Behaviour Management and Student Discipline Policy

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You are then the body of Christ.

1 Corinthians 12:25-27
VISION & MISSION

‘Inspired by the teachings and values of Jesus Christ, we as a Catholic community, are committed to providing a challenging education so that the future is met with faith, confidence and hope’.

The wellbeing of students, families and Staff at St John the Baptist Catholic Primary School is at the heart of our Catholic Education and the core values of;

- Common Good
- Service
- Reconciliation
- Inclusion
- Relationships
- Interconnectedness
- Interdependence
- Justice

Central to this, is ‘Preparing the Way’ for all in our community to be and become positive contributing members of society with a Catholic perspective and global citizens of the world.

Our community express these as:

Safe, Respectful Learners

PURPOSE

At St John the Baptist Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment free from intimidation, humiliation and hurt. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students. At St John the Baptist Catholic School we believe in adopting proactive strategies for defining, teaching, and supporting appropriate student behaviours in order to enhance student wellbeing.

“Promote the dignity of the individual by providing … a community where individuals are appreciated, honoured and recognised for their uniqueness ….while encouraging respect for others “

Extract from St John the Baptist Vision and Mission Statement
POLICY STATEMENT

Flowing from the Christian vision expressed in the School’s Pastoral Care & Wellbeing Policy along with the adoption of KidsMatter Framework, St John the Baptist Catholic Primary School is called to establish relationships which are grounded in love, compassion, reconciliation and justice.

St John the Baptist Behaviour Management & Student Discipline Policy takes into account the Diocesan Pastoral Care Policy, the Behaviour Management and Student Discipline Policy and Anti Bullying Policy for all Systemic Schools in Broken Bay. St John the Baptist Catholic School’s approach to discipline is based on our pastoral care for each other i.e. students, staff and parents.

“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.”

Diocesan School Student Discipline Policy

We believe Pastoral Care & Wellbeing

- has the life of Jesus Christ as its focus
- is concerned with the dignity and integral growth of the individual
- is a responsibility entrusted to all members of the faith community
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

POLICY DEFINITIONS

- **Behaviour** is defined as anything we say or do.
- **Appropriate Behaviour** is any behaviour that contributes to the positive learning environment.
- **Challenging Behaviour** is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students’ and staff capacity to function in a safe and orderly environment.
- **At Risk Behaviour** is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.
- **Bullying Behaviour** Whilst there is no universally accepted definition of bullying, there is general consensus that bullying behaviour has the following elements:
  - is deliberate and often repeated
  - intends to cause fear, distress, hurt or harm to another
  - is action by a more powerful individual or group over a less powerful individual or group

Bullying takes many forms. Examples of bullying include:

- **Physical** - hitting, pushing, tripping, kicking, spitting on others etc.
- **Verbal** - teasing, using offensive names, ridiculing, spreading rumours etc.
- **Non-Verbal** - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc.
- **Exclusion** - deliberately excluding others from group, refusing to sit next to someone etc.
- **Extortion** - threatening to take someone's possessions, food or money etc.
- **Property** - stealing, hiding, damaging or destroying property etc.
- **Cyber** - any form of bullying which is carried out through electronic means such as email, chat room, ‘sms’, web page etc.
**POLICY FRAMEWORK**

Behaviour Management and Student Discipline at St John the Baptist Catholic Primary School is authentically based within ‘KidsMatter’ framework and its five core social and emotional competencies. Additionally, Positive Behaviour for Learning (PBL) aligned to the School Rules, is embedded into whole School daily practices. PBL has a strong emphasis on teaching appropriate behaviours and providing systems of support to encourage positive behaviour which in turn enhances the wellbeing of all.

