

St John the Baptist Catholic Primary School



BEHAVIOUR MANAGEMENT GUIDELINES and PROCEDURES

'Prepare the Way'

St John the Baptist Catholic Primary School

BEHAVIOUR MANAGEMENT GUIDELINES and PROCEDURES

1. PURPOSE

All students, their families and employees within the Broken Bay Diocesan Schools System (DSS), 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. These Guidelines outline procedures used to promote a safe and supportive learning environment which maximizes teaching and learning time for all students.

Catholic schools strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. This provides opportunities for school communities to build a sense of acceptance, inclusion and connectedness for all students. Catholic schools, share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”

The St John the Baptist Behaviour Management Guidelines and Procedures are implemented within the context of related Diocesan Systemic Schools (DSS) policies such as; Behaviour Support, Anti-Bullying, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

School Vision and Mission Statement

‘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;

- **Courage**
- **Compassion**
- **Humility**

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 as global citizens of the world.

DEFINITIONS:

- ❖ **Duty of Care:** Every teacher, staff member and school authority owes students in their care a duty to take reasonable measures to protect students from risks of harm that are reasonably foreseeable.
- ❖ **Behaviour** is defined as anything we say or do.
- ❖ **Appropriate Behaviour** is expected behaviour that positively contributes to the learning and successful socialization of a student.
- ❖ **Inappropriate Behaviour:** Behaviour which does not comply with the school or class rules and values.
- ❖ **Challenging Behaviour** is any behaviour that significantly challenges the day to day functioning of the class or school. The behaviour impacts on learning and interrupts students’ and staff capacity to function in a safe and orderly environment.

- ❖ **At Risk Behaviour:** This 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 behaviour takes many forms such as;

- **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.
- ❖ **Minor Inappropriate Behaviour:** Behaviours that does not meet the School/Class Rules however, with minor adjustments of reminding and re-teaching or a short time out, changes the inappropriate behaviour into the student making a positive change.
 - ❖ **Major Behaviour:** Are inappropriate behaviours identified as deliberate actions are offensive and/or dangerous to the physical and/or emotional wellbeing of others.
 - ❖ **Time Out:** Purpose is for the student to have time away from distraction to focus and reflect on building positive skills and developing alternative preferred behaviour.

UNDERSTANDING:

- The term 'parent' or 'parents' include any person or persons having custody or care of a child.
- Teacher managed inappropriate behaviours, are recognised as any behaviour that does not meet the class or school behavioural expectations.
- School leadership referred inappropriate behaviour, are identified as deliberate actions that are offensive and/or dangerous to the safety, physical and/or emotional wellbeing of others. The consistent and repeated occurrence of minor behaviour can be considered as major behaviour.

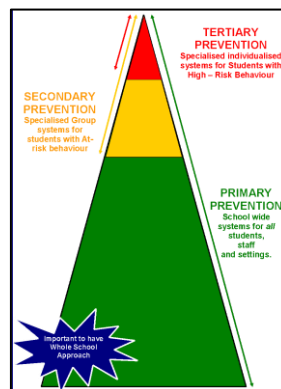
SJB BEHAVIOUR MANAGEMENT FRAMEWORK:

All staff and students are explicitly taught about behaving in a safe, respectful and responsible way. Thus, behaviour at St John the Baptist Catholic Primary School is supported by the BE YOU (formerly KidsMatter) and Positive Behaviour for Learning (PBL) frameworks that focus on developing safe and supportive learning environments and strengthening students social and emotional competencies. The school rules are embedded into school daily practices. BE YOU and PBL are evidence based frameworks that inform our school procedures and practice to optimize student wellbeing and learning.



Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2009).

Social & Emotional Competencies



Positive Behaviour for Learning (PBL)

BE YOU (formerly KidsMatter)

BE YOU promotes a mentally healthy community through a focus on resilience, social skills and character traits. Teaching students the SEL skills (self-awareness, self-management, social awareness, relationships and responsible decision-making) are foundational competencies that students' need in order to develop pro-social skills and positive behaviour that optimises student engagement in learning and wellbeing.

Positive Behaviour for Learning (PBL)

St John the Baptist has PBL embedding in the school culture and consistently focuses on sustaining our whole school multi-tiered approach to the prevention and intervention of behaviour progress at increasing levels of intensity through monitoring and data analysis. PBL has a strong emphasis on *teaching* appropriate behaviours and providing a system of support to encourage positive behaviour. The school proactively 'grows the green' to maximize student achievement, promote positive classroom interactions and reduce behavioural problems so that the school remains a safe and supportive environment for all.

Tiers 1 - 3 System

Tier 1: All students and staff explicitly taught about behaving in safe, respectful and responsible way across all school settings. The emphasis is on educating and encouraging positive social skills and character traits. Teaching students the SEL skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are foundational competencies that students need in order to develop pro-social skills and positive behaviour that optimises student engagement in learning.

Tier 2: Students whose behaviours do not respond to Tier 1 supports are provided with additional preventative learning opportunities, including: (a) more targeted social skills instruction; (b) increased adult monitoring and positive attention; (c) specific and regular daily feedback on their behavioural progress; and (d) additional academic supports if required.

Tier 3: Students whose behaviours do not respond to Tier 1 and II supports are provided with intensive preventative strategies, including: (a) individualised academic and/or behaviour intervention planning; (b) more comprehensive, student-centred and function-based wrap-around processes; and (c) school-family-community mental health supports as required.

2. BEHAVIOURAL EXPECTATIONS

St John the Baptist Behaviour Management Guidelines & Procedures outline the behavioural expectations for students that contribute to a safe and supportive learning environment underpinned by the School Rules of *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 1: SJB Wellbeing Matrix

3. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

St John the Baptist implements positive behaviour. A school wide system approach which are proactive strategies for defining, teaching, and supporting appropriate student behaviour.

Whole School Procedures:

The whole school procedures for teaching the School Rules and behavioural expectation to students are part of regular proactive school measures to ensure all students feel safe and supported, and are definitively not reactive responses to inappropriate behaviour. Whole school strategies implemented include; Peer Support Programs, Buddy Program, PDH lessons, explicitly taught Social and Emotional (SEL) skills, whole school tracking of each students SEL skills, Senior Student Leadership Team and training, PBL focus at assemblies and explicitly taught PBL lessons, Friendly Schools Plus units taught each term and Wellbeing Club conducted weekly at lunch time. Each of which are implemented and taught to support positive student engagement.

School Communication:

School Rules and behaviour expectations are communicated to the whole school community through;

- Displaying School Rules in all classes and outside areas around school.
- Class Teachers' Curriculum Overview given to parents each term.
- School website displays the school rules, values, mission statement and motto.
- The School's Google Parent Site (GPS) includes; School Rules and values, articles, wellbeing strategies for parents to use and growth continuum of SEL skills in Competencies.
- Newsletters/ Google Parent Site include reminders and parent tips.
- Parent orientation and information sessions conducted annually.
- 'Staff Processes and Procedures' handbook, 'Casual Teachers Handbook', 'Volunteers Handbook' and 'A-Z Parent Guide' is updated and distributed annually.
- Class teachers report to parents on students' SEL skills in the Semester One and Two Reports.
- Parent Educational Sessions eg SEL Skills and Competencies, **KidsMatter**.
- School PBL Rules are communicated at whole school assemblies fortnightly.
- SJB Code of Conduct is distributed annually to all members of the school community.
- '3 Way Conference' with class teacher, student and parent.
- School Evacuation Procedure taught and regularly practised and reviewed by staff.
- Lock down procedure taught, regularly practised and reviewed by staff.
- 'Red Card' emergency alert procedure regularly practised by nominated students from each class.

