their behaviour and to accept the consequences of those choices;
- implement an approach to behavioural problems which is consistent throughout the school, understood by the total school community and in keeping with the school’s Mission, Vision and Values’ Statement; and
- create a positive, respectful climate where students, teachers and parents can work together to help children solve problems in a manner which will develop student discipline and therefore enhance self-esteem and promote responsible behaviour choices.
Expected
At St John the Apostle Primary School we expect to develop:

- a happy, safe and just school environment;
- a school environment that does not accept any form of physical or verbal violence;
- a process or set of procedures and expectations known and understood by students, teachers and parents and used consistently;
- teachers who consciously build the self-esteem of their students and ensure that their own self-esteem is intact;
- student with appropriate and responsible behaviour;
- improved community and parental perception of student behaviour; and
- enhanced relationships between teachers, students and parents.

Features
Features of our Student Discipline Agreed Practice:
Founded on the school values;
- Faith
- Unity
- Love
- Truth
- Courage
- Stewardship
- Respect
- Clear expectations of students ‘Rights and Responsibilities’;
- Based on theory and research based evidence – William Glasser, Karen Boyes, Bill Rogers, Allyson Adderley, Lindy Peterson, etc;
- Explicit explanation of action and consequence;
- Sequential steps/processes for classroom and playground management;
- Proformas and explanations for seeking parental involvement/contact;
- Bullying Statement;
- School rules.

STARS
STARS is a Student Tracking and Recording System that allows teachers to keep records on student performance and behaviour from K – 6. The program has been customised to suit our school environment and staff can monitor academic results, enter behaviour management records, track awards and keep anecdotal notes throughout a students’ school life.
Rights & Responsibilities
To assist in developing appropriate classroom and school strategies the following rights, responsibilities and rules should be discussed in classrooms and at whole school assemblies.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the right of the child to:</td>
<td>It is the responsibility of the child to:</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>• express themselves and share ideas</td>
<td>• participate to the best of their ability</td>
</tr>
<tr>
<td>• ask questions</td>
<td>• accept ideas of others</td>
</tr>
<tr>
<td><strong>Treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• be treated with respect</td>
<td>• be well mannered and abide by established procedures</td>
</tr>
<tr>
<td>• be treated fairly and equally regardless of religious, cultural,</td>
<td></td>
</tr>
<tr>
<td>racial or sexual differences</td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>• be free from intimidation in school and classroom</td>
<td>• show respect for all</td>
</tr>
<tr>
<td>• be safe and secure</td>
<td>• treat others fairly</td>
</tr>
<tr>
<td>• have property protected</td>
<td>• have respect for all</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>• make sure they do not threaten, bully, harass or</td>
</tr>
<tr>
<td>• expect rational settlement of problems</td>
<td>hurt others in any way</td>
</tr>
<tr>
<td>• be able to tell their side of the story</td>
<td>• contribute to a safe and secure environment</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>• be sensible regarding the property they bring to</td>
</tr>
<tr>
<td>• enjoy a clean, safe and wholesome environment</td>
<td>school</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>• look after their own property</td>
</tr>
<tr>
<td>• learn without interference</td>
<td>• listen to alternative solutions</td>
</tr>
<tr>
<td>• learn at their own pace</td>
<td>• support those in need</td>
</tr>
<tr>
<td>• learn in a responsive environment</td>
<td>• keep the school and grounds in the best possible</td>
</tr>
<tr>
<td></td>
<td>condition</td>
</tr>
<tr>
<td></td>
<td>• always do their best in the classroom</td>
</tr>
<tr>
<td></td>
<td>• accept others and their individual gifts and</td>
</tr>
<tr>
<td></td>
<td>talents</td>
</tr>
<tr>
<td></td>
<td>• contribute and be part of a positive learning</td>
</tr>
<tr>
<td></td>
<td>environment</td>
</tr>
</tbody>
</table>
Action
The achievement of these principles occurs through the following actions:

Preventative Action: to prevent.
Corrective & Supportive Action: to correct and support.