![KidsMatter Model](image1.png)

![Positive Behaviour for Learning Model](image2.png)

**SCHOOL RULES & BEHAVIOUR EXPECTATIONS**

The School Rules and Behavioural Expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at St John the Baptist Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

At St John the Baptist Catholic School, we are **Safe, Respectful Learners**

- **Safe**
  - Be in the right place at the right time
  - Have safe and caring hands and feet
  - Make good choices

- **Respectful**
  - Be a good listener
  - Speak and act with kindness
  - Care for our appearance
  - Care for property and use equipment correctly
  - Care for our school environment

- **Learners**
  - Learn and let others learn
  - Always try our best
  - Be inclusive, cooperative and take turns

---

Appendix A: St John the Baptist School Rules
Appendix B: School Rules & Behavioural Expectation Matrix

Corporal punishment by any school person or non-school person is against the law therefore, under no circumstances permitted!
PROCEDURES for SCHOOL RULES & BEHAVIOURAL EXPECTATIONS

At St John the Baptist Catholic Primary School we believe based on research that prevention strategies through education that involve the whole school community (students, staff and parents) are more likely to increase expected behaviour and reduce inappropriate behaviour or bullying. Therefore, St John the Baptist recognises we all share the responsibility to prevent bullying. The Catholic Worldview which represents the antithesis of bullying will be taught explicitly, continually modelled, clearly demonstrated and generously affirmed across all facets of school life.

1. EXPLICIT TEACHING of POSITIVE BEHAVIOURS embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc.

St John the Baptist Catholic Primary School community is committed to:

- **Teach,**
- **Practice,**
- **Apply,** and
- **Acknowledge** appropriate behaviours

_Appendix C: Specific Procedures and Processes for Teaching and Practising_

The St John the Baptist Wellbeing Team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members take on specific roles in the process to support staff and the school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

_Appendix G: Team Roles and Responsibilities_

2. PROCEDURES for ENCOURAGING POSITIVE BEHAVIOUR

St John the Baptist Catholic Primary School community is committed to acknowledging students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a variety of means

Acknowledging Appropriate Behaviours:

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class an extrinsic reward systems eg colour house points, stickers etc
- Body language strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc
- Positive comments in student workbooks
- Being chosen for responsibilities
- Class visits sharing of work / achievements
- Assembly awards (Friday fortnightly K-6)
  - **Merit awards** class teachers, teacher librarian, music teacher, learning support teacher and PE teacher, present at least one merit award for academic achievement.
  - **Safe, Respectful, Learners awards** class teachers, teacher librarian, music teacher, learning support, admin and PE teacher, present at least one Wellbeing Award (PBL) for demonstrating Behavioural Expectations.
  - **Principal Award** given to student/s nominated by staff in recognition of School Rules and Wellbeing (PBL). Nominating teacher writes a descriptive paragraph on the qualities the student demonstrates in their daily involvement and interaction with the School.

_Appendix D: SJB Awards_
3. **VIGILENT SUPERVISION:** classroom, playground and transition.

3a Teachers are to actively supervise children at all times. Teachers should note supervisory duties for the day and turn up promptly to duty. Teachers are asked to be aware of playground ‘hotspots’ – toilets, stairs, canteen etc. and visit these areas regularly throughout their supervision duty.

3b Provision of safe and structured playground spaces and activities at break times which include, proactive strategies that encourage student activities are in place.

3c SJB procedures for collecting and reviewing inappropriate behaviour and bullying data are as follows;
- Teachers Time Out slips electronically recorded on Wellbeing database.
- Analysis of Wellbeing Data of high risk areas with appropriate action taken by all staff.
- ‘Friendship Surveys’ conducted and analysed by Class Teacher each term.
- Wellbeing items discussed at each Business Meeting and actioned by all staff.
- Wellbeing Team meetings analysis whole school Behaviour Tracking Data and call to action by all staff.

At **SJB Students** are encouraged to:
- **take positive action to stop the bullying if they observe an incident immediately tell the Teacher on duty or Class Teacher**
- **do not be a bystander**
- **make it clear to their peers that bullying is not accepted**

**Staff** are expected to:
- **take positive action to stop the bullying when they observe an incident**
- **report bullying behaviours to the Principal or Assistant Principal for immediate action**

**Parents** are encouraged to:
- **listen to their child and discern fact from fiction (particularly in younger children)**
- **encourage their child to speak to the teacher on duty or Class Teacher**
- **directly contact the school (Class Teacher, Principal or Assistant Principal) if they have any concerns**

**PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS**

St John the Baptist Behaviour Management and Student Discipline Policy and practices are based on restorative principles and respectful of the dignity, rights and fundamental freedom of individual students. At the same time our policy and practice are focused on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting student behaviours, staff are encouraged to use the least intrusive methods possible.