Teacher Expectations:

Expected academic and social behaviours are taught directly to all students in classrooms and across other school settings and locations. (Classroom walkthroughs, professional development calendar, lesson plans).

- Teacher explicitly teaches the class, expected behaviour, organisation and management procedures aligned to school expectations of behaviour and management.
- Teacher and students co-construct class rules and expectations.
- Teacher conferences with each student to collaboratively set a learning goal and Social and Emotional (SEL) goal. Teacher records each student's 'smart' goals in both learning and SEL and monitors progress. Once achieved through students consistent application, teacher repeats the process for new smart goals.
- Teacher consistently explicitly teaches class and school rules, and expected behaviours at student/class point of need.
- Teacher acts immediately on student inappropriate behaviour, implementing **Minor** Consequence procedural steps or **Major** Consequence procedural steps (**Appendix 2 Flow Chart** and **Appendix 3 Major Behaviour and Consequences**)
- Teacher may deem it necessary to give student a 'Warning Card' as a visual reminder. (**Appendix 4**) or Self Monitoring form to support student change of behaviour (**Appendix 5**) and/or Reflection Form (**Appendix 6**)
- Teacher tracks each students SEL skills on whole school student tracking system.
- Teacher monitors student behaviour and acknowledges improved behaviour through teacher feedback.
- Teacher provides whole class with school's 'Friendship Survey' to complete at the end of each term or when necessary to reinforce school's Zero Tolerance for Bullying. (**Appendix 7**)
- **Teacher must inform Principal of any bullying behaviour or complaint of bullying from parent or student.**
- Explicitly teach and practice with all students, school emergency procedures.
- Each Teacher enlists two students at the commencement of the year to be 'Red Card' holders for the year. Teacher explicitly teaches Red Card students the emergency procedure of alerting the Principal or another teacher of an emergency. Red Card students in every class are regularly reminded and practice 'Red Card' procedures i.e. informing next door Class Teacher, School Office who immediately contact the school Principal. (**Appendix 8, Red Card**)

Classroom Expectations:

- Class rules and expectations predominately displayed in each classroom.
- Wellbeing Matrix with School Rules predominately displayed in every classroom.
- Fortnightly PBL focus displayed in all classrooms.
- SEL Continuum displayed in classroom to encourage students to increase skills through agency with knowing what to work towards or what's next.
- Designated 'Minor Time Out' area in all classrooms with school and class rules displayed as reminders and to assist reflection of appropriate behaviour.
- Students record whilst in 'Minor Time Out' appropriate behaviour they need to practice to achieve optimal learning and/or positive relationships with others. This may commence with student/teacher conference
- Lock down procedure displayed in all classrooms and school areas eg hall, canteen, library, music room. (**Appendix 9**)
- Evacuation procedure displayed in all classrooms and school areas eg hall, canteen, library, music room. (**Appendix 10**)
- Emergency 'Red Card' in each classroom next to door.

Wellbeing Team:

The School's Wellbeing Team consists of; Chairperson, Communication Officer, Recorder, Data Manager, Time Keeper and Coach with each member having defined roles and responsibilities. The Wellbeing Team meet regularly each term to; discuss agenda items, analyse data, record minutes of meeting, collaboratively develop most appropriate action required and report to the whole staff with a data summary, actions to be addressed and collaboratively agreed upon for implementation eg hot spots, use of or more play equipment, rules of games etc. Wellbeing Team/staff review Tiers 1,2 & 3 Fidelity Inventory.

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St John the Baptist community is committed to recognizing and acknowledging positive behaviour. The school encourages positive behaviour through *'Catching Students Doing the Right Thing'*.

- **ALL Staff:** 'Catch student/s doing the right thing' and reward with; verbal praise, Colour House points, praising student in front of other teachers, Wellbeing Award.
- **Class Teachers:** verbal acknowledgment, body language acknowledgment eg smile, nod, positive written comments, stickers, Colour House points, Wellbeing Award, Merit Award, student chosen for special responsibility, displaying work, student shows work to other classes/Principal.
- **School Level:** At Monday assemblies the school recognises student personal achievements in and outside school activities. At Fridays Assemblies (fortnightly) students are presented with awards of school achievements ie for positive learning, following school rules and caring for others wellbeing.
 - a. **Merit Awards** class teachers, teacher librarian, music teacher, learning support teacher and PE teacher, present at least one merit award for academic achievement
 - b. **Wellbeing Award** class teachers, teacher librarian, music teacher, learning support, admin and PE teacher, present at least one Wellbeing Award (PBL) for demonstrating Behavioural Expectations.
 - c. **Principal Award** given to student/s nominated by staff in recognition of their consistent efforts following the School Rules, pastoral care towards others' Wellbeing and their own learning. Nominating teacher writes a descriptive paragraph on the qualities the student demonstrates in their daily involvement and interaction with the School.
 - d. **Annual School Awards:** McMahan School Spirit award (Catholic Character), Samaritan School Award for Disposition and agency. Awarding Colour House points.

VILIGENT SUPERVISION: classroom, playground and transition.

Teachers are expected 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.

PLAYGROUND & PARK: The school provides safe playground and park spaces with structured activities using sport equipment at all recess and lunch breaks.

LUNCHTIME CLUBS: Children have the option to attend lunchtime clubs as a preference to playground and park activities. Lunchtime Clubs are extremely varied and supervised by a qualified teacher.

5. PROCEDURES for RECORD KEEPING and MONITORING BEHAVIOUR

St John the Baptist collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. This includes:

- All teaching staff are expected to collect and monitor the data at a class level and school level.
- All staff are able to hand out minor time outs, these are to be recorded in One Note. On the students third time out within a reasonable period of time based on the professional judgment of the teachers they are to receive major time out and a reflection form goes home for parents to discuss with their child in support of the school behaviour expectations, sign and return to teacher.
- Teachers use online SJB student tracking document to monitor occurrence of major time outs given to students. The following information is included in data collection of specific incidents - a) student/year, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) type of incident (g) location, (h) brief description of incident eg. Persons involved (i) possible motivation, (j) action/follow up, (k) school rule broken.

- Wellbeing Team has instantaneous access to graphed reports summarising behaviour data organised by the frequency of problem behaviour, location, time of day, and by individual student.
- Individual teaching staff report at the fortnightly staff meeting and all staff view whole school tracking to **'grow the green'**.
- Wellbeing Team meet twice a term to review behaviour incident data and develop strategies which are then collaboratively discussed at staff meetings and implemented by all staff.
- The collection and analysis of student's SEL Tracking, Behaviour data, 'One Note' and Confidential student files includes information about: minor or major timeouts, suspensions, counselling referrals, referrals to the CSO Wellbeing or Child Protection teams, office/year coordinator/learning support referred behaviour, parent complaints, attendance, merits and awards.

