

Student Welfare – Behaviour Management, Anti-Bullying Discipline Policy



ST HURMIZD
ASSYRIAN PRIMARY SCHOOL

PURPOSE

Our school *Behaviour Management Policy* takes into account the *Anti-Bullying and Discipline Policies*.

We adhere to a whole school approach to promote positive behaviour. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. Our school aims to provide a safe and supportive environment in which learning takes place.

Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

Corporal Punishment by any school or non-school person is not permitted.

WE RECOGNISE THE IMPORTANCE OF:

- › Fostering the Christian values of justice, love and respect
- › Encouraging collaboration between home and school
- › Supporting student well-being
- › Each child's stage of development
- › Care for self and others
- › Maintaining a safe environment
- › Awareness and respect for other cultures
- › Restorative justice principles

CONTEXT:

RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
You have the right to; ■ Learn ■ Be safe ■ A clean learning environment ■ Be heard ■ Be included	You have a responsibility to: ■ Let others learn ■ Speak and act with kindness ■ Care for your surroundings ■ Be a good listener ■ Include others

CONTENT

School Rules and Behavioural Expectations

At St Hurmizd we encourage students to consider our School Rules, Be Safe, Be Respectful and Be an Active Learner. (See posters In and Outside the Classroom Rules)

WHOLE SCHOOL AWARD SYSTEM

Assembly Awards

Students will receive an assembly award after 40 points for displaying academic and student effort. These awards will be presented at assembly. Students receiving awards during assembly have a group photo taken. The photo is uploaded online congratulating students on their achievement.

Principal Awards

This award is given to students who have received 4 assembly awards and personify the values, beliefs and motto of the school. These awards will be presented at assembly. Students receiving awards during assembly have a group photo taken. The photo is uploaded online congratulating students on their achievement.

Bronze, Silver and Gold Badges

Bronze Badge received with the 4th principal award
Silver Badge received with the 5th principal award
Gold Badge received with the 6th principal award

These badges are presented at assembly. Students receiving badges during assembly have a group photo taken. The photo is uploaded online congratulating students on their achievement.

School Medallion

This medallion is given to students who have received 7 principal awards. It is presented at the Presentation Day end of the Year. The medallion is the milestone achieved by most students at the end of Year 6. An invitation will be sent to the parents of those students who will be receiving a medallion.

Academic Awards

These awards are presented at end of year Presentation Day to congratulate Year 6 students who are first in course and those who demonstrate academic excellence. An invitation will be sent to the parents of those students who will be receiving an award.

Mar Meelis All-Rounder

The *Mar Meelis All-Rounder* is presented on Presentation Day to congratulate the one student from Year 6 who has displayed overall academic excellence and for living out the teachings of the gospel, throughout their years at St Hurmizd Assyrian Primary School. An invitation will be sent to the parents of the recipient.

It is the students' responsibility to look after their awards, and replacement awards or badges will not be granted. Students need to bring in their collection of awards and hand them in to their class teacher when they are ready to receive the next level of award.

WHOLE SCHOOL REWARD SYSTEM

Each class follows a whole class system that promotes positive behaviour.

	ACHIEVEMENT	AWARD PRESENTED	PRESENTED BY
40 Points	1 Assembly Award	In Assembly	Deputy Principal
4 Assembly Awards	1 Principal Award	In Assembly	Principal
4 Principal Awards (16 Assembly Awards)	1 Bronze Badge	In Assembly	Principal
5 Principal Awards (20 Assembly Awards)	1 Silver Badge	In Assembly	Principal
6 Principal Awards (24 Assembly Awards)	1 Gold Badge	In Assembly	Principal
7 Principal Awards (28 Assembly Awards)	School Medallion	On Presentation Day	Principal
Academic Awards (First in course Year 6)	Certificates	On Presentation Day	Year 6 Leader
Mar Meelis All-Rounder	Trophy	On Presentation Day	Bishop

Discouraging Inappropriate Behaviour

INAPPROPRIATE BEHAVIOURS

Inappropriate Behaviour is behaviour that challenges the day-to-day functioning of our school and is contrary to our "School Rules and Behavioural Expectations".

The Behaviour Management Plan sets a clear guideline about the process of dealing with various student behavioural issues through positive reinforcement. Teachers are expected to exert a great effort in correcting a student's behaviour through the advice given in this well-being & discipline. Teachers are required to maintain thorough records of their interactions with students and their parents, as this information will constitute the evidence required to pursue any student management issue successfully to Principal.

The discipline issues have been categorised into three levels depending on the discipline matters, the repetitiveness of the incident.

■ **Level One Behaviour Issues**

(Refer to Three Level Behaviour Management Plan)

Level one contains issues that the classroom teachers may face during their day-to-day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the classroom and specialist teachers. **Examples of these issues:**

- › Hurting a schoolmate's body
- › Hurting a schoolmate's feeling
- › Disobeying a teacher
- › Being rude to an adult
- › Not caring for our school
- › Not caring for the uniform
- › Going out of bounds
- › Homework not done
- › No Hat

Students at this level in Kindergarten to Year 2 may be issued with a:

- › Five-minute time out in SL classroom after 3 warnings with a reflection sheet (Refer to Reflection Sheet (K-2) and behaviour recorded in Communication Book

Students at this level in Year 3 to 6 may be issued with a:

- › Ten-minute time out in SL classroom and behaviour recorded in student diary.

