BEHAVIOUR GUIDELINES

Contents

POLICY UPDATE		
POLICY	**DATE**	**BY WHOM**
Behaviour Support	February 2021	Leonie Martin
	February 2021	Annika Marsh

OVERVIEW

West Greenwood Primary School focusses on ensuring students and staff are familiar with this policy and what it implies in terms of how it works with students in managing behaviour.

West Greenwood Primary School operates on the beliefs that all students, staff, and visiting members of the community have the right to feel safe at all times and have the right to work in a safe, caring, and productive learning environment. They also have a responsibility to support respectful relationships, encourage students to do their best, and support resilience.

The policy acknowledges individual differences amongst students and provides for a **flexible process** for teachers and administrators to respond appropriately to misdemeanours and/or moderate breaches of the school code of conduct. West Greenwood Primary School favours a **restorative (non-punitive) approach** to behaviour issues and encourages interventions that are directed towards helping students learn appropriate classroom and playground behaviours.

We acknowledge that school staff and the home share responsibility for teaching children appropriate beahviours. The policy aims to provide a clear, structured process that supports the prevention of negative behaviour, teaching of appropriate behaviours, and positive reinforcement for students who uphold the school's values.

Please note that this policy has been developed in accordance with the Department of Education Student Beaviour in Public Schools Policy and Student Behaviour in Public Schools Procedure.

SCHOOL VISION, PURPOSE AND BELIEFS

West Greenwood Primary School aims to help each child develop a sense of self-worth and encourages the pursuit of high standards. Staff at West Greenwood Primary School commit to explicitly teaching and modelling the values below.

West Greenwood Prmary School Motto is **FRIENDS GROWING TOGETHER**

Vision
Our school builds its culture caring for students, providing quality learning opportunities and openness to new ideas and new people. West Greenwood favours a collaborative working environment that provides children with supportive care throughout primary schooling. There is a strong sense of community and the school fosters a mutually caring and supportive environment for children, parents and staff.

Purpose
Our purpose is to provide students with the skills, knowledge and attitudes to enable them to become life-long learners and to make positive contributions to the society in which they live. Four core values were identified by students, staff, and parents to form the basis upon which we seek to achieve personal targets and interact positively with others.

Beliefs and Expectations

The behaviour expectations are aligned with the four core school values of:

DOING YOUR BEST, RESPONSIBILITY, RESILIENCE and **RESPECT.**

Students are expected to embody the school's core values in their everyday conduct.

Respect

Respect is about being courteous when speaking to and dealing with others. Respect includes sticking to family and school rules. It is about taking care of your own and other peoples' belongings.

You show respect by speaking and acting with courtesy and treating others the way you would like to be treated.

Responsibility

Responsibility means other people can count on you and trust you to always do your best. It is about solving conflicts in peaceful ways. It is about caring for and doing things to look after the environment.

You show responsibility by keeping your agreements and giving your best to any job. When you make a mistake you admit it and do what you need to in order to make things right again. You treat things with care. You always remember to put rubbish in the bin and recycle where you can.

Resilience

Resilience means that when you are faced with difficult and challenging situations and people you are able to;
1. Control your reactions so that you don't always respond with anger, sadness, or stress
2. Control your responses when you are feeling many emotions
3. Use strategies to calm yourself and return to a happier space
4. Bounce back to work and play

You show resilience by practising emotional regulation strategies that allow you to have ownership of your reactions and responses when things don't go as expected.

Doing your best

Doing your best is about working hard and doing the best job you possibly can. It is about paying attention and doing things carefully, step by step. You show your best by taking special care during tasks, by thinking and moving carefully, working patiently, not rushing, and practising so that you can learn from mistakes and continue to grow.

POSITIVE BEHAVIOUR INTERVENTION

Positive behaviour support or intervention is grounded in the scientific foundations of behaviour analysis, prevention science, and positive psychology.

This framework rests on the principle of progressive levels of individualisation to prevent and address challenging behaviour.

- **Tier 1** embraces a general, whole-school approach
- targeted at all stduents within the school setting. It is
- effective for over 80% of students. e.g. whole class
- teacher support.
-
- **Tier 2** is aimed at 12-15% of learners who require
- more directed support. e.g. teacher support,
- individual plans, administration support.
-
- **Tier 3** is directed at 4-5% of students who
- require more intensive, personal and
- specialised support. e.g. Administration
- support, external agencies, School
- psychology support etc.
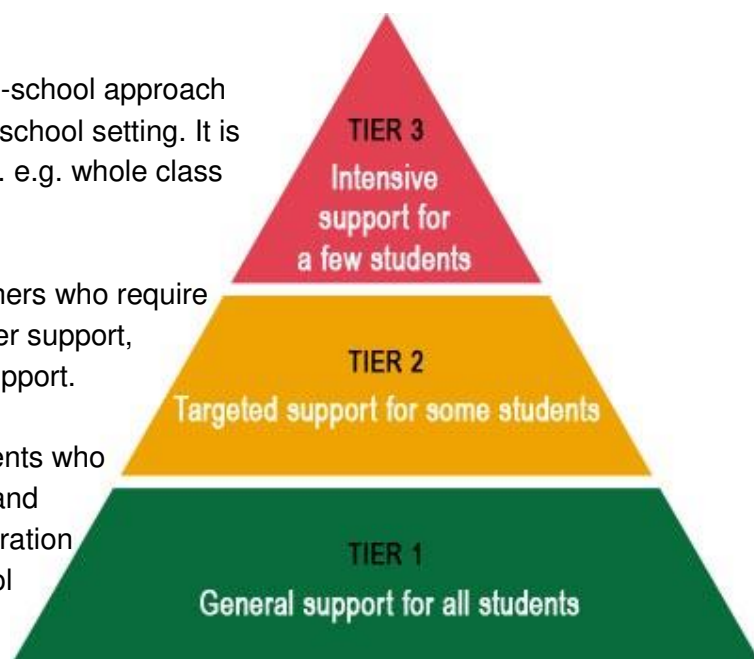
Please note: there is significant flexibility between the tiers and students are often moving between the tiers depending on the support required. The tiered system helps to articulate the level of extra support that may be necessary for some students so that schools can provide the necessary assistance to help students learn adaptive behaviours suitable for the school environment.