Preventative Action
- Early in the year teachers and students work together to construct a CLASS VISION and a list of age-appropriate CLASS RULES and consequences based on the principles listed above. These are displayed in the classroom, communicated with parents and referred to during the year.

Sample Set of Class Rules
1. Use soft voices
2. Hands off - feet off
3. Sharing is important
4. Walking in class is safest
5. Listen to each other
6. Desks need to be tidy.

- Explicitly teach the school rules. These rules flow from our school value of Respect:
  - Show respect for self
  - Show respect for others
  - Show respect for environment and property

These school rules will be visibly on display around the school and in classrooms.

- Explicitly teach the Classroom Management Steps.
- Establish CLASSROOM MEETINGS in all year levels.
- In each class students become familiar with the Hands Off – Feet Off and Restorative Practices programs which provides a framework for them to manage their behaviour in difficult situations.
- Consideration given to Thinking-Time for students who are having difficulty managing their own behaviour.
- Teacher establishes:
  o positive relationships with every student in their class/es;
  o clear expectations about work, tasks etc based on whole school focus;
  o common language;
  o a well-planned and attractive classroom (seating movement capability), access to equipment, clearly labelled cupboards etc;
  o an inclusive teaching program that caters for the needs of all students;
  o the use of positive reinforcement and acknowledgement of on task behaviour; and
  o a positive classroom tone.
Corrective & Supportive Action - Classroom

Prior to commencing with Step 1, teachers will use a range of oral and gestural strategies to manage behaviour. Strategies could include pausing, making eye contact, physical proximity, positive reinforcement of appropriate behaviour, repeating requests, rule reminder. Staff may also present the student with the available choices and their natural consequences.

Step 1  WARNING
Oral warning given.

Step 2  THINKING TIME
Movement within the class or a nearby class for a short period of time whilst continuing with the class activity. It is an opportunity to think about actions and refocus on expected behaviours. Usually 5-10 minutes.

Step 3  TIME OUT
Student is sent to a member of the Executive Team or a Green Card is sent to the Front Office and the student is collected. Staff member speaks with Executive member to explain why student was given time out.

Student completes the Time Out Sheet. The Sheet is signed by the student, classroom teacher and Executive member. A copy is kept by the Assistant Principal before the original is sent home and returned signed by the parent.

When the student wishes to re-enter the classroom, a Corridor Conference is held and expectations are clarified. A Restorative Justice session with the student/s may also occur.

There may be a loss of privileges such as extra-curricular activities, camps, school discos, representative sport, play time and merit cards, etc. Information is documented on STARS.

Step 4  IN SCHOOL SUSPENSION
Parents are contacted and notified of the suspension and the reasons why.

Suspension is supervised by the Principal or the Assistant Principal and takes place during school hours, with the student remaining off the playground at recess and lunch time. There will be a loss of privileges such as extra-curricular activities, camps, school discos, representative sport, play time and merit cards, etc.

Parents will meet with the Principal, the Assistant Principal, classroom teacher and the student to discuss an action plan to curb the behaviour(s) and future consequences will be clearly outlined. Information is documented on STARS.

Step 5  SUSPENSION
The length of the Suspension will be at the discretion of the Principal.

There will be a re-entry meeting with parents before the student can re-commence classes. It will be clearly outlined that Exclusion is the next step in the process.
CE will be informed of the suspension and information is documented on STARS.

**Step 6  EXCLUSION**
The exclusion procedure, as outlined in CE Policy, will be used if all previous means are unsuccessful.

A **Green Card** will be sent to the Front Office if a student refuses any of the above steps and Step 3 will commence immediately for any violence or wilful noncompliance.