■ **Level Two Behaviour Issues**

(Refer to Three Level Behaviour Management Plan)

The Stage Leader, in conjunction with the classroom teacher, deals with level two student management issues. Once the classroom teacher has exhausted all he/she can the matter is referred to the Stage Leader. The Stage Leader and the classroom teacher action certain student management measures and involve the parents. Students may be fast tracked into level two if they engage themselves in more serious discipline issues such as:

- › Repeated Level 1 (3 time-outs)
- › Lying
- › Swearing
- › Punching
- › Teasing
- › Spitting
- › Biting
- › Stealing
- › Pushing/pulling
- › Damaging school property
- › Poor bus behaviour
- › Repeated disobedience

Students at this level in Kindergarten to Year 6 may be issued with;

- › Counselling
- › Counsellor- Referral Form
- › Stage Leader lunch time detention
- › Conduct card (Refer to Conduct card)
- › Interview with parents

■ **Level Three Behaviour Issues**

(Refer to Three Level Behaviour Management Plan)

This level deals with students that have not responded to the student's management plan in level two and/or have committed more serious offences that warrant the involvement of the Deputy Principal.

Student at this level may face lunchtime detention, a behaviour management plan, conduct card or extended suspension if not expulsion.

Lunch Time Detentions

Detentions will take place at lunchtime during the week. Teacher/ Stage or Deputy Principal must notify parents through communication book or student diary if their child is on detention.

Suspension/Exclusion/Expulsion

At St Hurmizd Assyrian Primary School, we believe that all students and staff have a right to be treated fairly and with dignity in an environment which is free from intimidation, disruption, harassment and discrimination. However, there may be cases where students display unacceptable behaviour which compromises the safety and general well-being of the school community and/or other students and staff.

In such instances Suspension, Exclusion and Expulsion are available options which may be imposed by

the Principal and/or Deputy Principal. Parents will not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program, or if the severity of the behaviour warrants the immediate imposition of a suspension.

In cases where suspension is considered as an appropriate disciplinary action, parents will be notified in writing of the formal imposition of a suspension. This will be managed on a case-by-case basis to determine the level of the imposition, dependent upon the nature and severity of the behaviour. Suspension, Exclusion and/or Expulsion will always be carefully considered before it is applied.

- › Suspension is a form of discipline. A student is not allowed to attend school or go to school activities for a set length of time. This length of time can vary from a few days to many days, depending on the severity of the problem behaviour.
- › Expulsion is a more extreme form of discipline. This refers to the removal of a student from the school. Students expelled from St Hurmizd Assyrian primary School will not be allowed to re-enrol. Suspension is part of a behaviour management process. Unless a child's behaviour is out of control on a particular day, and threatens the safety of other children, teachers or school property, suspension is probably not the first step that teachers will use to help a child to control his behaviour.

The decision about whether or not to suspend a child, how long the child will be suspended, will generally be made by the Principal and/or Deputy Principal after establishing:

- › How serious the misbehaviour is
- › How often the misbehaviour has happened
- › How the student has behaved in the past
- › How the student has reacted to other discipline
- › Any other information thought to be important and relevant.

Two students may receive different disciplinary consequences for doing the same thing. Although they may appear to have behaved in the same way, other factors may mean that it is fairer to treat them differently.

During the period of suspension, the student will still be required to continue his or her schoolwork. The teachers will provide adequate work to cover for the duration of the suspension.

Suspension will be approved upon the consideration of the following points:

- › Suspension is not intended as a punishment but rather as a strategy for managing inappropriate behaviour in accordance with the school's behaviour management policy.
- › Suspension allows school personnel time to plan appropriate support for students to promote successful re-entry.
- › Suspension provides students with the time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour, and consider the actions which led them to being suspended.
- › Suspension is guided by the principles of procedural fairness, which acknowledge the rights of the individual to:
 - › be heard
 - › a fair and impartial decision

Generally, the reasons why a child may be suspended or expelled are:

- › **Continued Disobedience:** This includes but is not limited to breaches of the school discipline code such as defiance, disrupting other students, refusal to obey staff instructions
- › **Misconduct:** when a student behaves inappropriately or irresponsibly. Such behaviour includes breaking school rules, being violent or threatening towards other students or teachers, bringing weapons, significant damage to property and stealing.

› **Other Behaviour:** This refers to any behaviour that does not fit into the other two categories, but that threatens the 'good order' of the school. This can mean a lot of different things, for example behaving in a way that prevents other students from learning, bullying (including cyber bullying), verbal abuse and abuse transmitted electronically through social media.

In determining whether a student's behaviour warrants suspension, the Principal and Deputy Principal will consider the safety and well-being of other students and staff. Before a suspension is imposed, with the exception of serious instances of misbehaviour that impact on the safety or well-being of students or staff, the Principal and Deputy Principal will:

- › Ensure that appropriate school student well-being and discipline strategies have been applied and documented
- › Ensure that appropriate support personnel available within the school system have been involved
- › Ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension. This may be in the form of diary entry, telephone or face-to-face conferences, and/or letters of concern sent to the parents.
- › Ensure that specific behaviour management strategies have been applied to support the student in managing inappropriate behaviour.

Before imposing a suspension the Principal and Deputy Principal will ensure that measures outlined above have been addressed and that a particular emphasis is given to procedural fairness.

A formal disciplinary interview will be convened with the student and the support person/parent. An interpreter may be provided upon the request of the parent.

- › Explicit information about the nature of the allegation(s) will be provided to the student/parent.

- › The student will be given the opportunity to respond to the allegations.
- › The student's response will be considered before a decision is made.
- › Notification of suspension will be made to the parents in a face to face interview followed by a written notification within 24 hours.
- › Minutes of the meeting will be recorded.

The Principal and Deputy Principal will convene a suspension resolution meeting of persons involved.

In serious circumstances of misbehaviour, the principal may expel a student of any grade from the school. An accumulation of 8 (eight) suspension days in the last 12 months will result in an expulsion.