TIER 1: POSITIVE BEHAVIOUR FOR LEARNING

Recognition of **positive behaviour** is a key element in West Greenwood Primary School's approach to behaviour management. **Most student** misbehaviour can be prevented by:

1. *The provision of a safe and positive learning environment*

West Greenwood Primary School is committed to promoting a school culture where teachers want to teach and children want to learn. Learning environments are built on a mutual respect where learning and wellbeing is maximised.

We believe that the most important and effective classroom management procedure is the conscious and proactive building of a safe and positive learning environment.

Students are more likely to feel empowered when their teacher has built rapport with them (winning over) and they find the teaching and learning engaging. This is why positive behaviour is rewarded with **Values Tokens, Values Slips, Merit Awards, Postcards and Individual Classroom Rewards Systems (Appendix 1).**

A circular diagram with five coloured segments:

1. EXPECTATIONS — Set clear expectations
2. MODELLING — Model positive behaviour
3. CONSISTENCY — Be consistent
4. ACKNOLEDGEMENT — Acknowledge positive efforts
5. EVALUATION — Evaluate success
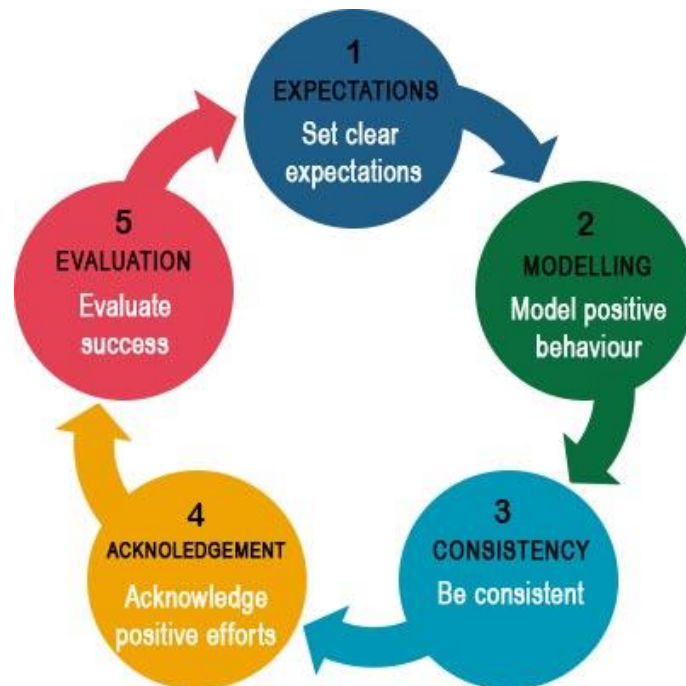
2. Bulding a deep understanding of the school code and expectations

The school provides students with clear expectations of how they can embody the school values in their everyday behaviours (visible on the following page).

In the first weeks of the year teachers assist students to interpret the values and develop a clearer understanding of their implications and application. They also help their class to develop their own code aligning with the school expectations, to outline personal expectations regarding behaviour in the classroom.

This strategy ensures students have a **clear understanding of the expectations** we have of them and how they can guide their behaviour.

The school acknowledges that understanding and remembering the school's values and expectations can take time, so the staff will help students learn and accept their responsibilities.

BEHAVIOUR EXPECTATIONS

RESPECT	RESPONSIBILITY	RESILIENCE	DOING YOUR BEST
•Leave school grounds immediately unless you are with an adult. •Walk with wheels on school grounds •Be kind and considerate •Only ever access your own accounts. •Hand mobile phones/devices to the office each morning. •Be kind to others in the playground. •Share school equipment fairly. •Only leave eating areas when dismissed. •Dispose of rubbish properly	• If you arrive at school before 8:25am you must wait in the Banksia block. • Let others learn. • Be punctual. • Keep your bag storage areas neat and tidy. • Keep your passwords for school accounts private. • Only access appropriate information on devices at school. • Play only in your designated area. • Wear a hat outside. • Resolve conflicts with words • Report incidents that you can't solve on your own	• Help and include others • Keep trying even if something is difficult • Use the 5 finger strategy • Show fairness and consideration when playing sport	• Take pride in school grounds • Be organised throughout the day. • Wear correct school uniform. • Take pride in your work. •Be respectful, responsible and resilient during playtime.