**Considerations:**
- Be aware of what we say, how we say it, when a student is disruptive or off-task;
- Tactically ignore some behaviours;
- Question casually or directly;
- Give simple directions or warnings;
- Defuse or redirect potential conflict;
- Remind or restate classroom rights and responsibilities regularly;
- Give simple choices;
- Listen to students and give them the opportunity to tell their account of the story;
- Re-establish and rebuild working relationships;
- Review our practice or the environment in which the behaviour is happening;
- Apply a team approach to solving approach to behaviour problems; and
- Use external agencies including CE and Catholic Care services if applicable.

**Time Out** is:
- a means of defusing a situation of conflict between student and teacher or between student and classmates which may build up in the classroom as the result of repeated inappropriate behaviour;
- a means of ensuring minimal disruption to other children in the class;
- a means of providing a child who has been repeatedly behaving inappropriately to have time to think about actions and consequences.

**Time Out** is not:
- a punishment in itself or isolation without being productively occupied.

When students are given Time Out as a negative consequence for their behaviour they will use the time to reflect on and record their actions, as well as to plan for more appropriate behaviour should similar circumstances arise.

**Hands Off**
Hands On’ is not appropriate at school. As a staff we have taken a united, consistent stand against all behaviours that jeopardise the safety of the students in our care.

The teacher who witnesses the event:
1. asks child what s/he did *(admission of behaviour)*;
2. asks child what s/he should have done instead *(alternative action)*;
3. asks child which rule s/he broke *(acknowledgment of rule)*; and,
4. child is given the standard consequence.

St John the Apostle School does not accept any form of physical or verbal violence.
Corrective & Supportive Action - Playground

Prior to commencing with Step 1, teachers will use a range of oral and gestural strategies to manage behaviour. Strategies could include making eye contact, physical proximity, positive reinforcement of appropriate behaviour, repeating requests, rule reminder and redirection of activity. Staff may also present the student with the available choices and their natural consequences.

Step 1  WARNING
Oral or non-oral warning given.

Step 2  THINKING TIME
Movement with the supervising teacher for a short period of time. It is an opportunity to think about actions and refocus on expected behaviours. Usually 5-10 minutes.

Step 3  TIME OUT
Student is sent to a member of the Executive Team or a Green Card is sent to the Front Office and the student is collected. Staff member speaks with Executive member to explain why student was given time out.

Student completes the Time Out Sheet. The Sheet is signed by the student, classroom teacher and Executive member. A copy is kept by the Assistant Principal before the original is sent home and returned signed by the parent.

When the student wishes to re-enter the playground, a Corridor Conference is held with the supervising teacher, or, if the break has finished, the child’s class teacher and expectations are clarified. A Restorative Justice session with the student/s may also occur.

There may be a loss of privileges such as extra-curricular activities, camps, school discos, representative sport, play time and merit cards, etc. Information is documented on STARS.

Step 4  IN SCHOOL SUSPENSION
Parents are contacted and notified of the suspension and the reasons why.

Suspension is supervised by the Principal or the Assistant Principal and takes place during school hours, with the student remaining off the playground at recess and lunch time. There will be a loss of privileges such as extra-curricular activities, camps, school discos, representative sport, play time and merit cards, etc.

Parents will meet with the Principal, the Assistant Principal, classroom teacher and the student to discuss an action plan to curb the behaviour(s) and future consequences will be clearly outlined. Information is documented on STARS.

Step 5  SUSPENSION
The length of the Suspension will be at the discretion of the Principal.

There will be a re-entry meeting with parents before the student can recommence classes. It will be clearly outlined that Exclusion is the next step in the process.
CE will be informed of the suspension and information is documented on STARS.

**Step 6  EXCLUSION**
The exclusion procedure, as outlined in the CE Policy and Procedures Manual, will be used if all previous means are unsuccessful.

A **Green Card** will be sent to the Front Office if a student refuses any of the above steps and Step 3 will commence immediately for any violence or wilful noncompliance.