6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

St John the Baptist Behaviour Management Guidelines and Procedures are based on restorative principles that support students to restore right relationships and re-engage in learning. These procedures are respectful of the dignity, rights and fundamental freedoms of individual students, and at the same time are focused on the effective running of the school for the benefit and common good of all.

6 a. Wellbeing: School

- Positive verbal and written feedback
- Whole School engagement of fortnightly PBL focus
- Classroom teachers explicitly teach fortnightly PBL focus.
- *Peer Support Program*
- *Buddy Program*
- *BE YOU Training - Staff and Students*
- *PDH lessons*
- *Friendly Schools Plus*
- Wellbeing Team regularly meet to analysis student data

6 b. Social and Emotional Learning:

- Classroom teachers explicitly teach Social and Emotional skills each term using 'Friendly Schools Plus' program.
- SEL Goals set by individual students at the commencement of each term.
- Home and School partnership: students to discuss their goals with parents each term to help establish an understanding and home link to school learning and development.
- Individual reflection of SEL goals at the end of each term.
- Time Out practices and procedures.

6 c. Cyber Safety Awareness for Students:

- Lessons K-Year 6
- Police Visit Stage 2 and 3 classes
- Kids Help Line on all class Weebly pages

6 d. Parent Information:

- Social and Emotional Learning
- Behaviour Management procedures at SJB
- Cyber Safety sessions
- BE YOU
- SJB Google Parent Site and Newsletters

6 e. Awareness Days:

- Anti-Bullying Plays
- National Day of Action against Bullying and Violence Day
- Safer Internet Day
- Child Protection Week (September)

6 f. Learning Support:

- Social Stories
- Visual Timetables
- Explicit teaching of Social Skills

Students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including:

- (a) more targeted social skills instruction;
- (b) increased adult monitoring and positive attention;
- (c) specific and regular daily feedback on their behavioural progress; and
- (d) additional academic supports if required.

Teacher managed inappropriate behaviours which do not meet the class and school's expectations may result in the student receiving a Minor Time Out and Reflection.

Minor Time Out: A student may be given time away from the class or a situation if he/she has not adhered to the two previous reminders by the teacher, this is called a 'Minor Time Out'. The purpose of the 'Minor Time Out' is for the student to grow as a positive individual through the assistance for reflection upon their expected behaviour following the class/school rules. Supervising teacher records Minor Time Out in One Note. Teacher monitors behaviour and acknowledges positive behavioural changes, as 2 Minor Time Outs = a Major Time Out.

The time given for a '**Minor Time Out**' is **one minute per age that is; 6 years old = 6 minutes, 12 years old = 12 minutes.** Teacher monitors student's improved behaviour through student/teacher conference with Student Self-Monitoring form.

Major Time Out: Is given to a student who has already received two 'Minor Time Outs' yet, continues inappropriate behaviour or demonstrates a major behavioural breach of the school/class rules and expectations.

7. PROCEDURES FOR RESPONDING TO OTHER CHALLENGING or AT RISK BEHAVIOURS

Students whose behaviours do not respond to Tier 1 and 2 supports, are provided with intensive preventative strategies, including:

- (a) Individualised academic and/or behavior support planning;
- (b) more comprehensive, student-centered processes; and
- (c) school-family-community mental health supports as required.

Challenging or at risk behaviour is any behaviour that significantly impacts on the day to day functioning of schools. Challenging or at risk behaviour is best understood as a continuum which ranges from students' requiring universal classroom-based support, to the most complex social and emotional needs requiring an individualised approach. Our school implements the following strategies to support and manage challenging/at risk behaviour.

Procedural Steps for Response:

- 1) Student with challenging behaviour is immediately removed from the situation.
- 2) A member of the School Leadership Team is informed by the supervising teaching.

- 3) Student spends time in the school office (cool off place) where a Leadership Team Member deals with the situation appropriately by supporting student and focusing on teaching skills and desired behaviours.
- 4) Supervising teacher contacts parents to inform them of the situation and the school procedures with inappropriate behaviour.
- 5) Student completes a School Reflection Form at school, reflecting upon actions and discerning ways they can action to change behaviour and engage with other in an appropriate and positive manner.
- 6) The School's Reflection Form goes home with the student and given to the parents who play a vital role in reinforcing expected desirable behaviour of their child's for optimal success at school.
- 7) Students with continued challenging behaviour are supported through collaboratively developing an Individualised Learning Plan or Behaviour Support Plan ([Link to form in Appendix 11](#)) with achievable goals and targets.

Contact Person: Judy Slattery (Principal) in absence Marylynne Heffernan (Assistant Principal)

Individualised Risk Management Plan: Collaboratively created and implemented with principal, classroom teacher, parent and student. ([Link to form in Appendix 11](#))

Referrals to specialists based on assessment of student's needs by teacher and Principal eg. counselling, *behaviour support plan, risk management plan or safety plan, mentor program, comprehensive, student-centred and function-based case management, school-family-community mental health supports*

Serious Behavioural breach which instigates Suspension, Negotiated Transfer, Expulsion and Exclusion are outlined in the [Diocesan Behaviour Support Policy](#) and the following Suspension;

Suspension: If your child is suspended then the Principal/delegate will:

- Meet with the student and outline the reasons for the suspension (if age appropriate)
- Phone to advise parents of the suspension and discuss pick up arrangements or transport home
- Provide written confirmation outlining the reasons for the suspension within two working days, the start and end date, contact person and the return to school meeting date
- Convene a return to school meeting with student and parents to discuss how the matter will be resolved, monitored and how feedback will be provided to the student and parents

Professional Development for staff:

MAPA (Management of Actual or Potential Aggression)
 Mental Health First Aid Training
 Positive Behaviour for Learning Training
 BE YOU Training
 Student Wellbeing Inservice days

Serious Incidents:

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Critical incident management is informed by the CSO [Guide for Managing Critical Incidents in Schools](#).

Principals will notify the School's Consultant, FACs, NSW Police, the CSO Child Protection Team or the CSO Wellbeing Team as required.

8. PROCEDURES FOR RESPONDING TO BULLYING BEHAVIOUR

St John the Baptist has a ZERO tolerance for bullying!

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 rumors 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, bystander, victim, teacher on duty/class teacher.
2. Consequence of bullying actioned by school.
3. Bully completes Reflection sheet.
4. Parents informed and meet with Principal, bully, Class Teacher.
5. Behaviour support plan (BSP) is developed by school specifically identifying the inappropriate behaviours, naming replacement behaviours, outlining strategies to support the replacement behaviours and reinforcing both negative and positive behaviours when they occur.
6. Student BSP is communicated to parents for them to support and assist student.
7. Student behavior support plan implemented by school and closely monitored until behaviour no longer 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.

Procedure for Investigating Bullying at St John the Baptist.

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 focus on appropriate strategies to assist and support all involved. This may include Independent Management Plan for each student involved eg victim, bystander and bully.
5. A record of the separate interviews must be kept with Principal. Regular monitoring and follow up with the students involved is necessary. (for example daily, prior to and after break times etc.)
6. Review of the Independent Management Plan to modify/amend strategies and support.