3. Low Key Strategies

Most misbehaviours can be addressed by low-key responses from teachers. At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in the class.

Win the students over Talk to the children at the beginning of the day. Show interest in them.	**Planned Ignore** If a interaction seeking behaviour, don't bring attention to it.
Be polite Use manners when asking a child to do something.	**Use a signal** Use a signal such as *Silent Hi-Five* to begin a lesson or to gain attention.
Be on the alert Walk around the room. Be aware of what is going on.	**Transitions** Be clear and ensure each child understands
Use minimal or non-verbal signals Saying child's name, gesture, pause or "the look".	**Proximity** Class set up, so you can easily walk through. Stand next to or near the behaviour.

4. Giving Choices

If the student continues to display inappropriate behaviours despite the teacher's use of low key strategies, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their behaviour.

This clarifies the communication between the teacher and the student and makes it harder for blame to be projected.

Effective choices:

- Have logical or natural consequences (i.e. related to the behaviour)
- Are not seen as punishment
- Can be given immediately where appropriate
- Are not ultimatums
- Are delivered in a neutral or positive tone
- Are able to be followed through
- Do not back students into a corner

Choices can be planned ahead of time so that they are not given in the heat of the moment. Examples may include:

The school rule is 'no mobile phones'. Would you like to put it in your bag or leave it on my desk until the end of the day. What choice would you like to make?

You can choose to do your work quietly over there, or you can stay at your desk. What choice would you like to make?

5. Teaching Emotional Regulation and wellbeing

We explicitly teach the **Zones of Regulation** program **each year**. The Zones framework provides strategies to teach students to become aware of and independent in, controlling their emotions and impulses, manage their sensory needs and improve their ability to solve conflicts.

The Zones of Regulation is a systematic, cognitive behavioural approach that categorises emotions and feelings into four concrete coloured zones. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. **(Appendix 2)**

This program is implemented as a whole-class approach with a possibility for additional teaching in a Tier 3 capacity.

TIER 2: RECURRING UNPRODUCTIVE CLASSROOM BEHAVIOURS

At this stage, it is appropriate for staff to consider that every behaviour serves a function for that student. Staff are encouraged to ask themselves:
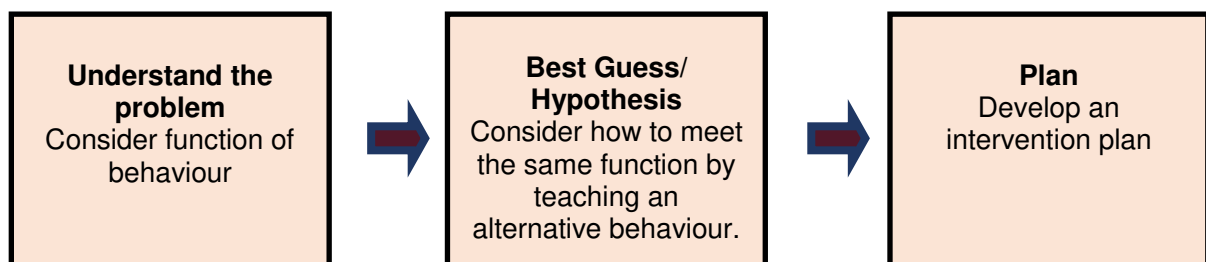
"Why is this behaviour occurring?"

Staff utilise a function-based approach to consider what a student's unproductive behaviour may be telling us in terms of what need a student will be fulfilling with their behaviour.

Gain or Get	Avoid or Escape
Adult Interaction/Attachment	Adult Interaction/Attachment
Peer Interaction/Attachment	Peer Interaction/Attachment
Physical Object	Physical Object
Sensory Stimulation	Sensory Stimulation
Preferred Activity	Non-Preferred Activity

Behaviour support is based on an educative approach which focusses on student engagement, a positive environment and effective teaching of social behaviour These are linked with classroom and schoolwide behaviour expectations and the use of instructional consequences.

For students whose unacceptable behaviour is repetitive, informal agreements and/or formal contracts may be an appropriate next step.

Understand the problem Consider function of behaviour	→	**Best Guess/ Hypothesis** Consider how to meet the same function by teaching an alternative behaviour.	→	**Plan** Develop an intervention plan

1. Informal Agreements
When a student has not responded to other interventions, it may be useful to set up an informal agreement to help the student learn appropriate behaviour **(Appendix 3).**

The informal agreement is a process that is an act of cooperation between the student and the teacher. It encourages the student to come to an understanding about specific behaviours and to participate in forming an agreement to address the behaviour over time.

Steps:

1. Greet the student
2. Define and agree on the problem
3. Generate solutions
4. Prioritise and agree on the solutions
5. Check for understanding relating to the solutions
6. End with a 'Thank you'

- ✓ **Maintain a positive atmosphere**
- ✓ **Provide clarity and direction**
- ✓ **Mutually solve the problem**

7. Negotiated Formal Agreements   (Appendix 3)

- The formal contract is structured, clear,and consistent and designed with a sensitivity to the needs of the student.