When considering expelling a student, the principal will:

- › Ensure that (except for serious incidents) all appropriate learning and support strategies have been implemented and documented.
- › Notify the student and parent in writing that expulsion from school is considered giving reasons for the possible action.
- › A formal disciplinary interview will be convened with the student and the support person/parent. An interpreter may be provided upon the request of the parent.
- › Explicit information about the nature of the allegation(s) will be provided to the student/parent.
- › The student will be given the opportunity to respond to the allegations.
- › Allow five school days for students and parent to respond
- › Consider any response from the student and/or parents before a decision is made.
- › Minutes of the meeting will be recorded.

- › Discuss with the student and the parents the implications of expulsion and provide information relating to the right to and process for an appeal.

Students and parents may appeal if they consider that correct procedures have not been followed and/or an unfair decision has been reached. Appeals must be in writing, addressed to the principal stating the grounds on which the appeal is being made. Once the appeal is lodged, the principal will:

- › Deal with the appeal within 20 school days of lodgement
- › Ensure that the person(s) making the appeal are kept informed of the progress of the appeal
- › Review all relevant documents
- › Ensure that relevant documents are made available to the person(s) making the appeal
- › Discuss relevant issues with appropriate parties and the person(s) making the appeal
- › Advise all the parties of the decision and the specific reasons for reaching the decision.

Record Keeping

Keeping record of student matters and misbehaviour is of paramount importance for reasons of accountability and by way of getting to know the student and detecting patterns of their behaviour. Every teacher is to write any incidents or record of behaviour on Edumate. The procedure below needs to be followed.

Teachers, Stage Leaders, Deputy Principal or Principal will gather written accounts from students who witnessed or were involved in a particular incident. Allowing the school to understand the details of what happened and take appropriate actions. Statements will be scanned and recorded on Edumate.

Parent Communication

To ensure a strong link between school and home, communication is vital. To ensure effective communication and informing parents of all matters of concern, whether it's big or small; teachers will where necessary inform parents via a Communication Book (Refer to Communication book cover K-2 & Letter) , Student Diary and Student Referral Form (*Refer to STUDENT REFERRAL – STAGE LEADER*). This needs to be signed and brought back to the teacher the next day and will act as a receipt of acknowledgement and sighting of information. This is important in order for parents to reinforce and validate the values to strive for.

Behaviour Plan

A behaviour plan is devised by having the Deputy Principal and student come together to discuss ongoing concerns about the cause of behaviour issues in the classroom. The aim is to devise a focus to be followed by the student. This ensures that students are aware of their responsibilities and the behaviours that are of concern. Teachers will have the time to discuss the focus of the plan with the student during a one-to-one session and to teach/model the desired behaviour. A meeting will also be conducted with parents prior to this arrangement to ensure that the same focus is reinforced and supported at home.

Anti-Bullying Policy (And Guidelines)

PURPOSE

The school Anti-bullying guidelines outline the processes for preventing and responding to student bullying in the school. The school Anti-bullying guidelines are implemented within the context of related Assyrian Christian Schools Limited policies/frameworks and school guidelines that promote and maintain student welfare.

Our Anti-bullying guidelines provide information for our school community to work together to prevent and address issues of student bullying, to build respectful relationships that respond effectively and sensitively to the needs of each person. Bullying, including cyber-bullying, can adversely affect the wellbeing of students and is therefore unacceptable.

CONTEXT

Essential to the dignity of persons is the creation and maintenance of a respectful, safe and supportive learning environment that promotes student wellbeing and enables school communities to engage a diverse range of learners in an inclusive manner. Bullying and cyber-bullying disregard core values of the Assyrian faith including dignity, respect, justice, equity, compassion, trust and courage. Within this context it is vital that learning technologies are used ethically and responsibly, that communication is respectful, and that human dignity is highly valued. These guidelines are underpinned by the school's mission and values.

Definition of Bullying

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful, involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, sexual orientation, or practice of religion. Bullying of any

form, or for any reason, can have long-term effects on those involved, including bystanders.

Cyber-bullying refers to bullying using information and communication technologies by an individual or group that is intended to harm others or is undertaken recklessly without concern for its impact on others.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, or in the workplace.

Bullying behaviour can be:

- › Verbal, e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- › Physical, e.g., hitting, punching, kicking, scratching, tripping, spitting.
- › Social, e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- › Psychological, e.g., spreading rumours, hiding, or damaging possessions, malicious SMS and email messages, inappropriate use of communication technology/mobile devices.

Conflict or fights between equals and single incidents are not defined as bullying. **Bullying behaviour is not:**

- › Children not getting along well
- › A situation of mutual conflict such as, teasing or disagreement
- › Single episodes of hurtful words or actions, or random acts of aggression or intimidation. (Adapted from: *National Safe Schools Framework (2011)* and *DEC NSW Website*)

Our school has a three-tiered approach to preventing bullying behaviour. This approach provides for differences in student responsiveness due to the variations in an individual's risk and protective factors (i.e., self-management and social skill competence). It also includes a shared responsibility with staff, parents/caregivers, and the wider community in working together to teach, foster, promote and encourage positive respectful behaviour.

Our three-tiered approach to preventing bullying behaviour includes:

- › Prevention (Tier 1)
- › Early Intervention (Tier 2)
- › Specialised Intervention (Tier 3)

■ Prevention (Tier 1)

Tier I prevention programs are intended to support the vast majority of students, and also to identify students who require more specialised assistance (Tier II and Tier III). All students and staff are explicitly taught about behaving in a safe, respectful and responsible way. The emphasis is on educating students, staff and parents/caregivers about bullying prevention and management, encouraging positive social skills, resilience and character traits.