9. ROLES & RESPONSIBILITIES

Principal:

The Principal has a responsibility to:

- Ensure a safe, secure and harmonious learning environment for students and staff
- Monitor the implementation of the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Ensure staff are provided with training and development opportunities in behaviour management as required
- Ensure that students receive explicit instruction on the school's behavioural expectations/school rules
- Ensure records of behaviour incidents will be kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour
- Provide access to the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school are managed in accordance with procedures outlined in the [DSS Behaviour Support Policy](#).

Staff:

Staff have a responsibility to:

- Implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Respect and support students
- Model appropriate respectful behaviour
- Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing
- Respond in a timely manner to incidents of inappropriate/challenging/or at risk behaviour according to the school's Behaviour Support Guidelines.

Students:

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity
- Act as responsible digital citizens
- Follow the school behavioural expectations (rules)
- Act as responsible bystanders or 'up-standers' for others who are being disrespected
- Report incidents of inappropriate/challenging/or at risk behaviour to teachers/school counsellor
- Seek support if they need help with behaviour or relationship matters such as, resilience, bullying or cyberbullying incidents.

Parents:

Parents have a responsibility to:

- Support the [DSS Behaviour Support Policy](#) and [Sustaining Strong Catholic School Communities Policy](#) and school Behaviour Support Guidelines
- Treat all members of the school community with dignity and respect
- Support their children to adopt positive pro-social behaviours (inclusive of online behaviour)
- Work collaboratively with the school to resolve behaviour matters
- Report incidents of inappropriate/challenging/or at risk behaviour according to the school's guidelines.

The Catholic Schools Office (CSO):

The CSO has the responsibility to:

- Support schools to implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Provide support to Principals in the management of challenging/or at risk behaviour.

10. RESOURCES

National Safe Schools Framework (2013)

[Bullying. No Way!](#)

[Cybersmart website](#)

[Safe Schools Hub](#)

[National Centre Against Bullying](#)

[Positive Behaviour Intervention Support \(PBIS\)](#)

[PBIS World](#)

[CASEL Social and Emotional Learning](#)

[Behavior Doctor](#)

11. SUPPORT DOCUMENTATION

CSO Behaviour Support Policy and Behaviour Support Guidelines

CSO Pastoral Care Policy and Framework for Learning

CSO Anti-Harassment Policy

CSO Anti Bullying Policy

CSO Enrolment Policy

CSO Complaints Handling Policy

CSO Sustaining Strong Catholic Schools Community Policy

CSO Guide for Managing Critical Incidents in School

Acceptable User Policy for Internet/Intranet CSO and SJB

12. REVIEW

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.













Date issued: 2015

Date Reviewed: 2018

Date of next review: 2021

Principal's Name: Mrs Judy Slattery

Principal's signature: _____

	<p>We are <u>SAFE</u> when we remember to</p>	<p>We are <u>RESPECTFUL</u> when we</p>	<p>We are Good <u>LEARNERS</u> when we</p>
<p>St John the Baptist Catholic Primary School FRESHWATER</p> <p><i>"Prepare the way"</i></p> <p>All Areas at all times</p>	<p>Responsible Decision Making</p>  <p>Be in the right place at the right time. The Lost Sheep (Lk15:3-6)</p> <p>Responsible Decision Making</p> <p>Safe and caring hands and feet. The Golden Rule (Mt7:12)</p>  <p>Self Management</p>  <p>Making good choices The Prodigal Son. (Lk15:17-19)</p>	<p>Self Awareness</p> <p>Care for our appearance. The Good Fruit. (Lk6:44)</p>  <p>Relationship Skills & Social Awareness</p>  <p>Speak and act with kindness. The Good Samaritan (Lk10:36-37)</p>  <p>Social Awareness</p> <p>Care for our Environment. Creation Story (Gen1:1-25)</p>  <p>Self Management</p> <p>Care for property and use equipment correctly. The Good Shepherd (Jn10:3-5)</p>  <p>Relationship Skills</p> <p>Listen to others The Road to Emmaus. (Lk24:13-35)</p>	<p>Relationship Skills & Social Awareness</p> <p>Include others, cooperate and take turns. Zacchaeus (Lk19:2-10)</p>  <p>Self Awareness</p> <p>Learn and let others learn The Mustard Seed (Mt13:32)</p>  <p>Self Awareness</p> <p>Always try our best Let Your Light Shine. (Mt5:14-16)</p> 
<p>Copyright: This is the intellectual property of St John the Baptist, Freshwater</p>	<p>We all have the right to feel safe. We all have the responsibility to keep ourselves and others safe</p>	<p>We all have the right to be respected. We all have the responsibility to respect ourselves and others.</p>	<p>We all have the right to learn. We all have the responsibility to learn all we can and let others learn.</p>

St John the Baptist Behaviour Flow Chart

Minor Behaviours	Consequences	Major Behaviours	Consequences
<ul style="list-style-type: none"> • Disrespectful Verbal Language: back chatting, idiot, put downs, nasty tone, loser, mimicking, different variations of languages. • Disrespectful non-verbal: gestures, loser sign, eye rolling, - Intent, tone and meaning considered. • Exclusion • Physical contact: Flicking hat, invading personal space, tripping, pushing in lines. • Not being in the right place at the right time: not lining up in a timely manner at the end of recess and lunch, out of bounds, playing in the toilets. • Misuse of property. • Non-compliance: not responding to teacher instruction. • Off task: disruption, rocking on chair, calling out, inappropriate use of device, wandering around the room, task avoidance, unwarranted talking in class. 	<p>Step 1: First warning – Supervising teacher reminds student of appropriate behaviour. Teacher may give student a warning card as a visual reminder.</p> <p style="text-align: center;">↓</p> <p>Step 2: Second Warning – Teacher reminds student the next step is Time Out. Teacher may give student a warning card as a visual reminder.</p> <p style="text-align: center;">↓</p> <p>Step 3: Student receives Minor Time Out or self-monitoring in Reflection area and student completes Reflection Form.</p> <p style="text-align: center;">↓</p> <p>Step 4: Supervising teacher records Minor Time Out in One Note. Teacher monitors behaviour and acknowledges positive behavioural changes, as 2 Minor Time Outs = a Major Time Out.</p>	<ul style="list-style-type: none"> • Repeated Minor Behaviours/Time Outs. • All types of bullying (repeated deliberate). • Abusive verbal language e.g swearing, racial slurs, discrimination, put downs. • Offensive gestures. • Defiance & Disrespect e.g. no, refusal to teacher. Repeated, targeted exclusion. • Intentional property damage. • Serious Technology misuse e.g cyberbullying, searching for inappropriate material. • Theft e.g. iPad/ money. • Absconding. • Intentionally out of bounds/ hiding from teacher's line of sight. 	<p>Step 1: a) Student receives Time Out and given a Reflection Form. Referring Teacher contacts parents (casual teacher to inform class teacher if onsite or AP). Record Major Time Out in One Note.</p> <p style="text-align: center;">↓</p> <p>Step 2: Student has Time Out with Principal or AP to complete Reflection Form and discuss behaviour.</p> <p style="text-align: center;">↓</p> <p>Step 3: a) Student takes completed Reflection Form home to discuss behaviour with parents. b) Parents sign Reflection Form. c) Student returns Reflection Form to issuing teacher.</p> <p style="text-align: center;">↓</p> <p>Step 4: Major Behaviours/Time Outs parents meet with Principal, class teacher and student to devise and implement 'Behaviour Support Plan'.</p> <p style="text-align: center;">↓</p> <p>Step 5: Monitoring of Behaviour Support Plan by staff.</p> <p style="text-align: center;">↓</p> <p>Step 6: Continued behaviour CSO advised and Suspension or Expulsion Policy and Procedures followed accordingly.</p>

ST JOHN the BAPTIST CATHOLIC PRIMARY SCHOOL

School leadership referred inappropriate behaviour, are identified as deliberate actions that are offensive and/or dangerous to the safety, physical and/or emotional wellbeing of others. The consistent and repeated occurrence of minor behaviour can be considered as major behaviour.