- It is a statement of behaviours that will not be condoned and the consequences

- Student would start fresh each day with consequences immediate and not carrying over beyond the day.

- Teachers, family, and administration staff can consider a range of possible consequences and reinforcements to build into the contract. These should be clearly understood by students and parents.

- This stage facilitates the beginnings of intervention planning to support an individual student.

TIER 3: Individual Behaviour Plans (IBPs)

When a student has not responded to the interventions outlined up to this point, or is persistently defiant, it may be necessary to set up a formal plan. This is reserved for **serious and/or persistent breaches** of the behaviour codes.

Unlike an informal agreement, an IBP is not negotiated with the student and will remain in place as long as appropriate.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour.

The plan is **NOT** intended to be punitive as this will be ineffective at supporting a behavioural change. Instead, the aim is to prevent undesirable behaviours, provide teaching opportunities that place responsibility back on the student to make appropriate decisions, provide natural and expected consequences when students make inappropriate decisions, and reinforce positive behaviours when they are seen.

The Deputy Principals will support the development of an IBP in collaboration with the teacher, parent, and student (where appropriate). The responsibility for the implementation of the IBP rests with the classroom teacher. A successful plan is aimed at improving the behaviour and the student's educational outcomes.

IBPs are designed so that teachers use them as part of their normal teaching practice. They include goal setting, managing the change of negative behaviours and encouraging positive rewards. The understanding that regression is also part of the process is recognised and planned for. These formal contracts do not limit the opportunity to use other strategies.

If standard behaviour management steps are ineffective, staff are encouraged to access additional support strategies such as referral to the School Psychologist, School Chaplain, or external support service.

SUPPORT FOR TEACHERS IN MANAGING STUDENT BEHAVIOUR

Before seeking additional support, teachers need to demonstrate that they have attempted to manage the behaviour at the lowest possible level. Where this has been unsuccessful the following avenues may be investigated:

1. **Administration Team:**
   Can assist by
   - Arranging temporary withdrawal from class
   - Discussing and engaging in restorative conversations with students
   - Providing advice on informal or formal agreements
   - Providing advice on the teaching

2. **School Psychologist:**
   Working in collaboration with the administration team, the School Psychologist may accept requests for assiatnce from teachers and provide support in areas such as:
   - Academic concerns
   - Individual and/or group education plans
   - Individual behaviour management plans
   - Social/emotional issues
   - External referrals

3. **School Chaplain:**
   Working in collaboration with the admin team, the Chaplain is available to provide support to students in areas such as:
   - Mediating a discussion between students
   - Suggesting support mechanisms beyond what is available at school

4. **Parents:**
   Parents are notified as soon as practicable if there are any concerns surrounding a student's behaviour. Teachers will advise parents of the concerns, the supports that are in place and how parents can help.

5. **External Support Agencies:** Where appropriate teachers may receive support and/or advice from external agencies. This support should be negotiated with the SAER Deputy in consultation with parents.
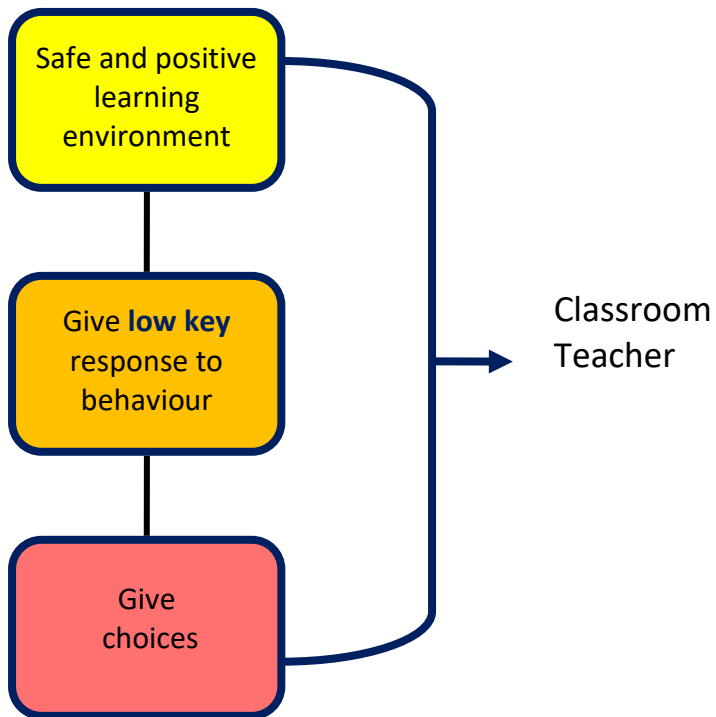
COMMUNICATING WITH PARENTS

Teachers should establish communication strategies which enable the effective dissemination of information to parents. With regards to managing behaviour teachers should, as appropriate:

Day to Day Behaviours	Major Breaches
• Inform parents of class expectations • Provide regular positive feedback to parents • Consider a student's behaviour profile if concerns arise • Inform parents when on-going concerns regarding student behaviour arises and arrange a face-to-face meeting • Develop an agreed strategy with parents to manage and modify behaviours • Inform parents when students are in Tier 2	• Teachers will consult with the administration team re major breaches • Parents should be contacted as soon as practicable and provided with a comprehensive account of the situation by a member of the administration team • Where appropriate a face-to-face meeting should be scheduled to discuss the matter and determine the appropriate course of action