**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’.

**Minor and Major Behaviour**

**Minor Behaviour**

Minor inappropriate behaviours are recognised as any behaviour that does not meet the School Rules and Behavioural Expectations.

**Major or Repeated Minor Behaviour**

Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of other.

**CLASSROOM**

Student has Long Time Out in ‘buddy’ class immediately after the incident for age appropriate minutes (1 minute per student’s age).

- Class teacher supervises child into buddy class and monitors the time out.
- Student returns to class and re-engages with learning.

Before the end of the day, the class teacher completes a ‘Classroom Long Time Out’ slip and leaves in PBL tray in office for daily AP collection.

In addition to the above process, if a staff member is concerned about the wellbeing of a child that staff member is to immediately inform the Principal, the Principal will then notify parents.

**PLAYGROUND**

Student is given Long Time Out age appropriate minutes (1 minute per student’s age).

- Playground duty teacher reminds student of behaviour expectation before returning them to play.
- Playground duty teacher informs relieving duty teacher or class teacher of incident.

Before the end of the day, the playground teacher completes a ‘Playground Long Time Out’ slip and leaves in PBL tray in office for daily AP collection.

In addition to the above process, if a staff member is concerned about the wellbeing of a child that staff member is to immediately inform the Principal, the Principal will then notify parents.

**Remember,**

Time Out is used to help bring about a positive change in behaviour - a circuit breaker, not purely as punitive action.

---

When all efforts at re-teaching, redirecting, removing and reminding have been exhausted, Short Time Out is used.

Time out is described as “time away from reinforcement”. For example, if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of ‘attention’ for the inappropriate behaviour.

**Classroom:** Student sits within the classroom away from others for the maximum of 5 minutes.

**Playground:** Student is asked to sit out of play for the maximum of 5 minutes.

Teacher reminds student of behaviour expectations.

Repeated Minor and Major Incidents discussed at Staff Business Meetings.

Wellbeing Team review data regularly to decide future actions.
Minor Inappropriate behaviours [teacher managed behaviours] are recognised as any behaviour that does not meet the School Rules and Behavioural Expectations.

Major inappropriate behaviours [office referred behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of another person. The consistent and repeated occurrence of minor behaviours may also be considered as major.

<table>
<thead>
<tr>
<th>Minor Teacher Managed Behaviours</th>
<th>Major Office Referred Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>any behaviour that does not meet the School Rules and Behavioural Expectations.</td>
<td>deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of other.</td>
</tr>
<tr>
<td><strong>Off task behaviours</strong> - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc.</td>
<td><strong>Repeated on going off – task behaviours</strong> – off task behaviours occurring for long periods of time or repeated over time (i.e. long duration, high frequency)</td>
</tr>
<tr>
<td><strong>Disruption</strong> - low intensity but inappropriate interruption to learning</td>
<td><strong>Disruption</strong> - sustained or intense disruption of learning</td>
</tr>
<tr>
<td><strong>Inappropriate Language</strong> – low-intensity use of inappropriate language</td>
<td><strong>Abusive Language</strong> - verbal aggression such as swearing, name calling, threats</td>
</tr>
<tr>
<td><strong>Defiance disrespect</strong> - brief or low-intensity failure to respond to teacher request</td>
<td><strong>Physical Aggression</strong> - serious physical contact where injury may/has occurred</td>
</tr>
<tr>
<td><strong>Dress</strong> - student wears clothing that is not within the expectations of school guidelines</td>
<td><strong>Defiance / disrespect</strong> - repeated refusal to follow reasonable requests / directions</td>
</tr>
<tr>
<td><strong>Property misuse</strong> - low intensity misuse of school or personal property</td>
<td><strong>Theft</strong> - having possession of or removing property belonging to someone else</td>
</tr>
<tr>
<td><strong>Technology misuse</strong> - inappropriate but low-intensity misuse of technology (phone, iPod, camera, computer etc.)</td>
<td><strong>Property damage</strong> - substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td><strong>Tardiness</strong> - student arrives late after bell</td>
<td><strong>Technology misuse</strong> - misuse of technology (phone, iPod, camera, computer etc.) which is sustained or (potentially) harmful to others</td>
</tr>
<tr>
<td>other - any other inappropriate behaviour that has low intensity</td>
<td><strong>Repeated Tardiness</strong> - repeated or sustained incidents of arriving late after the bell</td>
</tr>
<tr>
<td>other - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others</td>
<td>Appendix E: Long Time Out Data Collection Slip</td>
</tr>
</tbody>
</table>