**Considerations:**
- Be aware of what we say, how we say it, when a student is disruptive or off-task;
- Tactically ignore some behaviours;
- Question casually or directly;
- Give simple directions or warnings;
- Defuse or redirect potential conflict;
- Remind or restate classroom rights and responsibilities regularly;
- Give simple choices;
- Listen to students and give them the opportunity to tell their account of the story;
- Re-establish and rebuild working relationships;
- Review our practice or the environment in which the behaviour is happening;
- Apply a team approach to solving approach to behaviour problems; and
- Use external agencies including CE and Catholic Care services if applicable.

**Hands Off**
Hands On’ is not appropriate at school. As a staff we have taken a united, consistent stand against all behaviours that jeopardise the safety of the students in our care.
The teacher who witnesses the event:

5. asks child what s/he did (admission of behaviour);
6. asks child what s/he should have done instead (alternative action);
7. asks child which rule s/he broke (acknowledgment of rule); and,
8. child is given the standard consequence.

St John the Apostle School does not accept any form of physical or verbal violence.
Restorative Justice
At St John the Apostle Primary School we have adopted the Restorative Justice process to complement our program. This process allows teachers and students to focus on the harm caused by actions rather than on individuals.

The process offers the opportunity for the person harmed to tell their story and have questions answered and for offenders to take responsibility for their actions and offer to make amends.

In teachers’ duty bags there is a card which outlines the questions to be asked by teachers following any incidents on the playground. This is called a corridor conference.

Restorative Questions 1: - When things go wrong.
- What happened?
- What were you thinking about at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make it right?

Restorative Questions 2: - When someone has been hurt.
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Teachers guide students towards an agreed solution that can be put in writing if necessary for follow up.

If the occasion requires it ‘Thinking Time’ is available and can be arranged in consultation with a colleague or a member of the Executive Team.

Suspension
When a student returns to school following a period of suspension, the school will provide appropriate support and developmental programs, which will enable the student to re-establish his/her reputation in a positive sense and resume normal activities as a full member of the school community. This may take the form of a reintegration interview where the Principal and Assistant Principal set out the expectations of the return to school to both the student and his/her parents. The school staff, the student and the parents all have responsibilities to assist with the child’s return to the class.

Corporal Punishment:
Corporal punishment will not be administered under any circumstances at school.

CEO Policies
Related Policies / Agreed Practices
Pastoral Care and Student Welfare
Awards Program
Guidelines for Professional Conduct Policy
Suspension Policy

Review
Acknowledgement and grateful thanks is given to the Principal and staff of St Clare of Assisi Primary School, Conder for allowing us to use their document as the basis for our written agreed practice.

The St John the Apostle Student Discipline Statement of Agreed Practice is reviewed at least once each five years in line with current Registration practices. It may also be reviewed more often according to the need and educational trends.

<table>
<thead>
<tr>
<th>Reviewed by:</th>
<th>Teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision date:</td>
<td>12/5/2015</td>
</tr>
<tr>
<td>Approved by:</td>
<td>Matthew Egan-Richards</td>
</tr>
<tr>
<td>Implementation date:</td>
<td>2015</td>
</tr>
</tbody>
</table>
# BEHAVIOUR MANAGEMENT PROCESS