MAJOR BEHAVIOURS	CONSEQUENCES						
	Reflection Sheet	Time Out	Contact Parents	Active Apology	Extended Time Out with Principal or AP (Up to 5 Days)	Suspension (according to CSO Policy)	Expulsion (according to CSO Policy)
Abusive verbal language e.g swearing, racial slurs, discrimination, put downs	X	X	X	X			
Offensive gestures	X	X	X	X			
Defiance & Disrespect e.g. no / refusal to teacher	X	X	X	X			
Physical aggression with intent to harm	X	X	X	X	X	Dependent on severity	Dependent on severity
Repeated, targeted exclusion	X	X	X	X			
Intentional property damage	X	X	X	X	Dependent on severity		
Repeated Minors	X	X	X				
Serious Technology misuse e.g cyberbullying, searching for inappropriate material	X	X	X				
Serious theft e.g. iPad/ money	X	X	X	X			
Absconding	X	X	X				

Intentionally out of bounds/ hiding from teacher's line of sight	X	X	X				
--	---	---	---	--	--	--	--

St John the Baptist Catholic Primary School

Sample of Student Warning Card



WARNING!



Please stop what you are doing and rethink your behaviour choice.

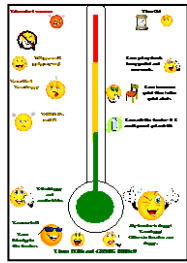
Bring this card back to me when I am not busy and tell me...

- 1. What you were doing wrong?**
- 2. How did your actions affect others?**
- 3. What would have been a better choice to make?**

ST JOHN the BAPTIST CATHOLIC PRIMARY SCHOOL

Student Self Monitoring (Example 1)

How well did you do today?



Green – all good!



Orange – not so good – but good choices made!

Red – time out needed.

Teacher: _____

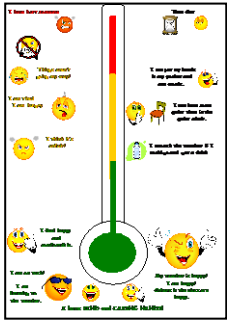
Student: _____

Principal: _____

Week Term 4	Monday					Tuesday					Wednesday					Thursday					Friday				
	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm
<p>Learn and Let others learn-</p> <p>I tried my best to do my work in class. I did the work the teacher asked me to do.</p>  <p>I let others do their work.</p>																									
<p>Gentle Hands</p>  <p>I remembered to walk away.</p> <p>I kept in my own space.</p> <p>I remembered to walk away when things didn't go my way.</p> <p>I remembered to use 'quiet' time to 'cool off'.</p>																									

Student Self Monitoring (Example 2)

I can use safe and caring hands.



Green – all good!


Orange – some good choices made!

Red – time out needed.

Teacher: _____

Student: _____

Principal: _____

Week 8 Term 3	Monday					Tuesday					Wednesday					Thursday					Friday				
	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm	Am	R	Mid	L	Pm
 <p>I use safe and caring hands!</p> <p>I used safe hands with my friends.</p> <p>I used words when I needed to get he</p>																									

St John the Baptist Catholic Primary School

PRIMARY Student Reflection

Dear Parents and Carers,

Your child has been given this reflection form by a staff member in order for your child to reflect on their inappropriate behaviour at school, and replace it with positive behaviour that enhances their wellbeing and that of others. The School continually explicitly teaches and reinforces positive behaviour, and preventative approaches are emphasised. Therefore, I ask that you support the School and your child by discussing their behaviour with them so they grow and learn through this experience.

Child's Name: _____ Class: _____

Reflection from Teacher: _____ Date: _____

My inappropriate behaviour

How my behaviour effected other?

What School Rule did I break?

What am I going to do to change my behaviour?

Parents signature: _____



INFANT REFLECTION FORM

Dear Parents and Carers,

Your child has been given this reflection form by a staff member in order for your child to reflect on their inappropriate behaviour at school, and replace it with positive behaviour that enhances their wellbeing and that of others. The School continually explicitly teaches and reinforces positive behaviour, and preventative approaches are emphasised. Therefore, I ask that you support the School and your child by discussing their behaviour with them.

Child's Name: _____ Class: _____

Teacher: _____ Date: _____

Circle which of

We are <i>SAFE</i> when we remember to	We are <i>RESPECTFUL</i> when we	We are Good <i>LEARNERS</i> when we
<p>Responsible Decision Making Be in the right place at the right time. The Lost Sheep (Lk15:3-6)</p>  <p>Responsible Decision Making Safe and caring hands and feet. The Golden Rule (Mt7:12)</p>  <p>Self-Management Making good choices The Prodigal Son. (Lk15:17-19)</p> 	<p>Self-Awareness Care for our appearance. The Good Fruit. (Lk6:44)</p>  <p>Relationship Skills & Social Awareness</p> <p>Speak and act with kindness. The Good Samaritan (Lk10:36-37)</p>  <p>Social Awareness Care for our Environment. Creation Story (Gen1:1-25)</p>  <p>Self-Management Care for property and use equipment correctly. The Good Shepherd (Jn10:3-5)</p>  <p>Relationship Skills Listen to others The Road to Emmaus. (Lk24:13-35)</p> 	<p>Relationship Skills & Social Awareness Include others, cooperate and take turns. Zacchaeus (Lk19:2-10)</p>  <p>Self-Awareness Learn and let others learn The Mustard Seed (Mt13:32)</p>  <p>Self-Awareness Always try our best Let Your Light Shine. (Mt5:14-16)</p> 

- SEL Competencies that need attention: Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision Making

What did you do?

INFANT REFLECTION FORM

How did you make others feel?



How could you do things differently next time? Draw or explain.

I have discussed my child's inappropriate behaviour with them and ways to respond appropriately to the school rules.

Parent signature:



INFANTS FRIENDSHIP SURVEY

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.

NAME: _____

Student Friendship Questionnaire

For Students Kindy to Year 2 (Infants)

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



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.

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

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)

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

**St John the Baptist Catholic Primary School – Primary Friendship Survey
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

NAME: _____

Student Friendship Questionnaire

For Students Year 3 to Year 6 (Primary)

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.