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “Interventions for Students Presenting Challenging Behaviour” (Diocesan Behaviour Management –Curianet) in order to write and implement a “Behaviour Support Plan”. The purpose of both is to teach and support the student to develop more appropriate replacement behaviours.
St John the Baptist Bullying Response and Procedure

Bullying is viewed as a major breach of the School Rules and Behavioural Expectations therefore, any report of bullying will be investigated and appropriate action taken promptly.

Bullying (deliberate, repeated action) takes many forms which include;

- **Physical** - hitting, pushing, tripping, kicking, spitting on others etc.
- **Verbal** - teasing, using offensive names, ridiculing, spreading rumours etc.
- **Non-Verbal** - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc.
- **Exclusion** - deliberately excluding others from group, refusing to sit next to someone etc.
- **Extortion** - threatening to take someone’s possessions, food or money etc.
- **Property** - stealing, hiding, damaging or destroying property etc.
- **Cyber** - any form of bullying which is carried out through electronic means such as email, chat room, ‘sms’, web page etc.

The response to bullying at St John the Baptist is in accordance to the CSO Anti-Bullying Policy. The following procedures are immediately actioned by the school;

1. Immediate response by the Principal or Assistant Principal through investigation with all parties i.e. bully, standbyer, person bullied, teacher on duty/class teacher.
2. Consequence of bullying actioned by school.
4. Parents informed and meet with Principal, bully, Class Teacher.
5. Behaviour Management Plan developed by school and articulated to parents.
6. Student’s Behaviour Management Plan implemented by school and closely monitored until behaviour no long exists. School sanctions may continue until this time.

Any further recurrence of bullying may result in an issue of warning re: suspension and could lead to the implementation of suspension in consultation with the CSO School’s Consultant and Parish Priest.

SJB Procedure for Investigating Bullying and Follow Up!

1. Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (i.e. student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc.)

2. The initial interviews focus on the safety of individuals. This should include a clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident immediate preventative actions that will be implemented to avoid further incidents.

3. Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed. (Class Teacher and Principal meeting).

4. Follow up interviews should focus on appropriate strategies to assist and support all involved within a Behaviour Support Plan. This Plan will specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur.

5. A record of the separate interviews must be kept with Principal.

6. Regular monitoring and follow up with the students involved is necessary. (for example daily, prior to and after break times etc.)

Note: Major disciplinary sanctions are last resort actions which are only invoked with due process in the event of serious breaches of School Discipline Policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class. Before major sanctions are implemented, the school usually adopts a graduated process of other disciplinary measures, and has had ongoing discussions with the student and parent/guardian. This may involve the issuing of formal written warning of pending exercise of major sanctions.

APPENDICES
Appendix A – School Rules
Appendix B – SJB Behavioural Expectation Matrix
Appendix C – Procedures and responsibilities for Teach, Practise, Apply and Acknowledge
Appendix D – Sample of Merit awards and Safe Respectful Learners awards
Appendix E – Long Time Out Data Collection Slips (Playground and Classroom)
Appendix F – PBL Team Roles and Responsibilities

RELATED DOCUMENTS
1. Behaviour Management and Student Discipline Policy CSO
2. Anti-Bullying Policy for Diocesan Systemic Schools
3. Pastoral Care & Wellbeing Policy SJB
4. Pastoral Care Policy for Diocesan Systemic Schools
5. Anti-Harassment Policy for Diocesan Systemic Schools
6. Creating Safe and Supportive Environment, Child Protection Policy for Diocesan Systemic Schools
7. Creating Safe and Supportive Environment, Child Protection Resource Manual for Diocesan Systemic Schools
8. Professional Guidelines for School Staff in their relationship with students

SUPPORT DOCUMENTS
Support materials and professional development resources to assist school communities with student discipline are contained in CEnet and CEC Guidelines for Pastoral Care in Catholic Schools www.cecnsw.catholic.edu.au.