Whole School Positive Behaviour Approaches

Our school uses a whole-school positive behaviour approach to prevent bullying such as; promoting a safe and supportive learning environment, school-wide rules and consequences, teacher professional learning, a curriculum focused on social and emotional learning (SEL), conflict resolution training, parent/caregiver education and engagement, and individual counselling. Teaching students the social and emotional learning (SEL) skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are essential foundational competencies that students need in order to prevent and to respond to bullying.

Our school prevention strategies include:

- › promotion of the Assyrian Christian Schools Limited Anti-bullying Policy and school guidelines, including on the school website
- › promotion of safe, positive school communities through the implementation of policies/frameworks such as, behaviour support and PBS.

- › promotion of safe respectful learner messages in all aspects of school life: assemblies, year meetings, newsletters and in classrooms
- › professional development for staff
- › parent and community education relating to bullying: policies and procedures
- › provision of programs that promote SEL skills such as resilience, assertiveness, conflict resolution, problem solving, 'be an upstander not a bystander' and Bullying No Way day
- › classroom teachers clarify the school policy on bullying with students each year
- › curriculum includes anti-bullying messages and strategies, embedded in KLAS, through wellbeing programs eg. PDHPE
- › Student Representative Council (SRC)
- › Vigilant classroom, playground and transition supervision.

Curriculum strategies

Prevention programs are delivered as part of the curriculum across KLAS and through pastoral wellbeing programs. Specifically, students learn about matters related to bullying in PDHPE from Years K-10, such as, positive respectful relationships, negative impacts of violence and aggression, effects on mental health, help seeking skills, resilience, the role of the up stander, conflict resolution, effective communication, cyber-safety, belonging and connectedness, risk and protective factors.

Wellbeing strategies

A range of anti-bullying initiatives are embedded into our school wellbeing plan, such as:

- › Public recognition, awards and rewards for positive behaviour
- › Peer/mentor programs such as Peer Support
- › SRC led initiatives
- › Transition programs such as, Kindergarten and Year 6 to Year 7.
- › Wellbeing Day once a semester
- › R U OK? Day

Consequences

The management of bullying incidents will be in accordance with the Assyrian Christian Schools Limited Anti-bullying Policy and the Behaviour Management Policy. The consequences for behaviour violations around bullying should include some form of relationship restoration or remediation that helps students understand the incident and develop pro-social behaviour.

The implementation of these guidelines is supervised by the Deputy Principal and includes:

- › Once identified, each bully, victim and witness, will be spoken with, and all incidents of bullying will be investigated and documented
- › Both the bully and victim may be offered counselling, depending on the nature of the incident and person(s) involved
- › Parents/caregivers should be contacted and consequences implemented, consistent with our school's Behaviour Management Policy
- › Consequences for students will be individually-based, and may involve:
 - › Social skills support e.g. Oasis Club and Social Skill club during lunchtimes
 - › Reinforcement of positive behaviours
 - › Class/Year meetings
 - › Support structures e.g. Check in Check Out, Mentor
 - › Ongoing monitoring of identified bullies and victim
 - › Rewards for positive behaviour
 - › Withdrawal of privileges
 - › Community service
 - › Exclusion from class
 - › Exclusion from playground
 - › School suspension
 - › Counselling support.

■ Early Intervention (Tier 2)

Early intervention is critical to responding effectively to bullying.

Tier 2 students whose behaviours do not respond to Tier 1 supports are provided with additional preventative learning opportunities, including:

- › More targeted social skills instruction
- › Increased adult monitoring and positive attention.
- › Specific and regular daily feedback on their behavioural progress
- › Additional academic supports if required.

■ Specialised Intervention (Tier 3)

Tier 3 students whose behaviours do not respond to Tier I and II supports are provided with intensive preventative strategies, including:

- › Individualised academic and/or behaviour intervention planning.
- › More comprehensive, student-centred, and case management/wrap-around processes
- › School-family-community mental health supports as required.

CONTENT

Bullying may be reported:

- › In person or via email by a student to a staff member
- › By a parent via phone, email, or in person
- › By a teacher to another teacher, this includes all staff members (non-teaching)

Recording Incidents of Bullying

All incidents of bullying that have been reported will be recorded on school data base and relevant staff will be notified. The report will include the type of bullying, number of incidents and the action taken by staff. This information will form the basis of data collection for the review of bullying in the school by the Deputy Principal and Wellbeing Team. General behaviour and bullying reports will be monitored and reviewed by the above-mentioned personnel.

Evidence based responses

Our school uses a range of evidence-based methods to respond to bullying as outlined below. Methods of intervention will vary according to the incident and persons involved.

- › No Blame Approach
- › The Method of Shared Concern
- › The Traditional Disciplinary Approach
- › Restorative Practice
- › Strengthening the Victim
- › Mediation
- › The Support Group Method.

Referral and the School Counsellor

Students will be referred to the Deputy Principal and/or the School Counsellor for support, depending on the nature of the incident and person(s) involved. Parents/carers may contact the school if they require counselling support for the child or young person.

Communication with parents/caregivers

The Principal will make contact with parents/caregivers as required in a timely manner. The communication will focus on, what the school can do and what the family can do to support the child or young person. When required the family may be referred to a community agency/personnel for support.

Bullying prevention is a shared responsibility.

Preventing and responding to bullying is a shared responsibility of all staff, students, parents/caregivers, and members of the wider school community.

Incidents involving assault, threats, intimidation, or harassment.

Staff are to report these types of incidents to the Principal or Deputy Principal. They will assess the situation where a decision will be made of the appropriate action to be taken. Reports will be made to the Police Youth Liaison Officer, Local Area Command and the CSO as required.

Reporting

Staff are to report concerns of child wellbeing to the Principal. The Principal in consultation with the Deputy Principal and/or Counsellor will assess the situation and a decision will be made on the appropriate action to be taken.

Complaints handling policy

The Principal deals with formal complaints by following the procedures outlined in the Assyrian Schools Limited Complaints Handling Policy.