All contact should be documented in **Integris** in **Activities.**

CLASSROOM MANAGEMENT FLOWCHART

TIER 1

Safe and positive learning environment

Give **low key** response to behaviour

Give choices

Classroom Teacher

TIER 2

Informal Agreement

Formal Contract

Classroom teacher and SAER Deputy

TIER 3

Individual Behaviour Support Plan

Additional Support

Administration
SAER Deputy
Teacher
School Psychologist
External Service
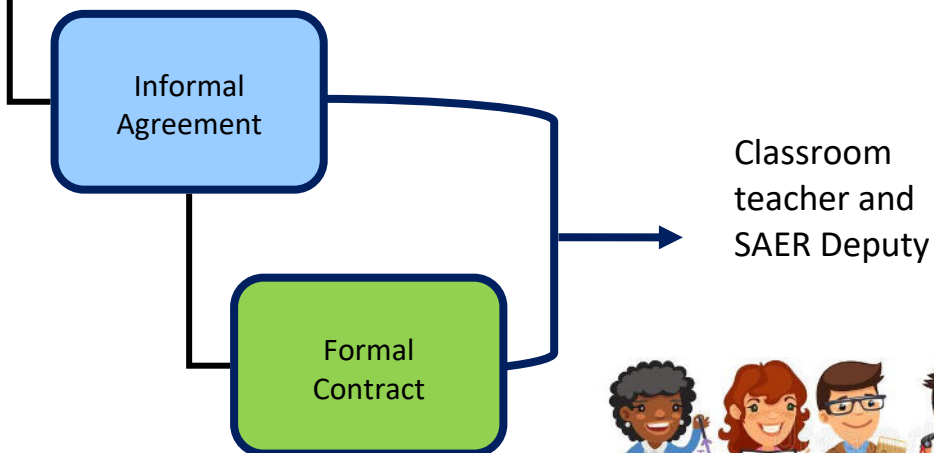
RECORD KEEPING

It is essential that teachers keep accurate and relevant details of their interventions (positive and negative) when managing student behaviour.

Teachers should keep a record of conversations, email conrrespondence, meetings etc. to enable a chain of documentation.

Teachers should document the following in Integris (in **Behaviour** or **Activities**):
- Behaviour incidents
- Phone calls – time and purpose of the call noted
- Emails
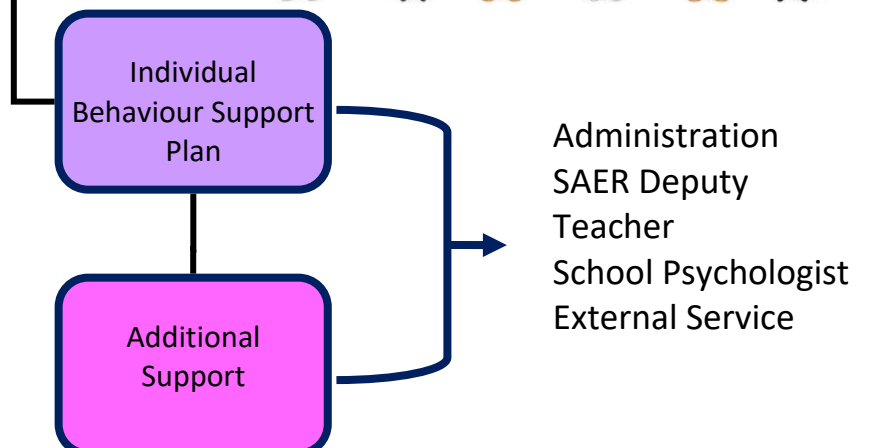- Meetings – minutes or notes should be kept and a copy provided to parents if they request

ADDRESSING VIOLENCE IN SCHOOLS

In 2019 the Minister for Education set out a new framework for addressing violence in schools. This document set out 10 key actions for all schools to implement, impacting on staff training, school policy requirements and student expectations. In addressing this policy, WGPS will move to:
1. Suspend any student who records a fight on a device
2. Suspend any student who engages in an intentional/organised fight
3. Suspend any student who engages in behaviours that cause significant injury or fear to other students or staff
4. Suspend any student who makes inappropriate physical contact with a staff member*
5. Apply a 'Good Standing' process for students, to ensure that additional privileges such as camps, excursions, interschool sporting events, choir, student leadership roles and so on, are subject to students meeting the behavioural expectations of the school.

GOOD STANDING AT WGPS

Good Standing refers to the need for students to maintain a certain level of behavioural expectations, in order to be considered for additional privileges at school. The WGPS School Board agreed that the school use a common sense approach to Good Standing, that ultimately sees the school using the policy as an incentive in the upper primary years (5-6) only **(Appendix 4).**

MOBILE PHONE PROCEDURES

Where necessary, and as appropriate, students should use the school telephones – under supervision – to contact parents or carers. If you do wish for your young person to attend school with a mobile phone, this can be handed in to administration at the beginning of the day for safe storage.