<table>
<thead>
<tr>
<th>Step 1</th>
<th>WARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral or gesture warning given.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>THINKING TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Movement within the class or the class next door for a short period of time whilst continuing with the class activity. It is an opportunity to think about actions and refocus on expected behaviours. Usually 5-10 minutes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>TIME OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is sent to a member of the Executive Team at the Front Office or a Green Card is sent to the Front Office and the student is collected. Student completes the Time Out Sheet. The Sheet is signed by the student, classroom teacher and Principal, sent home and returned signed by the parent. When the student wishes to re-enter the classroom, a Corridor Conference is held and expectations are clarified. A Restorative Justice session with the student/s may also occur. There may be a loss of privileges such as extra-curricular activities, camps, school discos, representative sport, play time and merit cards, etc. Information is documented on STARS.</td>
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<table>
<thead>
<tr>
<th>Step 4</th>
<th>IN SCHOOL SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents are contacted and notified of the suspension and the reasons why. Suspension is supervised by the Principal or the Assistant Principal and takes place during school hours, with the student remaining off the playground at recess and lunch time. There will be a loss of privileges such as extra-curricular activities, camps, school discos, representative sport, play time and merit cards, etc. Parents will meet with the Principal, the Assistant Principal, classroom teacher and the student to discuss an action plan to curb the behaviour(s) and future consequences will be clearly outlined. CE will be informed of the internal suspension and information is documented on STARS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5</th>
<th>SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The length of the Suspension will be at the discretion of the Principal. There will be a re-entry meeting with parents before the student can re-commence classes. It will be clearly outlined that Exclusion is the next step in the process. CE will be informed of the suspension and information is documented on STARS.</td>
</tr>
</tbody>
</table>

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*STARS is a Student Tracking And Reporting System*
<table>
<thead>
<tr>
<th>Teacher/Staff Managed Problem Behaviours</th>
<th>Executive Managed Problem Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Abusive language</td>
</tr>
<tr>
<td>-Name Calling</td>
<td>-Racial taunting</td>
</tr>
<tr>
<td>Physical contact (reaction)</td>
<td>Fighting/ physical aggression (intent)</td>
</tr>
<tr>
<td>-Wrestling with another student</td>
<td>-kicking, hitting, pushing, shoving, biting, etc. with intent to do harm</td>
</tr>
<tr>
<td>-pushing/shoving</td>
<td></td>
</tr>
<tr>
<td>Disrespect</td>
<td>Leaving School Grounds without permission</td>
</tr>
<tr>
<td>-Talking back</td>
<td>Threath or Intimidation/ Bullying</td>
</tr>
<tr>
<td>-Not completing class work</td>
<td>-Verbal threats of violence against another person</td>
</tr>
<tr>
<td>-Not following directions/ non compliance</td>
<td></td>
</tr>
<tr>
<td>Observable behaviour</td>
<td>Vandalism of personal/ school property</td>
</tr>
<tr>
<td>-running in the hallway</td>
<td>Aggression directed at a staff member</td>
</tr>
<tr>
<td>-poor line behaviour</td>
<td>-Striking or swearing at a staff member or visiting adult.</td>
</tr>
<tr>
<td>-throwing food</td>
<td>Weapons/Dangerous Items</td>
</tr>
<tr>
<td>-speaking in assembly</td>
<td>-knives, lighters, matches, etc.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Forgery</td>
</tr>
<tr>
<td>-tattling</td>
<td>-of parents signature</td>
</tr>
<tr>
<td>-distracting other students</td>
<td>Harassment</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Truancy</td>
</tr>
<tr>
<td>-&quot;snooping&quot; in other's desk or bags</td>
<td>Theft</td>
</tr>
<tr>
<td>Dress code violation</td>
<td>-major theft=items of high value</td>
</tr>
<tr>
<td>-Inappropriate language on clothing</td>
<td>Refusal to follow a staff member's directions. (wilful non-compliance)</td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
</tr>
<tr>
<td>-petty theft=with little or no value</td>
<td></td>
</tr>
<tr>
<td>Lying/cheating</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>Warning</td>
</tr>
<tr>
<td>2</td>
<td>Thinking Time</td>
</tr>
<tr>
<td>3</td>
<td>Time Out</td>
</tr>
<tr>
<td>4</td>
<td>In School Suspension</td>
</tr>
<tr>
<td>5</td>
<td>Suspension</td>
</tr>
</tbody>
</table>
TIME OUT SHEET

Student name: ____________________________________________ Date: ________________
Teacher may write responses based on child’s oral explanation.

What happened? (Draw a picture.)