Written in consultation with Staff and adopted by all Staff February 2010
Reviewed 2012 by All Staff
Reviewed 2015
Review due: 2018

Principal's Signature:  
Date: 2016  
Mrs Judy Slattery
St John the Baptist Catholic Primary School

Freshwater

We are...

Safe
Respectful
Learners
<table>
<thead>
<tr>
<th>St John the Baptist Catholic Primary School</th>
<th>We are <strong>SAFE</strong> when we remember to</th>
<th>We are <strong>RESPECTFUL</strong> when we</th>
<th>We are Good <strong>LEARNERS</strong> when we</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Prepare the way”</td>
<td><strong>Responsible Decision Making</strong></td>
<td><strong>Self Awareness</strong></td>
<td><strong>Relationship Skills &amp; Social Awareness</strong></td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time. The Last Sheep (Lk15:3-6)</td>
<td>Care for our appearance. The Good Fruit (Lk6:44)</td>
<td>Include others, cooperate and take turns. Zacchaeus (Lk19:2-10)</td>
</tr>
<tr>
<td></td>
<td><strong>Responsible Decision Making</strong></td>
<td><strong>Relationship Skills &amp; Social Awareness</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safe and caring hands and feet. The Golden Rule (Mt7:12)</td>
<td>Speak and act with kindness. The Good Samaritan (Lk10:36-37)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self Management</strong></td>
<td><strong>Social Awareness</strong></td>
<td><strong>Self Awareness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Self Management</strong></td>
<td><strong>Self Awareness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Care for property and use equipment correctly. The Good Shepherd (Jn10:3-5)</td>
<td>Always try our best. Let Your Light Shine. (Mt15:14-16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Relationship Skills</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen to others The Road to Emmaus. (Lk24:13-35)</td>
<td></td>
</tr>
</tbody>
</table>

We all have the right to feel safe. We all have the responsibility to keep ourselves and others safe.

We all have the right to be respected. We all have the responsibility to respect ourselves and others.

We all have the right to learn. We all have the responsibility to learn all we can and let others learn.

Copyright: This is the intellectual property of St John the Baptist, Freshwater

**WELLBEING TEAM will …**
- Ensure a yearly lesson plan schedule is developed and adhered to in response to PBL data.
- Review the PBL lesson plans and visual supports for behaviour expectations following the yearly lesson plan schedule.

**STAFF will …**
- Use consist PBL language when interacting with school community.
- Integrate PBL focus into KLAs where applicable.
- *Explicitly* teach expected behaviours using PBL lesson plans and visual supports following the yearly lesson plan schedule.
- Evaluate the PBL learning.
- Evidence of explicit teaching and KLA integration in programs.

**WHOLE SCHOOL COMMUNITY will …**
- Participate in a PBL assembly once a term.
- Use PBL language in; school newsletter, weekly focus at assembly and Principal PBL awards.

**WELLBEING TEAM will …**
- Call for whole school/class practice times to re-teach expected behaviours when required.
- Organise demonstration/role plays of behaviours at assemblies.

**STAFF will …**
- Practise within the explicit teaching time as outlined in lesson plan and throughout the week as required.

**WHOLE SCHOOL COMMUNITY will …**
- Encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, park, excursions].

**WELLBEING TEAM will …**
- Support staff in the application of PBL behaviours eg feedback at staff meeting regarding lessons.

**STAFF will …**
- Encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, park, hall etc

**WHOLE SCHOOL COMMUNITY will …**
- Encourage expected behaviours to be applied outside of the classroom environment and across all settings within explicit teaching.
- Encourage families to support students when completing PBL home tasks.

**WELLBEING TEAM will …**
- Acknowledge staff members who are following processes.

**STAFF will …**
- Acknowledge positive behaviour using PBL language.
- Reward PBL behaviour with colour house points (“Caught you being good”)
- Reward appropriate behaviour with weekly PBL award at assembly.
- Nominate students for Principals PBL award.