	This is a very safe place	Sometimes this is not a safe place	This is often not a safe place
In class with the teacher.			
In the playground at lunch or recess.			
In the toilets.			

On the bus.			
Lining up.			
Walking to and from the park.			
In the Tuckshop line.			
At the park.			

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

14. What are your overall feelings about school?

15. If your feelings towards school are not positive, what are some of the things you do to make your time at school better?

St John the Baptist Catholic Primary School, Freshwater

Emergency Critical Incident Procedure

CLASSROOM/PLAYGROUND

In the event of an emergency or incident e.g.; a person suffering from epilepsy or similar illness, or a person behaving in a manner which is endangering the safety of student/s:

1: Evacuate the children to a safe place e.g.; the classroom next door, the playground or the library. (If incident occurs on the playground, remove all other students to a safe place well away from the incident.)

2a Samaritan Campus: Send the RED Emergency Card to the Office immediately. Office Staff/Principal to call '000' if medical emergency.

2b McMahon Campus: Use the intercom to call the office or ask neighbouring teacher to contact office for help. Office Staff/Principal to call '000' if medical emergency.

In the case of an illness, remain close to the person rendering assistance if required.

IMPORTANT: If a person is demonstrating threatening or aggressive behaviour keep a safe distance nearby exit/doorway and follow steps 1 & 2 above:

- Do not block the doorway
- Do not attempt to touch or restrain the person
- Do not attempt to prevent the person leaving the room.
- Observe and if necessary, follow at a safe distance.

Sample of Red Card with name of specific area.

EMERGENCY



Safe, Respectful, Learners

Classroom 11

Red Card Procedure

St John the Baptist Catholic Primary School



Emergency Critical Incident Procedure

JACKA PARK

In the event of an emergency or incident e.g.; a person suffering from epilepsy or similar illness, or a person behaving in a manner which is endangering the safety of student/s:

- 1. Teacher on duty to call the office.** Office responds immediately alerting Principal or Assistant Principal. Principal, Assistant Principal, Executive member or First Aid Officer to render assistance immediately by going directly to the Park. One teacher on duty to remain with student.
- 2. Park bell is rung to signal the end of Playtime. Children immediately go to assigned lines.** Other teacher/s to bring the remaining children back to school.

IMPORTANT: If a person is demonstrating threatening or aggressive behaviour keep a safe distance and follow steps 1 & 2 above:

- Do not attempt to touch or restrain the person
- Observe and if necessary, follow at a safe distance.



Lockdown Procedure

Samaritan Campus



Teacher Resource Room (Room 16) **TO BE LOCKED AT ALL TIMES**

ALERT Sound: Music

PRINCIPAL (Chief Warden):

WHEN INTRUDER/S ARE NOT YET ON THE SCHOOL PREMISES (LOCK OUT)

1. Calls the Emergency Services. Note: (Dee Why Police have a copy of the school key)
2. Principal locks Johnson Street Gate and Wyndora Street gate to secure Samaritan Campus.
3. Waits for Emergency Services or further instructions from Emergency Services as required.
4. Has Mobile Phone to generate Critical Incident Communication with CSO and Parents.

WHEN UNWANTED INTRUDER/S OR VISITORS ARE ON SCHOOL PREMISES.

1. Calls the Emergency Services.
2. Waits for Emergency Services or further instructions from Emergency Services as required
3. Has Mobile Phone to generate Critical Incident Communication with CSO and Parents.

OFFICE ADMIN STAFF

1. Plays music on TRACK 15. Music to be left **ON** until Principal announces the '**ALL CLEAR**'.
2. Lock FRONT DOOR, Staff room and Photocopier EXTERNAL DOORS, closes sickroom door, closes blinds and locks themselves in Principal's Office
3. Stays near Intercom System located in Principal Office and Liaises with Staff
 - a) call the canteen and notify them of lockdown
 - b) call each classroom, library, teacher resource/learning support room and hall where teacher will indicate "**ALL HERE**" or states students who are not present/extra students from another class
4. Admin Officer communicates missing students/staff to Principal

Room 15

Checks and secures Room 16 and interconnecting door after securing their own room.

ALL AREAS ARE TO:

- **SECURE ENTRANCE DOORS**
- **DRAW BLINDS**
- **TURN LIGHTS OFF**
- **STUDENTS TO BE UNDER DESKS AWAY FROM WINDOWS**
- **ROLLS TO BE TAKEN**
- **TEACHER TO REMAIN ON FLOOR NEAR INTERCOM TO LIASE WITH OFFICE STAFF OR AS A LAST RESORT TEXT PRINCIPAL**
- **ALL STAFF NOT TO OPEN DOORS TO ANY PERSON**

ALL STAFF, STUDENTS AND PERSONNEL TO REMAIN IN LOCKDOWN UNTIL “ALL CLEAR” ANNOUNCEMENT FROM THE PRINCIPAL/COMMUNICATIONS OFFICER.

St John the Baptist Catholic Primary School, Freshwater

Lockdown Procedure

McMahon Campus

Multipurpose Room TO BE LOCKED AT ALL TIMES

ALERT Sound: Music



PRINIPAL (Chief Warden):

WHEN SCHOOL IS NOT YET ON THE SCHOOL PREMISES (LOCK OUT)

1. Calls the Emergency Services. Note: (Dee Why Police have a copy of the school key)
2. Principal locks Johnson Street Gates gate to secure McMahon Campus.
3. Waits for Emergency Services or further instructions from Emergency Services as required.
4. Has Mobile Phone to generate Critical Incident Communication with CSO and Parents.

WHEN UNWANTED INTRUDERS OR VISITORS ARE ON SCHOOL PREMISES.

1. Calls the Emergency Services.
2. Waits for Emergency Services or further instructions from Emergency Services as required
3. Has Mobile Phone to generate Critical Incident Communication with CSO and Parents.

OFFICE ADMIN STAFF

1. Plays music on TRACK 15. Music to be left **ON** until Principal announces the '**ALL CLEAR**'.
2. Lock FRONT DOOR, Staff room and Photocopier EXTERNAL DOORS, closes sickroom door, closes blinds and locks themselves in Principal's Office
3. Stays near Intercom System located in Principal Office and Liaises with Staff
 - a) call the canteen and notify them of lockdown
 - b) call each classroom, library, support room and hall where teacher will indicate "**ALL HERE**" or states students who are not present/extra students from another class
4. Admin Officer communicates missing students/staff to Principal

Room 3

Checks and secures multi-purpose room (OOSC ROOM) after securing their own room.

ALL AREAS ARE TO:

- **SECURE ENTRANCE DOORS**
- **DRAW BLINDS**
- **TURN LIGHTS OFF**
- **STUDENTS TO BE UNDER DESKS AWAY FROM WINDOWS**

Students in Room 5 will join students in room 4 to an area of the classroom which is least visible to the intruder.

Students in Room 6 will join students in Room 7 to an area of the classroom which is least visible to the intruder.