Additional Information

Contact Details:

Local Police: Wetherill Park Police Station:
332 Prairie Vale Rd, Wetherill Park NSW 2164
(02) 8788 5199

Green Valley Police Station:
193 Wilson Rd, Green Valley NSW 2168
(02) 9607 1799

Cabramatta Police Station
243–249 Cabramatta Rd W, Cabramatta NSW 2166
(02) 9725 8999

Beyond Blue: 1300 22 46 36
Kids Helpline: 1800 55 1800
Headspace: (02) 8785 3200

Useful websites

- › **Department of Education Victoria – Bullying Prevention Resources**
- › **Bullying. No Way!**
- › **Cybersmart website**
- › **Safe Schools Hub**
- › **National Centre against Bullying**
- › **KidsMatters**
- › **MindMatters**
- › **Positive Behaviour Intervention Support (PBIS)**
- › **Social and Emotional Learning and Bullying Prevention**

Evidence Based Methods for Addressing Bullying

No Blame Approach

The aim of the No Blame approach is to stop bullying episodes by assisting perpetrators of bullying develop empathy for their victims and voluntarily change their behaviour because of increased understanding and communication. Students are encouraged to engage in this process with the aid of a support group facilitated by a neutral adult.

The Method of Shared Concern

Students who have engaged in bullying are induced and empowered to assist in resolving the bully/victim problem using individual and group meetings with the participants. This method is usually considered more appropriate for use with senior students attending secondary schools or in the final years of primary. It appears to be unique as a method in dealing with cases in which the victim has behaved provocatively.

The Traditional Disciplinary Approach

This implies the use of direct sanctions administered to students who have bullied someone and as a general

deterrent. This approach is favoured by schools especially in cases of very severe forms of bullying. The bullying behaviour of younger children is more likely to be controlled in this way than that of older students in secondary schools.

Restorative Practice

Those who have engaged in bullying are induced to feel remorse and to take appropriate steps to restore relationships that have been damaged by the bullying. This method can be used when the bully has already admitted to having offended and is either feeling remorseful or can be induced to feel remorseful by being asked to reflect upon their actions. It is assumed that the problem can be resolved by the bully acting restoratively (i.e., by making an apology which is likely to be accepted by the victim and wider community).

 **For further information:**
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Strengthening the Victim

Students are helped to acquire the necessary skills and resolution to confront and discourage the bullying, thereby removing the need for the third party to take direct action. This approach may be used in some, but not all, cases of bullying – the initial imbalance of power between the bully and victim needs to be relatively small, and the nature of the bullying is verbal rather than physical. Careful assessment should be made about the victim's capability to acquire and employ the necessary skills.

Mediation

Cooperation of the perpetrators is gained by revealing them to the distress that has been experienced by the victim at a meeting, in which students supportive of the victim are additionally present. Mediation can only occur when (1) the participants are willing to participate and (2) the mediator is strictly neutral. The use of mediation in the minority of cases which allow for its use can have a very positive effect upon the general ethos of the school as

more students see the value of resolving interpersonal difficulties peacefully.

The Support Group Method

Cooperation of the perpetrators is gained by revealing them to the distress that has been experienced by the victim at a meeting, in which students supportive of the victim are additionally present. This approach typically addresses the cases of bullying where there has been group involvement. It is important to recognise that no one is being blamed for the bullying. This approach gathers assistance for the victimised student. It does this by sharing knowledge of his or her distress at a meeting with the perpetrators, together with peers who would offer support to the victim.

i For further information:
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachoverview.aspx>

Responding to Bullying

■ What can students do?

If it happens to me:

- › Tell the student who is bullying to stop. State quite clearly that the behaviour is against school values/rules and is offensive
- › Ignore them and walk away
- › Seek help. Talk about it to someone you trust
- › Report it to a member of staff, a trustworthy friend or buddy. Feel confident that an incident can be solved
- › Talk it over openly with your parents/caregivers – they can help you make a decision
- › Do NOT retaliate with physical or verbal abuse
- › If you are experiencing bullying on the way to or from school, tell your parents/caregivers and walk home with a friend
- › Write a description of the event and report it to a teacher. (Refer to Hassle Form)

- › Use the ABC (Avoid and move away, Be assertive and stand up for what is right & Call for help) strategy

If it happens to someone else:

- › Tell the person to stop bullying – be an ‘up stander’ not a bystander.
- › Be a friend to the person being bullied
- › Encourage the person being bullied to inform someone
- › Seek help. You can decide to do something about it and help to protect others
- › Write a description of the event and place it in the class meeting box/wellbeing email or give it to a teacher
- › Talk it over with the teacher.

i For further information:
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>

■ What can parents/caregivers do?

- › Be aware of the signs of distress in your child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged equipment or clothing
- › Inform the school of any cases of suspected bullying even if your child is not directly involved or affected
- › Take an active interest in your child’s social life and acquaintances
- › Assist your child to discuss any incidence of bullying with a teacher. If possible, allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement
- › If your child is being bullied, discourage any planned retaliation, either physical or verbal, by discussing positive strategies they can use
- › Be positive about your child’s qualities and encourage your child to be tolerant and caring

- › Be willing to attend interviews if your child is involved in an incident of bullying, and work cooperatively with the school
- › Do not deal directly with the other children or their parents/caregivers but work through and with the school
- › Discuss the school's expectations about behaviour and how best to deal with bullying.

Adapted from: *Friendly Schools and Families*



For further information:

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parents.aspx>

Bullying Prevention is a Shared Responsibility

Roles and Responsibilities

Preventing and responding to bullying is a shared responsibility of all staff, students, parents/caregivers and members of the wider school community.

The various responsibilities are outlined below.

