



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.

<p style="text-align: center;">Rights</p> <p style="text-align: center;">It is the right of the child to :</p>	<p style="text-align: center;">Responsibilities</p> <p style="text-align: center;">It is the responsibility of the child to:</p>
<p><u>Communication</u></p> <ul style="list-style-type: none"> • express themselves and share ideas • ask questions <p><u>Treatment</u></p> <ul style="list-style-type: none"> • be treated with respect • be treated fairly and equally regardless of religious, cultural, racial or sexual differences <p><u>Safety</u></p> <ul style="list-style-type: none"> • be free from intimidation in school and classroom • be safe and secure • have property protected <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • expect rational settlement of problems • be able to tell their side of the story <p><u>Environment</u></p> <ul style="list-style-type: none"> • enjoy a clean, safe and wholesome environment <p><u>Learning</u></p> <ul style="list-style-type: none"> • learn without interference • learn at their own pace • learn in a responsive environment 	<ul style="list-style-type: none"> • participate to the best of their ability • accept ideas of others • be well mannered and abide by established procedures • show respect for all • treat others fairly • have respect for all • make sure they do not threaten, bully, harass or hurt others in any way • contribute to a safe and secure environment • be sensible regarding the property they bring to school • look after their own property • listen to alternative solutions • support those in need • keep the school and grounds in the best possible condition • always do their best in the classroom • accept others and their individual gifts and talents • contribute and be part of a positive learning environment

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:
 - positive relationships with every student in their class/es;
 - clear expectations about work, tasks etc based on whole school focus;
 - common language;
 - a well-planned and attractive classroom (seating movement capability), access to equipment, clearly labelled cupboards etc;
 - an inclusive teaching program that caters for the needs of all students;
 - the use of positive reinforcement and acknowledgement of on task behaviour; and
 - 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 re-direction 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.

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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;
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- 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;
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- 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

<http://www.ceo.cg.catholic.edu.au/policies/discipline.htm>

<http://www.ceo.cg.catholic.edu.au/policies/exclusion.htm>

<http://www.ceo.cg.catholic.edu.au/policies/restraint.htm>

<http://www.ceo.cg.catholic.edu.au/policies/suspension.htm>

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.

Reviewed by:	Teaching staff
Revision date:	12/5/2015
Approved by:	Matthew Egan-Richards
Implementation date:	2015

BEHAVIOUR MANAGEMENT PROCESS

<p>Step 1</p> 	<p>WARNING</p> <p>Oral or gesture warning given.</p>
<p>Step 2</p> 	<p>THINKING TIME</p> <p>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.</p>
<p>Step 3</p> 	<p>TIME OUT</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Step 4</p> 	<p>IN SCHOOL SUSPENSION</p> <p>Parents are contacted and notified of the suspension and the reasons why.</p> <p>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.</p> <p>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.</p>
<p>Step 5</p> 	<p>SUSPENSION</p> <p>The length of the Suspension will be at the discretion of the Principal.</p> <p>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.</p> <p>CE will be informed of the suspension and information is documented on STARS.</p>

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.

STARS is a Student Tracking And Reporting System

Is the behaviour teacher/staff managed or executive managed

Teacher/Staff Managed Problem Behaviours
Inappropriate language -Name Calling
Physical contact (<i>reaction</i>) -Wrestling with another student -pushing/shoving
Disrespect -Talking back
Defiance -Not completing class work -Not following directions/ non compliance
Observable behaviour -running in the hallway -poor line behaviour -throwing food -speaking in assembly
Disruptive -tattling -distracting other students
Property misuse -"snooping" in other's desk or bags
Dress code violation -Inappropriate language on clothing
Stealing -petty theft=with little or no value
Lying/cheating

Executive Managed Problem Behaviours
Abusive language -Racial taunting
Fighting/ physical aggression (<i>intent</i>) -kicking, hitting, pushing, shoving, biting, etc. with intent to do harm
Leaving School Grounds without permission
Threat or Intimidation/ Bullying -Verbal threats of violence against another person
Vandalism of personal/ school property
Aggression directed at a staff member -Striking or swearing at a staff member or visiting adult.
Weapons/Dangerous Items -knives , lighters, matches, etc.
Forgery -of parents signature
Harassment
Truancy
Theft -major theft=items of high value
Refusal to follow a staff member's directions. (wilful non-compliance)



STEP 1 - WARNING



STEP 2 – THINKING TIME



STEP 3 – TIME OUT



**STEP 4 – IN SCHOOL
SUSPENSION**



STEP 5 - SUSPENSION



TIME OUT SHEET

Student name: _____

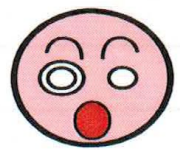
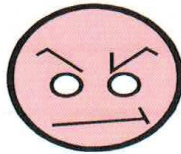
Date: _____

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 ourself, respect the environment.

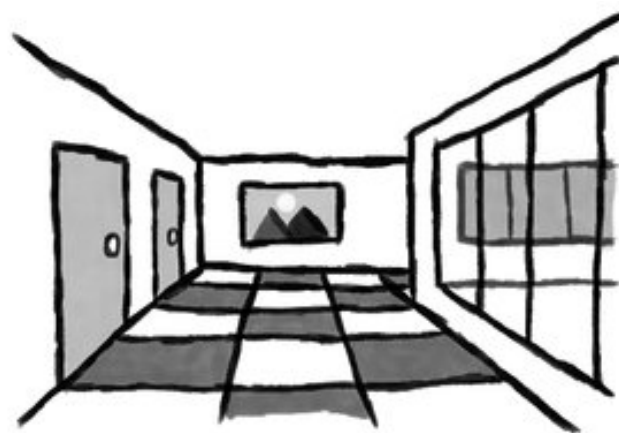
Here's how...

Location	<u>R</u>espect <u>O</u>thers	Respect <u>S</u>elf	Respect <u>E</u>nvironment
Lining Up	Hands to self	Walk	Pick up trash
Corridor	Quiet voices	Face forward	Hands off wall
Outdoor Eating Area	Quiet voices	Eat healthy food	Clean up after self
Toilets	5 minutes or less	Wash hands	Put rubbish in bin
Bus	Wait patiently in line	Have bus pass ready	Leave plants and trees alone
Recess / Lunch	Hand Off Line up at bell time	Wear hat	Leave plants and trees alone
Library	Quiet voices	Bring books back	Use book markers correctly
Computer Lab/Carts	Hands on own computer/laptop	Raise hand for help	Treat equipment with care
Carpark	Walk Watch for your car	Stay behind fence	Leave tanbark and plants in proper place

At St John the Apostle we:
Respect others, respect ourself, respect the environment.

Here's how in the **corridor**...

<u>R</u>espect <u>O</u>thers	Respect <u>S</u>elf	Respect <u>E</u>nvironment
Quiet voices	Face forward	Hands off walls



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...

	<u>R</u>espect <u>O</u>thers	Respect <u>S</u>elf	Respect <u>E</u>nvironment
<u>Love</u>	Use good manners	Focus on learning	Care for God's creation
<u>Truth</u>	Be honest.	Accept responsibility	Consider your environmental
<u>Courage</u>	Stand up for others	Listen to your conscience	Volunteer to help.

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

Berne, S. (1999) *Bullying: An Effective Anti-Bullying Program for Primary Schools*. Hawker Brownlow. Australia.

Suckling, A. & Temple, C. (2001) *Bullying: A Whole School Approach*. ACER Press. Australia.