- **ROLLS TO BE TAKEN**
- **TEACHER TO REMAIN ON FLOOR NEAR INTERCOM TO LIASE WITH OFFICE STAFF OR AS A LAST RESORT TEXT PRINCIPAL**
- **ALL STAFF NOT TO OPEN DOORS TO ANY PERSON**

**ALL STAFF, STUDENTS AND PERSONNEL TO REMAIN IN LOCKDOWN UNTIL “ALL CLEAR”
ANNOUNCEMENT FROM THE PRINCIPAL/COMMUNICATIONS OFFICE**



Lockdown Procedure



HALL

ALERT Sound: Music

- **SECURE ALL DOORS**
- **TURN LIGHTS OFF**
- **STUDENTS TO BE SEATED AWAY FROM DOORS IN MAIN HALL**
- **TEACHER TO REMAIN ON FLOOR NEAR INTERCOM TO LIASE WITH OFFICE STAFF OR AS A LAST RESORT TEXT PRINCIPAL.**
- **ALL STAFF NOT TO OPEN DOORS TO ANY PERSON.**

ALL STAFF WAIT FOR FURTHER INSTRUCTIONS BY PRINCIPAL/COMMUNICATIONS OFFICER.



Lockdown Procedure



CANTEEN

ALERT Sound: Music

Canteen staff will also be communicated by Office Admin Staff via Intercom

- **SECURE ENTRANCE/ROLLER DOORS**
- **TURN LIGHTS OFF**
- **STAFF TO BE SEATED AWAY FROM DOORS**
- **ALL STAFF NOT TO OPEN DOORS TO ANY PERSON**

**ALL STAFF WAIT FOR FURTHER INSTRUCTIONS BY
PRINCIPAL/COMMUNICATIONS OFFICER**

Lockdown Procedure



RECESS/LUNCHTIME

ALERT Sound: Music



WHEN UNWANTED INTRUDERS OR VISITORS ARE ON SCHOOL PREMISES. (LOCK OUT)

1. Calls the Emergency Services.
2. Waits for Emergency Services or further instructions from Emergency Services as required
3. Has Mobile Phone to generate Critical Incident Communication with CSO and Parents.

OFFICE ADMIN STAFF

1. Plays music on TRACK 15. Music to be left **ON** until Principal announces the '**ALL CLEAR**'.
2. Lock FRONT DOOR, Staff room and Photocopier EXTERNAL DOORS, closes sickroom door, closes blinds and locks themselves in Principal's Office
3. Stays near Intercom System located in Principal Office and Liaises with Staff
 - a) call the canteen and notify them of lockdown
 - b) call each classroom, library, support room and hall where teacher will indicate "**ALL HERE**" or states students who are not present/extra students from another class
 - c) call teacher on duty via school phone and inform of LOCKDOWN
4. Admin Officer communicates missing students/staff to Principal

STUDENTS ON PLAYGROUND (McMahon Campus):

- **TEACHER TO RING HAND BELL WHERE STUDENTS WILL ENTER SCHOOL HALL AS QUICKLY AND SAFELY AS POSSIBLE.**
- **SECURE ENTRANCE DOORS**
- **TURN LIGHTS OFF**
- **STUDENTS TO BE AWAY FROM DOOR IN AN AREA WHICH IS LEAST VISIBLE TO THE INTRUDER.**
- **TEACHER TO REMAIN ON FLOOR INTERCOM TO LIASE WITH OFFICE STAFF OR AS A LAST RESORT TEXT PRINCIPAL**
- **ALL STAFF NOT TO OPEN DOORS TO ANY PERSON**

STUDENTS AT LUNCH CLUBS/KEYBOARD LESSONS:

- SECURE ENTRANCE DOORS
- DRAW BLINDS
- TURN LIGHTS OFF
- STUDENTS TO BE UNDER DESKS AWAY FROM WINDOWS
- TEACHER TO REMAIN ON FLOOR INTERCOM TO LIASE WITH OFFICE STAFF OR AS A LAST RESORT TEXT PRINCIPAL
- ALL STAFF NOT TO OPEN DOORS TO ANY PERSON

STUDENTS AT JACKA PARK (McMahon Campus):

- PARK BELL IS RUNG TO SIGNAL THE END OF PLAYTIME. CHILDREN IMMEDIATELY GO TO ASSIGNED LINES WHERE THEY WILL BE GUIDED TO A SAFER AREA AT THE PARK.

ALL STAFF, STUDENTS AND PERSONNEL TO REMAIN IN LOCKDOWN UNTIL “ALL CLEAR” ANNOUNCEMENT FROM THE PRINCIPAL/COMMUNICATIONS OFFICE



EVACUATION PROCEDURE

ALARM: Continuous alarm BEEP, BEEP,BEEP

(Siren switch located in server room on Samaritan Campus)

PRINCIPAL (CHIEF WARDEN)	ADMINISTRATION OFFICER
<p>Sounds the Alarm (Beep,Beep,Beep) and rings 000</p> <p>Checks the following areas (Samaritan Campus):</p> <ul style="list-style-type: none"> • Teachers' Resource Room • Students' Toilets • Lift • Notify CSO Contact (Ann Duncan) of emergency who will in turn generate parent text notification message. • Liaise with fire brigade and other emergency services when they arrive. • Inform staff when it is safe to return to school or any other actions 	<p>Checks the following areas (Samaritan Campus);</p> <ul style="list-style-type: none"> • Sick Bay and Toilet • Take Emergency First Aid Kit and Visitors book • AP and Coordinators Office • Conference Room • Staffroom • Staff Toilets • The Admin Officer will drive down persons who are unable to walk to assembly evacuation and once marked and accounted for by teacher will continue on to final evacuation point.
DEPUTY CHIEF WARDEN	FLOOR WARDEN (McMahon Campus)
<ul style="list-style-type: none"> • If on Class takes class roll and evacuates children to the Assembly Point 1 • Once at the Assembly Point 1 teacher checks their class roll. • Upon receiving information from all classes from individual class teachers • Reports any missing students to the CHIEF WARDEN. • If all students are accounted for, class will continue onto Assembly 2. • DEPUTY CHIEF WARDEN or DELEGATE to liaise with Principal and Fire Brigade 	<ul style="list-style-type: none"> • Takes class roll and escorts class to join Year 4 class line. • Check student toilets, canteen and hall • Re-joins class and evacuates with them to Assembly Point 1 and marks roll • If any students are missing, they report this to the DEPUTY CHIEF WARDEN or DELEGATE .

EVACUATE CLASSROOM THROUGH THE DESIGNATED EXIT

TEACHERS

- Takes class roll and evacuates children to the Assembly **Point 1.**
- Takes Class Roll and reports to any missing students to **DEPUTY CHIEF WARDEN or DELEGATE**
- If all students are accounted for, upon instructions from **DEPUTY CHIEF WARDEN or DELEGATE** continue onto Assembly **Point 2.**

LEARNING SUPPORT ASSISTANTS:

- Teachers' assistant follows instruction from Class Teacher.
- Assist class teacher to supervise children during evacuation.

LIBRARIAN, MUSIC TEACHER, PE TEACHER, LEARNING SUPPORT TEACHER:

- If the Librarian, Music Teacher or PE Teacher are in a class giving a lesson, they assume the role of the class teacher. If they are in the library, they are responsible for evacuating to the evacuation point and advising the Principal they are accounted for.
- A teacher on release at the time of evacuation must go directly to first assembly point where they will meet their class.