Staff

School staff have a responsibility to:

- › Respect and support students
- › Model and promote appropriate respectful behaviour
- › Understand the school and system policies relating to bullying, behaviour, responsible use of technology and pastoral care
- › Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Guidelines
- › Provide a safe and supportive learning environment
- › Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students

Students have a responsibility to:

- › Act appropriately, respecting individual differences and diversity
- › Act as responsible digital citizens and responsible users of IT
- › Follow the school anti-bullying guidelines
- › Act as a responsible 'up stander' rather than a bystander
- › Report incidents of bullying
- › Seek support if bullied and refrain from retaliating in any bullying incident.

Parent/Caregivers

Parent/carers have a responsibility to:

- › Treat all members of the school community with dignity and respect
- › Be aware of the school anti-bullying guidelines
- › Support their children to understand bullying behaviour, to become responsible citizens and to develop responsible online behaviour
- › Support their children in developing positive responses to incidents of bullying
- › Report incidents of bullying according to the school anti-bullying guidelines
- › Work collaboratively and calmly with the school to resolve incidents of bullying when they occur.

Members of the school community

All members of the school community have a responsibility to:

- › Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- › Support the school's Anti-bullying Guidelines through words and actions.
- › Work collaboratively with the school to resolve incidents of bullying when they occur.

The following 'mediation' strategies may also be used to investigate incidents of inappropriate behaviour and reported bullying

RESPOND TO AN INCIDENT

Conflict Resolution for Children

Setting the Scene – Who's involved?

1. Identify the two main children involved in the dispute, speak with them away from other children
2. Assure them that the discussion is not intended to get anyone into trouble but to try to sort out the problem and come to an agreement
3. Tell them you would like to hear from both, in turn, what they are disagreeing/upset about
Getting the Story – Taking Turns in Listening/Talking
4. Listen to what they each have to say in turn, remember to remain neutral/objective
5. Reframe negative comments into positive comments e.g., 'Sally is being mean' can be reframed to 'What would you like Sally to do so that you can both get on together?' i.e., 'What can you do so that you both get along?' i.e. putting responsibility for outcome on the children

Resolution

6. Try to find or help formulate areas of agreement e.g. 'So you would both like to be friends with all the girls, what can you both do to make that happen?' This is put in the form of a question so they can be encouraged to generate a solution, not the adult telling them the solution.
7. Work towards getting both children to a point of agreement 'Do you think that if you could get along, then all the girls could be friends with both of you?' – win/win

Again, put in the form of a question to keep them generating the solutions/outcomes.

RESPOND TO AN INCIDENT 2

1. Following the *BEHAVIOUR MANAGEMENT PLAN*.
2. Ask the teacher to recount (in writing) the incident. This may be the teacher on duty or in the classroom where the incident occurred.
3. Ask the children to recount (in writing) the incident. Only children who were directly involved and witnessed the incident.
 - › You may want to ask a reliable student to relay the incident for everyone to hear and then ask the students to agree/disagree and add anything else.
 - › It is not necessary to ask every child if the above is clear and succinct
 - › You should relay the recount and ask for the students' consensus
4. Report back to the person who has reported the incident.

DO	SENTENCE STEM	DON'T
Reassure	We all make mistakes; we are here to clarify what happened for everyone's safety	Take sides
Use neutral language	Tell me what you saw, said, and heard	Use of respond with emotive language
Stick to the facts (quarantine the current situation)	I want to know what happened today/ with this incident reported	Rehash past events or rely on here-say
Respond in a timely and calm manner	Thank you for your report I will attend to this and get back to you	React
Listen and be present	I am going to listen to what you say and write this down	Interrupt and put your own interpretation on the recount
Document the investigation	I will write this down so we can all agree to the same recount	Rely on memory
Listen for the data	Tell me what you saw and NOT what you think you saw	Buy into the emotion
Remove from incident	Go into the office so I can discuss this with you	Let the play continue

REMEMBER:

1. GET THE FACTS AND RECORD – FOLLOW THE PROCESS
2. RESPOND TO THE PERSON WHO HAS MADE THE REPORT- RULE- EMAIL TO EMAIL, CALL TO CALL
3. FILE IN RELEVANT CHILD/REN FILE (EDUMATE)
4. REMEMBER THIS IS NOT ABOUT YOU
5. ALWAYS FEEL FREE TO HAVE SOMEONE AS A WITNESS/MINUTE TAKER WHEN MEETING WITH STUDENTS OR PARENTS.

Discipline Policy (and Guidelines)

PURPOSE

All students, their families and employees have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. This policy is intended to inform school-based guidelines and procedures for positive behaviour education and management.

The school strives to develop a faith community permeated values, which respect the dignity of each person. The creation of such an environment where people recognise and observe their mutual rights and duties, provides opportunities to build an inclusive and connected school community. Our school shares the responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships.

RESPONSES TO SERIOUS BREACHES OF STUDENT BEHAVIOUR – SUSPENSION, TRANSFER, EXPULSION AND EXCLUSION

CONTEXT

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, and discrimination.

There will be cases of unacceptable, challenging and/or at-risk behaviour, where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension, transfer, expulsion or exclusion are the options available to the Principal in consultation with the board in these situations.

Collaboration between school staff, students and parents is an important feature of student welfare and behaviour management in our school. All should be fully aware of the suspension, transfer, expulsion or exclusion procedures and their place in the context of that school's Student Welfare policies/guidelines.

The Principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, disability and developmental level of students. When dealing with a student with a disability consideration must be given to the requirements of the *Commonwealth Disability Discrimination Act 1992*, the *Disability Standards for Education 2005* and the *NSW Anti-Discrimination Act 1977*. These require, among other things, that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. These can include the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or staff member.

