RATIONALE:

ALL CHILDREN HAVE THE RIGHT TO FEEL SAFE AND HAPPY

At St Anthony’s we accept and appreciate the children in our care. We strive to promote a sense of wellbeing, through opportunities that nurture the valuing of themselves and others. Children need to learn to satisfy their needs in a way that respects the rights of others and realise that as individuals they are responsible for their actions. At St Anthony’s we are committed to have a safe, supportive and positive learning environment.

UNDERSTANDINGS:

We believe that the tone of our school, including our Code of Behaviour, is built on the relationships forged between staff and children within the St Anthony’s Catholic Primary School community. Positive relationships are communicated through attitudes and actions of welcome, mutual respect and care, friendliness, co-operation and a striving towards mutual goals. We believe that in assisting children to grow and develop, it is important to enlist the support and co-operation of the parents and the school community. We value our partnerships with agencies to support us in promoting our students’ wellbeing.

AIMS:

- To develop children’s self-esteem, self-acceptance and self-confidence.
- To develop skills in building personal relationships.
- To optimize spiritual, social, emotional and academic growth.
- To promote awareness and valuing of respect, honesty, forgiveness and justice.
- To promote school rules and an approach to problem solving that demonstrates respect and consideration for all involved.
- To develop individual responsibility for learning through self-discipline, self-control and on task behaviour.
- To affirm co-operation, interdependence and independence in learning and social interactions.
- To teach friendship, social and conflict skills that support and encourage positive interactions.
- To foster a happy playground climate wherein children feel safe and confident that teachers will listen to them and follow through concerns.

RIGHTS AND RESPONSIBILITIES:

All members of our school community have the following rights:

- to be safe and happy
- to be treated with respect
- to teach, work, learn and play.

Teachers have a responsibility to:

- provide a safe, Christian and supportive environment for their students
- treat students with respect and consideration
- provide quality curriculum which is inclusive of all students
- nurture positive relationships with students and their families
- act as role models
- actively listen to students and take appropriate action
- support colleagues by dealing with incidents as they occur.

Parents have a responsibility to:
provide a safe, Christian and supportive environment for their children
• treat their children with respect and consideration
• nurture a positive relationship with the child’s teacher
• support and endorse the school’s code of behaviour
• support the school’s learning and teaching policies

IMPLEMENTATION:

School Discipline Plan – The School Discipline Plan will be based on the model of Lee Canter’s Assertive Discipline.

CORPORAL PUNISHMENT IS NOT PERMITTED AT ST ANTHONY’S

Classroom Behaviour

• Each level will develop a negotiated list of classroom rules and consequences early in the year. The negotiated rules/consequences will be clearly displayed in the room.
• Rules to be stated in a positive rather than negative way.
• The aim of the rules/consequences list is to create a happy working atmosphere where each person’s rights and responsibilities are understood and respected. Rights and responsibilities go hand in hand.

Supportive Feedback Within the Classroom

• This will be negotiated between the classroom teacher and the students.
• Praise appropriate to rules will be given.
• We acknowledge that all children need to feel safe, respected and confident that their concerns will be listened to through use of affective questions, with a view to children using them for personal problem solving.
• Children will be part of the resolution process.
• We recognize that if a violation of a rule occurs it must be dealt with justly.

Protocols For Unacceptable Classroom Behaviour.

Step 1  Warning
Step 2  Second warning.
Step 3  Movement within room
Step 4  Sent to another Room – Fill in Self Awareness Sheet
Step 5  Sent to office to see Principal or Student Wellbeing Co-ordinator.
Step 6  Parents called.
  A meeting will be arranged for Teacher, Student, Principal/ Deputy/ Student Wellbeing Co-ordinator and Parent.

IF A STUDENT PUTS THEMSELVES OR ANOTHER IN DANGER, STEPS 1, 2, 3 & 4 OF THE ABOVE PROCEDURE DO NOT APPLY. THE STUDENT IS SENT STRAIGHT TO THE OFFICE. STEPS 5 & 6 WILL APPLY.