Which rule did I break? ____________________________________________________________________
_______________________________________________________________________________________

How did this make other people feel?

What could you do instead?

What do you have to do now to make things better? ____________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Student: ____________________________________________ Class: ________________
Teacher: ____________________________________________ Executive: ________________
Parent signature: __________________________________ Date: ________________

We would appreciate you talking to your child about this matter and acknowledging receipt of this form by signing and returning it to the school. Thank you for your support. Please Note: This incident will be recorded on STARS.
TIME OUT SHEET

Student name: ____________________________ Date: ______________

What happened? What did you do? __________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
What should you have been doing? What should you have done? __________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Who has been affected by what you have done? In what way? __________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
What do you think you need to do to make things right? _________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
You are responsible for what you do. What can you do next time when or if this happens again?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
What do you have to do now to make things better? ____________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
___________________________________________________________

Student: _______________________________________________ Class: _______________

Teacher: _____________________________________________ Principal: _________________

Parent signature: ____________________________ Date: ___________________

We would appreciate you talking to your child about this matter and acknowledging receipt of this form by signing and returning it to the school. Thank you for your support. Please Note: This incident will be recorded on STARS
At St John the Apostle we:

Respect others, respect ourselves, respect the environment.

Here’s how…

<table>
<thead>
<tr>
<th>Location</th>
<th>Respect Others</th>
<th>Respect Self</th>
<th>Respect Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lining Up</td>
<td>Hands to self</td>
<td>Walk</td>
<td>Pick up trash</td>
</tr>
<tr>
<td>Corridor</td>
<td>Quiet voices</td>
<td>Face forward</td>
<td>Hands off wall</td>
</tr>
<tr>
<td>Outdoor Eating Area</td>
<td>Quiet voices</td>
<td>Eat healthy food</td>
<td>Clean up after self</td>
</tr>
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<td>Hands to self</td>
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<td>Quiet voices</td>
<td>Eat healthy food</td>
<td>Clean up after self</td>
</tr>
<tr>
<td>Toilets</td>
<td>5 minutes or less</td>
<td>Wash hands</td>
<td>Put rubbish in bin</td>
</tr>
<tr>
<td>Bus</td>
<td>Wait patiently in line</td>
<td>Have bus pass</td>
<td>Leave plants and trees alone</td>
</tr>
<tr>
<td>Library</td>
<td>Quiet voices</td>
<td>Wear hat</td>
<td>Leave plants and trees alone</td>
</tr>
<tr>
<td>Computer Lab/Carts</td>
<td>Hands on own computer/laptop</td>
<td>Raise hand for help</td>
<td>Treat equipment with care</td>
</tr>
<tr>
<td>Carpark</td>
<td>Walk</td>
<td>Stay behind fence</td>
<td>Leave tanbark and plants in proper place</td>
</tr>
</tbody>
</table>
At St John the Apostle we:
*Respect others, respect ourself, respect the environment.*

Here’s how in the **corridor**...

<table>
<thead>
<tr>
<th>Respect Others</th>
<th>Respect Self</th>
<th>Respect Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet voices</td>
<td>Face forward</td>
<td>Hands off walls</td>
</tr>
</tbody>
</table>
At St John the Apostle we:
Respect others, respect ourself, respect the environment.
This helps us to live up to our motto,
United in Love, Truth and Courage…

<table>
<thead>
<tr>
<th>Love</th>
<th>Use good manners</th>
<th>Focus on learning</th>
<th>Care for God’s creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truth</td>
<td>Be honest.</td>
<td>Accept responsibility</td>
<td>Consider your environmental</td>
</tr>
<tr>
<td>Courage</td>
<td>Stand up for others</td>
<td>Listen to your conscience</td>
<td>Volunteer to help.</td>
</tr>
</tbody>
</table>
STATEMENT ON BULLYING

What is Bullying?
Bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, to engender fear, and to control. Bullying can take a number of forms:

- **Physical:** Pushing, kicking, hitting, pinching, threats
- **Verbal:** Name calling, sarcasm, spreading rumours, persistent teasing
- **Emotional:** Excluding, tormenting, ridicule, humiliation
- **Racist:** Racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or abusive comments

Possible Signs of Bullying
A student may indicate by their behaviour that they are being bullied. Students may:
- Be unwilling to attend school;
- Feel ill in the mornings;
- Begin doing poorly at school;
- Come home hungry;
- Become withdrawn, lack confidence;
- Become distressed and anxious, stop eating;
- Have nightmares;
- Have their possessions go missing;
- Ask for money;
- Refuse to say what's wrong; and
- Become more aggressive and unreasonable.

Goals
The goals of the Bullying Statement at St John the Apostle Primary School are to:
- Reinforce the view that bullying is not a tolerable part of school life;
- Provide a safe, happy and positive learning environment for our students and staff;
- Create a supportive climate for victims and break down the code of secrecy;
- Support and help the bully as well as the victim;
- Provide suitable counselling services for the bully, as well as the victim;
- Provide a physical environment which engenders good behavioural patterns; and to
- Move beyond a crisis-management approach to an environment free from abuse.

Procedures

Staff
The staff of St John the Apostle Primary School agree to follow these protocols:
- Follow strategies outlined in the Student Discipline Agreed Practice;
- Watch for possible signs of bullying;
- Take the problem seriously and investigate the incident;
- Keep accurate records of all bullying incidents;
- Interview bullies, targets and witnesses;
- Decide on appropriate action;
- Contact parents of students involved and consult in regard to strategies to assist all parties;
- Use all your students as a positive resource in countering bullying and take time to discuss the problem in class and at assemblies;
- Promote an awareness of anti bullying and offer lessons, discussions, programs, etc about Bullying; and
• Ensure that all accessible areas of the school have a staff presence at breaks and before and after school.
• Hold follow up meetings with parents to report progress; and
• Inform all members of staff about the incident and action taken.

Students
Students of St John the Apostle Primary School should be informed and explicitly taught:
• To report all incidents of bullying to a trusted teacher or their classroom teacher, even if they are not directly involved;
• That bullies, victims and witnesses will be required to discuss the incidents with the teacher and /or with a member of the Leadership Team; and
• Ways to avoid bullying and how they can create a safe and happy environment at school.

Parent
Parents/caregivers should be regularly advised to:
• Watch for possible signs of bullying;
• Inform the school of any bullying incidents;
• Talk to their child about bullying;
• Encourage their child to report any incident of bullying;
• Will listen sensibly and systematically to reports on bullying;
• Use appropriate channels of communication; and
• Work with the school to seek a suitable solution.

Supporting the Bullying Student
Beyond other strategies mentioned in the Student Discipline Agreed Practice, the following are possible strategies to use when supporting the bully:
• Reassure the student that it is the behaviour that is unacceptable not them personally;
• Discuss ideas about why they bully and what will assist them to stop;
• Find out what is particularly troubling the bully;
• Use restorative justice sessions so bully can make amends;
• Teach students the difference between assertive behaviour and aggressive behaviour;
• Provide access to a trained counsellor;
• Praise the student when they are seen to be doing the right thing;
• Set realistic goals; and
• Establish a behaviour management plan.

Supporting the Target of Bullying
Targets often feel vulnerable and powerless. Their self esteem is low and the aim is to build their self confidence and teach them strategies to deal with bullying.
• Reassure them that the bullying is not their fault;
• Try and minimise opportunities for bullying (stay with friends, etc);
• Practise assertiveness techniques with students (saying NO!, walking away);
• Provide opportunities for students to talk and express their feelings about issues (Classroom meetings);
• Give them responsibility and praise them for their efforts;
• Provide access to a trained counsellor; and
• Encourage participation in self-esteem building activities and programs.

Resources