Students who do have their mobile at school must have it stored at administration need to understand that:

- They are not permitted to use them during the school day
- The school accepts no responsibility for lost or damaged phones
- Student mobile phones must be handed to the front office upon arrival
- The principal reserves the right to revoke a student's privilege of bringing their mobile phone to school
- The principal and teachers have the right to confiscate mobile phones where appropriate

DRUG AND ALCOHOL MISUSE

The possession or use of illegal substances by students at school is not acceptable under any circumstances.

If there is immediate risk, the school will undertake the following as required and appropriate:
- Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance
- Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student
- Call an ambulance if there is significant concern for the student's health, or if the student is posing a risk to self or others and parents/carers decline or unable to collect the student right away
- Police may also be called if the student's behaviour poses a significant risk to themselves or others Staff must be mindful that intoxication may make the student's behaviour volatile and unpredictable

Staff will take care not to provoke a response that places the student or staff at risk of injury.

WEAPONS ON THE SCHOOL SITE

Students are not to be in possession of weapons on the school site or at any school activity. Incidents involving weapons will be dealt with as a serious breach of school discipline and the student /s involved will be suspended immediately under Regulation 44(2) of the School Education Regulations 2000. This is consistent with the requirements of the Department of Education Student Behaviour Policy (4 January 2016).

Upon request the Principal will determine, on a case by case basis, whether a student will be permitted to carry a ceremonial or religious observance implement, such as a Kirpan, on the school site.

APPENDICES

Appendix 1

Positive Reinforcements

CLASSROOM : whole school

Values Slips

Faction Points

Winning Faction (reward end of term)

Merit Award

Good Standing Policy (Camp, excursions, interschool events)

Letters of Commendation?

CLASSROOM

Stickers/Stamps

Parent Contact—conversation, phone call, email

Visit admin or another class to share

Choice of activity (iPad, construction, play)

◊ High 5

Verbal praise/compliment

PLAYGROUND

Tokens—faction colours

GOLD token—10 points

Faction points

Winning faction—(end of term reward)

Appendix 2

The Zones of Regulation
Who Can Benefit?

The Zones of Regulation™ strategies can be used with early childhood to high school age students in mainstream classes and to all levels of students with special educational needs. The Zones program is geared toward students who struggle with self-regulation, including anger management, sensory processing, anxiety, flexibility, or self-control.

What is self-regulation?

Self-regulation is the ability to adjust the display of emotions through behaviour to attain goals in socially acceptable ways. This includes regulating sensory needs, emotions, and impulses to meet the demands of the environment, reach goals, and behave in a socially appropriate way. To successfully self-regulate three components need to be integrated: sensory processing, executive functioning and emotional regulation.

Sensory Processing: How you make sense of the information perceived by your sensory receptors, and how you organise that information to act upon it in a purposeful way.

Executive Functioning: The cognitive processes involved in the conscious control of thoughts and actions. The ability to self–regulate depends on the effectiveness of numerous mental operations, including attending to two or more activities simultaneously, flexible thinking, organising actions, and impulse control.

Emotional Regulation: Processes that are responsible for controlling emotional reactions in order to meet goals. This includes monitoring, evaluating, and modifying the intensity and timing of emotional responses.

What does "The Zones of Regulation™" teach?

The Zones of Regulation™ curriculum includes learning activities to help students recognise when they are in the different zones (states of arousal). Calming techniques, thinking strategies and sensory strategies are explored, enabling students to develop a toolbox of strategies from which they can choose to help self-regulate.

Students gain an increased vocabulary of emotional terms, skills in reading facial expressions, perspective on how others see and react to their behaviour, insight about events that trigger their behaviour, and problem-solving skills. Executive functioning skills are addressed in order to increase flexible thinking, awareness of impulse control, and understanding the big picture.

What are The Zones of Regulation?

The Zones of regulation categorises states of alertness and emotions into four coloured zones:

The Blue Zone: Low states of alertness, such as sad, sick, tired or bored. The body and/or brain is moving slowly or sluggishly.

The Green Zone: A regulated, in control state of alertness that students generally need to be in for schoolwork and being social.

The Yellow Zone: A heightened state of alertness. A person may be experiencing stress, anxiety, frustration or excitement, and become wiggly, squirmy or sensory seeking. The Yellow Zone is starting to lose control.

The Red Zone: Extremely heightened states of alertness or very intense feelings, such as anger, rage, panic or elation. Being in the Red Zone is best explained as not being in control of one's body.

Everyone experiences all of the Zones - the Red and Yellow Zones are not the "bad" or "naughty" zones. All of the zones are expected at one time or another.

Appendix 3

WEST GREENWOOD PRIMARY SCHOOL
GREENWOOD Western Australia   *'FRIENDS GROWING TOGETHER'*

FORMAL AGREEMENT

Name: _____   Date: _____

Goals (specific behaviours):   **The goals are about:**

1.	
2.	
3.	

Respect	
Responsibility	
Resilience	
Doing my best	

The signal used by the teacher to cue: _____

Consequences for not meeting goals:

_____

_____

_____

Positive reinforcements for meeting goals:

_____

_____

_____

Signed: _____   _____

        Student   **Teacher**

Appendix 4

GOOD STANDING GUIDELINES

In 2019 the Minister for Education introduced a range of steps that schools were required to implement, in order to address increasing levels of inappropriate student behaviour and violence in schools. One of these requirements was the need for all schools to have a Good Standing Policy.