**WHOLE SCHOOL COMMUNITY will …**
- Acknowledge and celebrate PBL behaviours.
Appendix D

Samples of Merit awards and Safe Respectful Learners awards

![Merit Award Certificate](image1)

![Safe Respectful Learner Award Certificate](image2)
## LONG TIME OUT DATA COLLECTION SLIPS

### MAJOR INCIDENT

#### PLAYGROUND AND CLASSROOM

**NOTE:** The Time-Out Slip must be printed on Green paper.

---

**St John the Baptist Catholic Primary School**

**Time-Out Slip**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

### Playground

**WHERE**

- □ Toilets
- □ Upper Playground
- □ Lower Playground
- □ Boxes
- □ Church Grass
- □ Park
- □ Other 

**WHEN**

- □ Before School
- □ Recess
- □ 1st Lunch
- □ 2nd Lunch
- □ After school
- □ Transition (Where)

### Classroom

**WHERE**

- □ Classroom
- □ Library
- □ PE
- □ Music
- □ Hall
- □ Other 

**WHEN**

- □ Morning session
- □ Middle session
- □ Afternoon session
- □ Transition (Where)

**WHAT**

- □ Repeated minor [description of incident]

- □ Major - Physical / Verbal - deliberate actions that are offensive or dangerous to the physical or emotional well-being of other [description of incident]

**Teacher:**

**Action:**

- □ Immediate Long Time Out [Major/Minor]
- □ Principal informed
- □ Parents informed
- □ Follow up meeting

---

ALL / ANY physical contact students must be immediately given a GREEN slip and sent directly to the principal with a reflection sheet.

---

NOTE: The Time-Out Slip must be printed on **PINK** paper.

<table>
<thead>
<tr>
<th>St John the Baptist Catholic Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time-Out Slip</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

### Playground

- **WHERE**
  - Toilets
  - Upper Playground
  - Lower Playground
  - Boxes
  - Church Grass
  - Park
- Other __________

- **WHEN**
  - Before School
  - Recess
  - 1st Lunch
  - 2nd Lunch
  - After school
  - Transition (Where)

### Classroom

- **WHERE**
  - Classroom
  - Library
  - PE
  - Music
  - Hall
  - Other __________

- **WHEN**
  - Morning session
  - Middle session
  - Afternoon session
  - Transition (Where)

### WHAT

- **Repeated minor** [description of incident]

- **Major - Physical / Verbal** - deliberate actions that are offensive or dangerous to the physical or emotional well-being of other [description of incident]

### Teacher:

<table>
<thead>
<tr>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate Long Time Out [Major/Minor]</td>
</tr>
<tr>
<td>Principal informed</td>
</tr>
<tr>
<td>Parents informed</td>
</tr>
<tr>
<td>Follow up meeting</td>
</tr>
</tbody>
</table>

NOTE: 3 Minor Incident Forms equal 1 (One) Major Incident form
St John the Baptist Catholic Primary School

INFANTS REFLECTION

Student Name: _________________________  Date:  ________________________

Circle which rule you broke?

<table>
<thead>
<tr>
<th>We are SAFE when we remember to</th>
<th>We are RESPECTFUL when we</th>
<th>We are Good LEARNERS when we</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be in the Right Place at the Right Time The Lost Sheep (Lk15:3-6)</td>
<td>Care for our appearance The Good Fruit (Lk6:44)</td>
<td>Include Others, Cooperate and Take Turns Zacchaeus (Lk19:2-10)</td>
</tr>
<tr>
<td>Have Safe and Caring Hands and Feet The Golden Rule (Mt7:12)</td>
<td>Speak and Act with Kindness The Good Samaritan (Lk10:36-37)</td>
<td>Learn and Let Others Learn The Mustard Seed (Mt13:32)</td>
</tr>
<tr>
<td>Make Good Choices The Prodigal Son (Lk15:17-19)</td>
<td>Care for Our Environment Creation Story (Gen1:1-25)</td>
<td>Always Try Our Best Let Your Light Shine (Mt15:14-16)</td>
</tr>
<tr>
<td></td>
<td>Care for Property and use Equipment Correctly The Good Shepherd (Jn10:3-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen to Others The Road to Emmaus (Lk24:13-35)</td>
<td></td>
</tr>
</tbody>
</table>