Where a serious disciplinary matter arises and the Principal is considering suspension of a student, the action should be taken irrespective of any action which may be taken by another agency, including the NSW Police Force. If a student's behaviour represents a risk to the student or others (for example the incident relates to violent behaviour), the Principal must ensure that steps are taken to assess the level of risk and develop any strategies consistent with the Assyrian Christian Schools Limited policies. This process should be commenced at the same time that any disciplinary action commences.

The Principal will consider whether the incident requires a notification/report to:

- › The School Board
- › FACs

CONTENT

SUSPENSION

Suspension is the temporary withdrawal from attendance at school, on the authority of the Principal. The Principal has the authority to suspend for up to five school days at a time. Extensions can be approved in consultation with the School Board.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider:

- › The safety of students and staff
- › The merit and circumstances of the case
- › Factors such as the age, individual needs, disability and developmental level of students.

Suspension is a consequence or strategy for managing challenging/at risk behaviour and is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within Student Welfare policies and guidelines.

Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as a school counsellor or learning support teacher. In some cases, suspension from school allows the school time to put measures in place for the safety of students and staff. Suspension allows time for the student to reflect on their behaviour and to accept responsibility for changing their behaviour to meet the school's expectations in the future. The school will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

In circumstances when behaviour support interventions have been unsuccessful in resolving inappropriate behaviour the Principal may impose a suspension for:

- › Repeated breaches of the school behaviour code
- › Aggressive behaviour: This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as when a student:

- › Is physically violent
- › Is in possession of a firearm, prohibited weapon
- › Uses, supplies, or is in possession of, a suspected illegal substance
- › Exhibits anti-social and extremist behaviour
- › Exhibits serious criminal behaviour.

After the completion of a suspension, a Principal may use their discretion and consider approved 'leave' (L) under certain circumstances such as, when further consultation with medical or allied health professionals is required to support the student's return to school, especially in circumstances where there is risk of harm to self or others. Reports from medical or allied health professionals should inform the Risk Management Plan, or the student's treating clinician provides a safety plan. Parents should be informed in writing if a student is placed on approved 'leave' (L).

DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

The following steps apply to suspensions.

Decision

The decision to suspend is made by the Principal in consultation with the School's Board.

a) The Principal should convene a meeting during which the student (if age appropriate), is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before a decision to suspend is made.

b) Consideration must be given to the requirements of the *Commonwealth Disability Discrimination Act 1992*, the *Disability Standards for Education 2005*, and the *NSW Anti-Discrimination Act 1977* to ensure that reasonable adjustments have been provided to support students with a disability to access and participate in education on the same basis as other students.

Notification

A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school. The Principal must ensure that adequate supervision is provided for that student at school until those arrangements are made.

a) Notification of suspension must be made to the parents in writing within two 'working school days' following the immediate verbal notification.

The notification to parents should include the:

- › Date and probable duration of the suspension
- › Specific reasons for the suspension
- › Clear expectation that the student will continue with studies while suspended

› Importance of parents cooperatively working with the school in resolving the matter

› Acknowledgement of parent responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the Principal.

a) Should parents require a support person in order to participate fully in the suspension process, including return to school meetings, a person acceptable to both the parents and the Principal may be involved, e.g. interpreter or an interagency support worker.

b) At the time of the suspension notification, parents should have access to the Student Welfare Policies.

Resolution – Return to School

a) The Return to School plan can include a Behaviour Management Plan or a Risk Management Plan, or a Safety Plan provided by the student's treating clinician. The Principal must convene a suspension Return to School meeting of personnel involved in the welfare and guidance of the student to discuss the basis on which the suspension will be resolved (e.g. student, parents, class teacher / year coordinator, support staff, counsellor). This may include asking the student to explore ways in which they can rebuild trust from the community, restore right relationships with students/staff and to re-engage in learning.

In matters where complex mental health needs such as self-harm, suicidal ideation, homicidal ideation, or anti-social and extremist behaviour has escalated to the point where the safety of self or others is severely compromised, a review with treating clinicians should be requested and appropriate reports/referrals actioned e.g. *FACS* or the *NSW Police*.

b) If parents are unable to attend the Return to School meeting, the Principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period. Where it is not possible to resolve a

suspension by the due date, alternative steps can be taken by the Principal, to resolve the suspension and facilitate the student's return to school.

If a student does not have a parent who can attend the Return to School meeting, the Principal should ensure that the student is fully informed about the resolution meeting and encourage the student to nominate a support person/adult to be present, or consider whether a Risk Of Significant Harm (ROSH) report is warranted.

d) The Principal must ensure that the suspension is recorded on the school's database and that all relevant documentation is retained on file at the school.

e) A full record should be made of the outcomes of the Return to School meeting. This should be retained on a file at the school. A copy should be provided to the student and the parents.

f) Where a student is returning from suspension following an incident that involved violence or weapons, the Principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the Return to School meeting and a Risk Management Plan be developed or a safety plan provided by the student's treating clinician. Ideally students (as appropriate) and parents should be part of the development and/or review of a Behaviour Management or Risk Management Plan.

g) The student should not be re-admitted to the school until the issues identified in the Behaviour Management, Risk Management Plan or safety plan are addressed. If the issues cannot be addressed before the final day of the suspension, the Principal must refer the matter to a range of measures to resolve the issues. While this is occurring, it may be necessary to extend the suspension or for the Principal to grant approved leave.

h) The Principal/Deputy Principal facilitating the Return to School meeting may include the following:

- ▶ Introduce all personnel and explain that the purpose of the meeting is to talk about the Return to School

plan. It is important to highlight the purpose of the plan is to assist the student's positive return to school while supporting appropriate behaviour and re-engagement in learning