Good Standing refers to the need for students to maintain a certain level of behavioural expectations, in order to be considered for additional privileges at school. These privileges consist of events such as interschool sports, camps, excursions, student leadership positions and so on.

The WGPS School Board agreed that the school use a common sense approach to Good Standing, that ultimately sees the school using the policy as an incentive in the upper primary years (5-6), given so many additional privileges are attached to this group. It was seen as being counterproductive if we were to stop students from attending educationally based excursions in junior primary years, when there are more age appropriate ways of working with these younger students.

The procedure that will be used at West Greenwood revolves around a 'three strikes' process, in relation to any upcoming events. We don't see any benefit in applying a three strikes process that results in students being excluded from all privileges for the remainder of the year. Ultimately, this would give students greater reason to put in less effort in the class and playground and less ability to learn from their mistakes and try to modify their future actions.

A strike may be earned immediately for serious incidents, or for a collection of ongoing minor incidents. For example, blatantly being disrespectful to a staff member may incur a strike, whereas going to a Buddy Room for not working may not. Going to a Buddy Room multiple times in one week, could result in a strike eventually being issued. Only admin will make this determination.

School administration staff will work collaboratively and proactively to ensure teachers, students and parents are all aware of when students incur a strike and what designated privilege is under threat. This will always be documented in writing, to avoid any confusion should a privilege be revoked.

We are hoping that use of this process early in the year will have a positive impact in making sure all students in Year 5 are prepared and able to run for leadership positions heading into Year 6 and Year 6 students are encouraged to maintain appropriate behaviour right through to the end of the year, in order to enjoy graduation activities. All students in Years 5 and 6 will have this process explained to them in the first week of the school year.

Appendix 5

ANTI-BULLYING GUIDELINES

WHAT IS BULLYING?

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond.

Physical Bullying
Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal Bullying
Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

Social bullying
Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.
Social bullying includes:

- lying and spreading rumours

- negative facial or physical gestures, menacing or contemptuous looks

- playing nasty jokes to embarrass and humiliate

- mimicking unkindly

- encouraging others to socially exclude someone

- damaging someone's social reputation or social acceptance.

Cyber bullying
Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.
Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.
Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

WHAT BULLYING IS NOT

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.

WHAT CAN YOU DO ABOUT IT?

Talk about it!

With:
- Friends
- Any Teacher
- Coaches
- Family
- Neighbours

You might You might might want to tell someone, but don't want them to do anything. That's OK.

ASKING FOR HELP ISN'T DOBBING

There is a big difference between dobbing and asking for help. Dobbers just want to get someone into trouble. If you have tried to stop the bullying, or if it is very serious, it is fair to ask for help.

WHAT ELSE CAN YOU DO?

Try these:
- Avoid being alone in places where bullying happens
- Try to ignore it
- Walk off to a safer area
- Tell the bully firmly "Stop it, I don't like it".
- Ask to join another group of students
- Write down the things the bully has said
- Tell someone who can help
- Be a helpful bystander to others who are being bullied