How did you feel when you behaved this way? 🎈😊😉😔😭
How could you do things differently next time? What have you learned?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
St John the Baptist Catholic Primary School

PRIMARY REFLECTION SHEET

Student Name: _________________________ Date: ____________________

Safe
• Be in the right place at the right time
• Have safe and caring hands and feet
• Make good choices

Respectful
• Be a good listener
• Speak and act with kindness
• Care for our appearance
• Care for property and use equipment correctly
• Care for our school environment

Learners
• Learn and let others learn
• Always try our best
• Be inclusive, cooperative and take turns

1. Explain what you did. How was your behaviour inappropriate?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Which of the School Rules did you not follow?

☐ Safe
☐ Respectful
☐ Learners

Which PBL focus was not followed? (See above)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. What caused you to behave this way?
   How were you thinking at the time?

3. How might others be affected by your actions?

4. How could you do things differently next time?
What have you learned?

**Student:** __________________________
**Teacher:** __________________________

**Signature**

---

**Parents,**

Please take the time to talk to your child about the inappropriate behaviour(s) and the Reflection Sheet. Once you have signed this form, please ask your child to return it to their class teacher. Thanks for your support.

**Parent:** __________________________
**Date** ______________

**Signature**
Instructions for the Administration of the Student Friendship Questionnaire.

1. Start by saying:

   *I am going to ask you to tell me how you think and feel about your friend... I will read out each question one at a time and ask you to colour in a circle or tick a box to show your answer. There are no right or wrong answers. We just want to know how you think and feel.*

2. Advise the students that only you will read what answers they have written on the sheet.

3. Ask each student to tick the box that shows what year level they are in.

4. Read each question to the class one at a time and ask them to fill it in after you have read it. Use the number of the question to direct them to the correct question.
St John the Baptist Catholic Primary School

Student Friendship Questionnaire: INFANTS
Students Kindy to Year 2

NAME: __________________________________________________________

I am a girl  ☐  I am a boy  ☐

I am in Kindy  ☐  I am in Year 1  ☐  I am in Year 2  ☐

Colour in the circle under the picture which shows your answer

1. Do you think that most children in your class are friendly and kind to each other?

Yes ☐  Only sometimes ☐  No ☐  ??? I don’t know ☐

2. Do people in your class bully other kids?

No one bullies others ☐  Only some kids bully others ☐  A lot of kids bully others ☐  ??? I don’t know ☐

What is Bullying?
Bullying is when one child or a group of children keep picking on another child. They often try to hurt them or say or do mean things to them. It isn’t bullying if children have an argument or say or just one nasty thing.
3. Have you seen other children at this school being mean to others in the playground or trying to hurt them?

I have never seen other children do that  
I have sometimes seen other children do that  
I have seen a lot of children do that  
??? I don’t know

4. If a teacher found out that someone in your class was being bullied, would that teacher do something to help them?

YES!  
Maybe  
No  
??? I don’t know

5. Is there someone you would go to if you or someone was being bullied?

Teacher  
Parent  
Friend  
Other (Who)

5. In your opinion name the students that bully other students and make them feel unhappy and not safe.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Instructions for the Administration of the Student Friendship Questionnaire.

For question five, only use the period ‘during this term’ if you administer it in the latter half of the term. Otherwise, consider changing it to ‘within the last six weeks’.

Start by saying:

I am going to ask you to complete this survey about how you think and feel and what you know about friendship and sometimes bullying. Read each question and tick the box to show your response. There are no right or wrong answers. We just want to know how you think and feel.

Advise the students that only you will read what answers they have written on the sheet.