MUSIC TUTORS:

- Take students to meet their class at Assembly **Point 1**.
- Join the rest of the school community and continue to Assembly **Point 2**

ADMINISTRATION OFFICERS

- Checks Administration Block
- Takes the Visitors' Book to the Assembly points and checks all visitors are accounted for.
- If any persons are missing it is reported to the Principal.
- If necessary will escort and drive students who are not mobile to Assembly points

PLEASE NOTE: CHILDREN ARE TO REMAIN IN CLASS GROUPS AT ALL TIMES.

ASSEMBLY POINT 1: JACKA PARK

ASSEMBLY POINT 2: FRESHWATER BEACH SURF CLUB

SYSTEMS OF SUPPORT FOR STUDENTS WITH ADDITIONAL SOCIAL AND EMOTIONAL NEEDS

	What Can a Class Teacher Do?	Resources
<p style="text-align: center;">Step 1</p> <p style="text-align: center;">Classroom Interventions</p>	<p>Enquire: collect general information and data about the student and the whole class.</p> <p>Review: complete the effective classroom checklist; consider adjustments to current classroom/whole school systems/routines for behaviour management approaches.</p> <p>Consult: discuss with school leadership, learning support teacher, counsellor, parent/s and other external supports as appropriate.</p> <p>Plan: adjustments/interventions and set achievable goals, such as behaviour or SEL goals.</p> <p>Monitor: collect further data and information about the behaviour of concern and/or lagging SEL skills.</p> <p>Document: data and actions taken to date.</p> <p>Re-evaluate: celebrate success or request further support from school leadership.</p>	<p>Student school file: enrolment form, meeting notes and external reports</p> <p>CSO: Behaviour Support Policy B-E-T-L-S</p> <p>Wellbeing website: Effective Classroom Checklist, Data Record Sheet, Behaviour Management 101, SEL checklist/continuum.</p> <p>Victorian Education: Managing Challenging Behaviour online Module 1.</p> <p>Blog: https://www.edutopia.org/blog/classroom-rules-student-engagement-lori-cullen</p>
	What Can the School Do?	Resources
<p style="text-align: center;">Step 2</p> <p style="text-align: center;">School Case Management Team</p>	<p>Enquire: Does the student require a case management approach? What learning and behaviour/wellbeing data has been collected?</p> <p>Review: With the School Case Manager discuss information and interventions to date, review classroom and school wide universals, support teaching/re-teaching of replacement behaviours and/or specific SEL skills; ensure external professional recommendations have been implemented; consider the use of further screeners.</p> <p>Consult: Convene case meeting with relevant school leadership staff, learning support teacher, school counsellor, CSO staff, parent/s as well as student and other external professionals as required.</p> <p>Plan: Link the student to a team member who will be the</p>	<p>Student school file: enrolment form, meeting notes and external reports</p> <p>Plans: Behaviour Support Plan Risk management plan.</p> <p>Flow chart: school specific case management flow chart – Appendix 3.</p> <p>Screening tools: CELF, BETLS Student Observation, FBA/Triggers and replacement behaviours - environmental, sensory, learning, social/emotional.</p> <p>CSO Wellbeing website: Behaviour Support Policy,</p>

<p>and Advisory Support</p>	<p>key contact person for the student; as a team write an action plan with clear, achievable goals based on the various needs of the student, eg. Behaviour support plan, SEL intervention plan, individual adjustment plan, risk plan, etc. Consider referrals to counsel or external support services eg. Pediatrician, OT, and Psychologist.</p> <p>Monitor & Document: Monitor, re-teach and re-inforce replacement behaviours/ SEL skills. Document by collecting data and noting any progress on the plans or student file.</p> <p>Evaluate: Convene case meeting every 3-4 weeks to review data and progress.</p>	<p>Effective Behaviour Support(EBS) Schoolwide Survey, Effective Classroom Checklist, Data Record Sheet, SEL checklist/continuum. Primary Counsellor Referral</p> <p>BE YOU</p> <p>PBIS/PBL – Positive Behaviour Interventions & Support, PBIS World, Positive Behaviour 4 Learning, Behaviour Doctor</p> <p>QLD DET: Positive Behaviour Support</p>
<p>Step 3</p> <p>Refer</p> <p>Assess</p> <p>Plan</p> <p>Evaluate</p> <p>CSO</p> <p>Wellbeing Team</p> <p>and/or external</p>	<p style="text-align: center;">What Can the CSO do?</p> <p style="text-align: center;">Refer:</p> <p>Principal or School Case Manager identifies additional support is required and sends referral to the CSO Wellbeing Team who will confer with the School's Consultant and other CSO teams /officers as required.</p> <p style="text-align: center;">Assess:</p> <ul style="list-style-type: none"> ● Case consultation occurs with CSO Wellbeing team member, School Case Manager and other relevant staff to review school wide and classroom processes, current action plan and other relevant documentation and/or reports. ● Further consultation with relevant stakeholders e.g. parents, external services (GP, pediatrician, Health Services, FACS) ● Determine if the student is displaying challenging or at risk behaviours, ie significantly disrupting learning of self and others, and/or is causing harm to self or others. ● Complete a Risk Assessment (eg. PART 5A, Mental Health) as required. ● Initiate other clinical assessments as required. <p style="text-align: center;">Plan:</p> <ul style="list-style-type: none"> ● Develop, review and adjust plans and processes as necessary ● Document recommendations and adjustments to the action plan ● Meet regularly to review implementation of recommendations ● Consider: approved leave by the Principal, partial attendance, suspension or transfer 	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Refer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Wellbeing Team Referral form and nominate School Case Manager or <input type="checkbox"/> Check parent consent and referral forms are signed by the parent/s and Principal <ul style="list-style-type: none"> <input type="checkbox"/> Send referral form to wellbeingreferral@dbb.catholic.edu.au <input type="checkbox"/> Inform School's Consultant if appropriate Or complete a Primary Counselling Referral Form <p style="text-align: center;">Links to:</p> <p>Wellbeing Team Referral Form</p> <p>Risk Management plan ,</p> <p>Behaviour Support Plan</p> <p>Enrolment Policy</p> <p>Behaviour Support Policy</p> <p>Attendance Guidelines</p> <p>Pastoral Care Policy</p> <p>Anti-bullying Policy</p> <p>Guide for Managing Critical</p>

agency
support

Evaluate:

- Discuss whether transition back to school case management can occur or whether alternative options are required.

[Incidents](#)

[Primary Counselling Referral Form](#)

[Child Protection Policy Managing Risk of Significant Harm and Wellbeing Concerns](#)

[Child Protection Policy Addressing Allegations of Inappropriate Behaviour by Staff](#)

CSO Wellbeing Team Referral form: <http://wellbeing.dbbcso.org/behaviour.html>

Email referral form to: wellbeingreferral@dbb.catholic.edu.au

For **urgent matters** where there is risk of harm concerns and/or risk of suspension,

Principals may consult by phone with:

School's Consultant

Team Leader Pastoral Care & Wellbeing

Leader - School Counselling

Team Leader Child Protection