THE HIGH FIVE APPROACH TO BULLYING

1 **IGNORE**

2 **WALK AWAY**
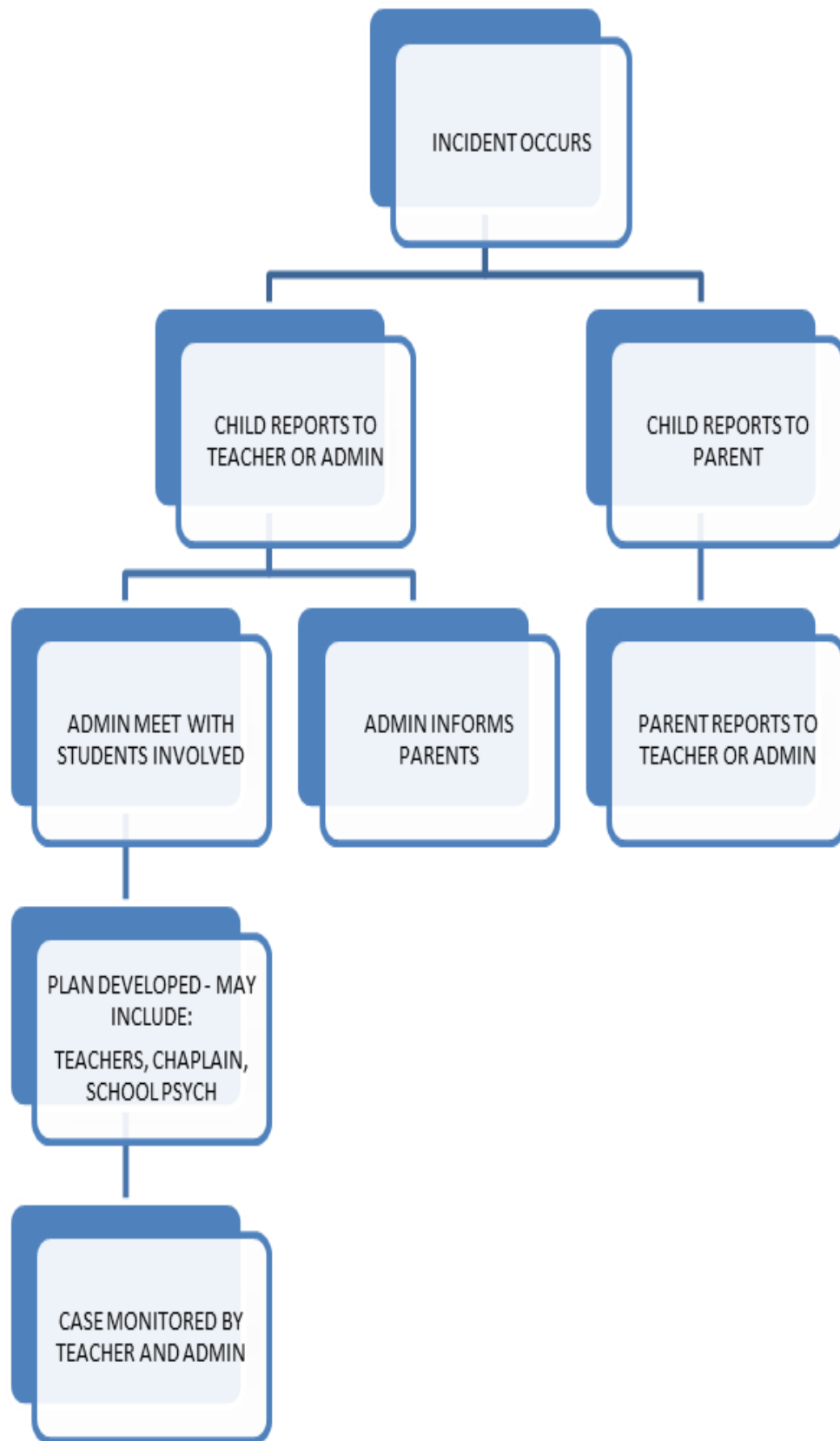
3 **TALK FRIENDLY**

4 **TALK FIRMLY**

5 **REPORT**

WHAT HAPPENS AT WEST GREENWOOD PS TO PREVENT BULLYING?
- Explicit teaching of values
- Explicit teaching of school expectations
- Aussie Optimism program taught
- Peer mediators
- Visible playground supervision
- Cyber-bullying education
- Protective Behaviours program

WHAT HAPPENS AT WEST GREENWOOD PS WHEN BULLYING IS REPORTED?

INCIDENT OCCURS

CHILD REPORTS TO TEACHER OR ADMIN

CHILD REPORTS TO PARENT

ADMIN MEET WITH STUDENTS INVOLVED

ADMIN INFORMS PARENTS

PARENT REPORTS TO TEACHER OR ADMIN

PLAN DEVELOPED - MAY INCLUDE:

TEACHERS, CHAPLAIN, SCHOOL PSYCH

CASE MONITORED BY TEACHER AND ADMIN

HELP FOR PARENTS

It is very important to let children know that bullying is not okay and that they should report it when it does occur. Our school has set standards for appropriate behaviour and safety. We also have guidelines for reporting and responding to bullying when it occurs.

It is very important for the child to understand how his or her bullying behaviour has affected the other person and to be clear not to repeat that behaviour. To help prevent bullying, children can be taught how to be respectful and caring towards others. Children who bully may appear confident but often lack skills for building positive friendships.

Learning to be more assertive can help those who are bullied to stand up for themselves. Learning the skills of assertiveness can also help those who bully find ways to communicate their wants, needs and opinions without becoming aggressive. Both those who are bullied, and those who do the bullying, will benefit from learning effective social and emotional skills.

If your child is being bullied:

- listen and provide support to your child
- try to understand what has been happening, how often and how long
- encourage social skills, like being assertive, telling the bully to stop and seeking help
- support your child to think through different ways they could deal with the problem
- talk with your child's teacher and ask for help
- keep talking with the school until your child feels safe.

If your child tells you about bullying he has seen or heard at school:

- encourage your child to stand up for the child who is being bullied
- encourage your child to report what he/she has seen or heard to school staff

If your child is doing the bullying:

- make sure your child knows the bullying behaviour is inappropriate and why
- try to understand the reasons why your child has behaved in this way and look for ways to address problems
- encourage perspective taking (eg "how would you feel if …")
- help your child think of alternative paths of action.

To help prevent cyber-bullying:

- supervise children's use of electronic devices
- teach children about ways of keeping safe when using the internet and mobile phones.

RESOURCES FOR PROFESSIONALS AND FAMILIES

Early Childhood Australia is the peak national, not-for-profit, non-government organisation that acts in the interests of young children. They provide a range of options and outcomes to support growth and development of young children.

beyondblue is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance-use disorders in Australia.

Children of Parents with a Mental Illness - provide information for family members across Australia who have a parent experiencing a mental illness, and for people who care for and work with them. The overall aim of the initiative is to promote better mental health outcomes for children (0-18 years) of parents experiencing a mental illness.

Secretariat of National Aboriginal and Islander Child Care (SNAICC) is the national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families. SNAICC's work includes policy and advocacy and developing resources for services working with Aboriginal and Torres Strait Islander children and families.

Australian Childhood Foundation is a national organisation aimed at protecting children and preventing abuse and violence. A range of useful resources for families including information in a range of languages is available