Remind them that they can raise their hands if they want you to explain the meaning of any questions
St John the Baptist Catholic Primary School

Student Friendship Questionnaire: PRIMARY
Students Year 3 to Year 6

NAME: ____________________________________________

I am a girl    □    I am a boy    □    I am in Year 3    □

I am in Year 4    □    I am in Year 5    □    I am in Year 6    □

1. Tick one box to show whether you think that students at this school treat each other with respect

Mostly yes    □    Sometimes    □    No    □

2. Tick one box to show how you feel about being at this school

□ I feel very happy to be at this school all the time and I like this school
□ Most of the time I feel happy to be at this school and I like it
□ I have mixed feelings about being at this school –some good and some bad
□ I feel sad and unhappy about being at this school most of the time

3. Tick one box to show whether you think this is a friendly and caring school

□ Yes, this is a very friendly and caring school
□ Some of the time this school is friendly and caring
□ No, this is not a friendly and caring school most of the time
□ I don’t know

What is Bullying?
Bullying is when a student or group keep on picking on another student. They try to hurt their body, feelings, property, reputation or social acceptance. This behaviour is repeated and directed towards the same person. It can happen in person, or can happen online. A fight or disagreement between equal students isn’t bullying.
4. Tick one box to show how much bullying you think there is in your year level at this school.

- [ ] There is no bullying in my year level
- [ ] There is very little bullying in my year level
- [ ] There is a lot of bullying in my year level
- [ ] I don’t know

5. Tick one box to show how much of a problem you think bullying is at this school

- [ ] It isn’t a problem at all
- [ ] It’s a bit of a problem.
- [ ] It’s a big problem.
- [ ] I don’t know

6. Remember how bullying is defined. If you have forgotten, go back to the first page and check. How safe do you feel from being bullied at school?

- [ ] I feel very safe from being bullied at school all the time
- [ ] I feel reasonably safe from being bullied at school most of the time
- [ ] I don’t feel safe from being bullied at school a lot of the time

7. Have you been bullied at this school during this term?

- [ ] No, I haven’t been bullied at all during this term
- [ ] I have been bullied a few times during this term
- [ ] I have been bullied a lot during this term

8. If a teacher at this school found out that a student was being bullied, would they quickly act to try and stop it and help the person being bullied?

- [ ] Yes, all teachers at this school would quickly try to stop it
- [ ] Most teachers would quickly try to stop it
- [ ] Some teachers would quickly try to stop it
- [ ] I don’t know

9. Does our school teach you what you should do if you are being bullied?

- [ ] YES,
- [ ] NO
- [ ] I don’t know

If YES, what have you been taught?
10. Tick one box in each line to show how safe you think each of these places are. ‘Safe’ means that you think no one will bully you there.

<table>
<thead>
<tr>
<th>Place</th>
<th>This is a very safe place</th>
<th>Sometimes this is not a safe place</th>
<th>This is often not a safe place</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class with the teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the playground at lunch or recess.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the toilets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the bus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lining up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking to and from the park.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Tuckshop line.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the park.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Write down any other places in this school which you think are unsafe because you might get bullied.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. Can you name students that bully other students and make them feel unhappy or unsafe?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

13. Are you happy with what the school is doing to stop bullying and create a respectful and safe school?

☐ Yes
☐ Maybe
☐ No
☐ I don’t know
### Wellbeing Committee Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Chairperson**    | • Develop agenda from previous minutes and input from staff  
                      • Facilitate meeting  
                      • Follow up on assigned tasks between meetings  
                      • Remind members of their roles and responsibilities  
                      • Email agenda and meeting time/location one week prior to meeting |
| **Recorder**       | • Record minutes using PBL format  
                      • Distribute minutes to PBL members |
| **Data-Base Manager** | • Collects and analysis data  
                          • Summarise data from previous month  
                          • Present data to PBL team |
| **Communication Coordinator** | • Report progress and data-based feedback to staff for actions to be implemented  
                                     • Communicates PBL focus to parents through newsletter (students work, blurb)  
                                     • School notice boards regularly updated.  
                                     • Maintain systems of communication with staff, students and school community (weekly focus at assembly) |
| **Time Keeper**    | • Monitor agenda items and topics  
                      • Keep the group focused and moving during meeting time  
                      • Monitor start and finish time |
| **Coach**          | • Attend all meetings  
                      • Collect SET data once a year  
                      • Connections with other PBL schools in the cluster / diocese |