Protocols for Unacceptable Playground Behaviour.
ST ANTHONY’S CATHOLIC PRIMARY SCHOOL
Student Wellbeing Code of Behaviour
Includes School Bullying Policy

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Warning</td>
</tr>
<tr>
<td>Step 2</td>
<td>Thinking Time</td>
</tr>
<tr>
<td>Step 3</td>
<td>Thinking sheet</td>
</tr>
<tr>
<td>Step 4</td>
<td>Student will be removed from playground for the remainder of playtime and</td>
</tr>
<tr>
<td></td>
<td>sent to the office</td>
</tr>
<tr>
<td>Step 5</td>
<td>A meeting will be arranged with Parents, Student, Principal/Deputy/Student</td>
</tr>
<tr>
<td></td>
<td>Wellbeing Co-ordinator and Duty Teacher if a student is continually sent</td>
</tr>
<tr>
<td></td>
<td>off the playground.</td>
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</tbody>
</table>

IF A STUDENT PUTS THEMSELVES OR ANOTHER IN DANGER, STEPS 1 & 2 OF THE ABOVE PROCEDURE DO NOT APPLY. THE STUDENT IS SENT STRAIGHT TO THE OFFICE. STEPS 4 & 5 WILL APPLY.

The following behaviours would be considered serious:

- Intentionally placing themselves or other children in danger.
- Insolence towards teachers (swearing, rudeness).
- Physical violence (fighting, verbal abuse, hurting peers).
- Any bullying type behaviour.
- Poor sportsmanship that disrupts games after a warning.
- Continuing to play with sticks or other materials that could be used as projectiles, after a warning is given.
- Intentional damage to others’ belongings including school property.

BULLYING:

At St. Anthony’s we have a duty of care to protect the welfare of every person in our school community. We are committed to providing a safe, comfortable, happy and supportive environment. Bullying has no place in our school community.

DEFINITIONS OF BULLYING

Bullying is a sustained act that causes hurt or fear in another person. These are broad headings under which bullying behaviour falls:

- physical bullying is ongoing, unwanted touching that hurts / offends another.
- exclusion bullying is continually leaving someone out to hurt their feelings.
- verbal bullying is ongoing use of language to intimidate or hurt others.
- gesture bullying is ongoing use of body language to offend or hurt others.
- extortion bullying is ongoing use of stand over tactics to control others.

CYBER BULLYING

Bullying which is carried out through an Internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS).

EXAMPLES OF CYBER BULLYING
ST ANTHONY’S CATHOLIC PRIMARY SCHOOL
Student Wellbeing Code of Behaviour
Includes School Bullying Policy

- Being teased and being made fun of
- Online spreading of rumours
- Sending unwanted messages
- Defamation

Anyone can be bullied online and the bully can act anonymously if he or she desires.

IT IS THE RESPONSIBILITY OF EVERYONE IN THE SCHOOL TO DEAL WITH BULLYING.

TEACHERS
- will endeavour to act as role models by displaying caring and tolerant behaviour.
- will listen to reports of bullying.
- will protect the victim from further harm.
- will act to stop behaviour recurring.

STUDENTS WHO ARE BULLIED
- will speak to a teacher and give him/her full details of the incident.

STUDENTS WHO ARE WITNESSES TO BULLYING
- will intervene if they are able
- will immediately seek teacher assistance if they are unable to intervene.

PARENTS
- will listen sympathetically to reports of bullying incidents.
- will speak to the relevant school personnel.
- will allow the school to deal with incidents occurring at school.
- will work with the school in seeking a permanent solution.

THE SCHOOL
- Will work with parents of victims to assist their son/daughter to avoid being bullied in the future.
- Support the victim of bullying.
- Will help the bully deal with his/her own need to bully other students.
- Will put corrective actions in place to support the bully.
- Will work with parents of the bully to establish joint strategies for behavioral modification.
TEACHING AND LEARNING:
- Social Skill teaching is integral to the facilitation of children’s social and emotional wellbeing, social skills will therefore be valued and taught across the curriculum through modelling, discussion and role playing actual social situations and appropriate conflict resolution skills.
- The use of the “Bounce Back” program by Helen MCGrath and Toni Noble is the main resource used to teach social competencies to the students.
- Focus on Student Wellbeing in the development of curriculum based topic through the Victorian Essential Learning Standards.
- Development of Community Partnerships, including Refugee Action Network (RAN)
- Ongoing professional development in Student Wellbeing in line with the School Improvement Plan
- Use of RAMP to identify children at risk – socially, emotionally and academically.
- Development of ILPs (Individual Learning Plans).
- Use of Circle time.
- Through the ICT program children are educated on cyber safety and how to stay safe on the internet.
- Teachers will revisit rules and procedures with students on a regular basis.
- Parents will be informed of Student Wellbeing Code of Behaviour through newsletter and information nights.

STUDENT WELLBEING WORKING GROUP
- Meets fortnightly.
- Analysing of data and implementing appropriate strategies to assist the child.
- Facilitator for RAMP