- ▶ Outline the role of the support person/observer if required
- ▶ Briefly state the incident/s that led to suspension and the breach of school behavioural expectations/rules. This could include talking about who was affected by the incident/behaviour and how it impacted the school community as a safe and supportive learning environment. (Include references to the student's learning engagement/achievement levels)
- ▶ Discuss with the student, suggestions for how they can restore right relationships with those who were involved. (This could also be done prior to the meeting to allow time for the student and family to discuss options prior to the meeting)
- ▶ Outline the re-entry procedures as detailed in the Behaviour Management Plan, Risk Management Plan or safety plan. Discuss each person's role in the implementation of the plan
- ▶ Ask the student to identify what it is they have learnt and if the same situation arose, what would they do differently. (Again, this could be asked prior to the meeting to allow time for the student and family to discuss at home). In addition to this, the student could offer suggestions as to how the school and family can help/support them to make more appropriate choices in the future.
- ▶ Outline monitoring / check in procedures and the time frame for the Return to School plan
- ▶ Copies of the Behaviour Support Plan, Risk Management Plan or safety plan should be signed by all relevant parties. Specifics around expectations, support structures, consequences and time frame need to be clearly communicated.
- ▶ Discuss means of communication between school and family.

PROCEDURAL FAIRNESS

Procedural fairness is a basic right of all individuals dealing with system and school authorities. All school staff will follow these principles when decisions are made affecting the rights, interests or legitimate expectations of students and their families. This is particularly important when dealing with matters concerning student suspensions, transfers, expulsions, and exclusions.

Procedural fairness is generally recognised as having two essential elements.

The right to be heard which includes the right:

- › To know why the action is happening
- › To know the way in which the issues will be determined
- › To know the allegations in the matter and any other information which will be taken into account
- › Of the person against whom the allegations have been made to respond to the allegations.

The right of a person to an impartial decision which includes the right to:

- › Impartiality in the investigation and decision-making phases
- › An absence of bias by the decision maker.

To ensure the elements of procedural fairness are met, it is appropriate to provide students and their parents with details relating to the incident. This may involve providing a summary of behavioural incidents, complaints, reports and school responses.

TRANSFER, EXPULSION AND EXCLUSION includes:

- › Negotiated transfer – applies when it is agreed that the student should transfer to another Independent, government or systemic school, on the authority of the Principal in consultation with the School's Board.
- › Expulsion – the total withdrawal of a student's right

of attendance at the school, on the authority of the School's Board.

- › Exclusion – prevents a student's enrolment in another Assyrian Christian Schools Limited school on the authority of the Board.

When considering transfer, expulsion, or exclusion the Principal with the support of the School's Board must:

- › Ensure, except because of a most serious incident, that all appropriate learning and support strategies have been implemented and documented
- › Convene a formal disciplinary interview with the student and parents. Principals must ensure that the student and parents are given explicit information about the nature of the allegation(s) and are given the opportunity to consider and respond to the allegation(s). The key features of the interview should be documented.
- › Notify the student and the parents, in writing, that a negotiated transfer, expulsion or exclusion from the school is being considered, giving reasons for the possible action
- › Obtain and consider relevant reports from i.e., external psychologist, school counsellor that includes recommendations for further action
- › Provide the parents with a summary of behaviour breaches and school responses on which the consideration of expulsion or expulsion and exclusion is based
- › Allow seven school days for the student and parents to respond
- › Consider any response from the student and parents before proceeding further
- › Discuss with the student and the parents the implications of a negotiated transfer, expulsion, or exclusion, and provide information relating to the right to, and process for, an appeal (if the matter is to proceed). This could be done by telephone or in a meeting.

Having reached a decision to commence the expulsion or exclusion process the Principal will notify the School's Board. The School's Board will notify the Principal, and the student and parents in writing of the determination in a timely manner and will assist the family where appropriate to find an alternate educational setting. In most cases, expulsion or exclusion from a particular school for misbehaviour will be finalised in a timely manner.

COMPLAINTS & REVIEW OF DECISIONS

Complaints and/or review of decisions will be managed according to the School's Complaints Handling Policy.

SUPPORT DOCUMENTS

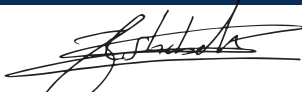
(Related Legislation/Policies/Guidelines):

- › *The Education Act 1990*
- › *The Disability Discrimination Act 1992 (Cth)*
- › *The Disability Standards for Education 2005*
- › *Work Health and Safety Act 2011*
- › *Civil Liability Act 2002*
- › *Ombudsman Act 1974*
- › *Children and Young Persons (Care and Protection) Act 1998*

- › *The Commonwealth Privacy Act 1988 (Cth)*
- › *Anti-Bullying Policy*
- › *Child Protection*
- › *Acceptable Use Policy for Internet/Intranet & Network Services*
- › *Work, Health and Safety Policy*
- › *Enrolment Policy*
- › *Complaints Handling Policy*
- › *Behaviour Management Policy*

WEBSITES

- › National Safe Schools Framework (2013)
- › Bullying. No Way!
- › Cybersmart website
- › Student Wellbeing Hub
- › National Centre against Bullying
- › Positive Behaviour Intervention Support (PBIS)
- › PBIS World
- › CASEL Social and Emotional Learning
- › Australian Curriculum Personal and Social Capability

POLICY DATES			
Date of initial implementation	Not specified	Date of last review	2026
Next review due	2027		
POLICY AUTHORISATION			
Principal	Benjamin Khoshabeh	Signature	



ST HURMIZD
ASSYRIAN PRIMARY SCHOOL

St Hurmizd Assyrian Primary School
7-9 Greenfield Road, Greenfield Park NSW, 2176

Phone (02) 8769 4000

Email admin@shaps.nsw.edu.au

www.sthurmizd.nsw.edu.au