



# SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT AND BULLYING AT HOLY ROSARY CATHOLIC SCHOOL



## What is SWPBS?

***SWPBS is not a program, curriculum, intervention or practice. It is a framework that guides selection and implementation of the best evidence-based academic and behavioural practices. It is designed to improve important academic and behaviour outcomes for ALL students. School Wide Positive Behaviour Support (SWPBS) is a research driven and evidence based process. It is a way to teach behaviour based on three clear expectations that can be applied and taught in every context. Our expectations at Holy Rosary Catholic School are based on Respect, Learning and Safety.***

### What does SWPBS look like?

#### At a School Wide level:

- It is displayed clearly around the school.
- Students are able to state the expectations.
- Students are recognised for appropriate behaviours.
- All staff know and use the expectations.
- Data is collected and used for decision making.
- It is a team-based process.
- Families are actively included.
- The teaching Matrix with the three expectations is displayed and evident throughout the school.
- A flow chart is used as a guide for decision making for staff when dealing with behaviour.

#### At Classroom level:

- Classroom-wide positive expectations taught and encouraged.
- Teaching classroom routines and cues are taught and encouraged.
- A ratio of 6 positive affirmations to 1 rule

reminder in adult-student interaction is ideal.

- Active supervision is evident.
- Re-directions for minor, infrequent behaviour errors.
- Effective academic instruction and curriculum.
- Circle time used as a key teaching tool regularly in all classes.

#### In Non classroom Setting:

- Positive expectations and routines taught and encouraged.
- Active supervision by all staff (scan, move, interact).
- Pre-corrections and reminders.
- Positive reinforcement.

#### Individual Student Systems:

- Behaviour support planning for targeted students.
- Team and data based decision making.
- Targeted social skills and self-management instruction.
- Support from outside agencies.

# Matrix

Our Matrix has been developed by our staff and students to show how our three expectations work in the different areas of our school. It is a great reference for discussion about both positive and negative behaviors.



	<b>RESPECT</b>	<b>LEARNING</b>	<b>SAFETY</b>
<b>Toilets</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Flush the toilet when we have finished using it</li> <li>Use the bins to put our used paper towels in</li> <li>Wait for others</li> <li>Allow other people to have privacy</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Use water responsibly</li> <li>Learn how to use the toilets properly</li> <li>Learn to be hygienic by washing and drying our hands</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Walk to the toilet and in the toilet</li> <li>Keep the floor dry</li> <li>Use the toilets for their designed purpose</li> <li>Avoid playing in the toilets</li> <li>Turn off the taps after use</li> <li>Wash our hands</li> </ul>
<b>Classrooms</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Put up our hand when we want to say something</li> <li>Speak to others how we would like to be spoken to</li> <li>Listen when someone else is speaking</li> <li>Return items we've borrowed</li> <li>Ask a teacher to use resources</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Let others have the opportunity to listen and learn</li> <li>Ask for help if we need it</li> <li>Always give things a go and do our best</li> <li>Contribute positively to discussions</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Use our resources appropriately and carefully</li> <li>Walk when in the classroom</li> <li>Keep our feet and hands to ourselves</li> <li>Sit correctly on the chairs with all four legs on the floor</li> <li>Put our things away and keep our area tidy</li> </ul>
<b>Playground</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Play by the rules set up by the group before the game begins</li> <li>Include others</li> <li>Speak nicely to others</li> <li>Put our rubbish in the bin and leave the space neat and tidy</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Demonstrate teamwork and sportsmanship</li> <li>Share equipment</li> <li>Play games that include others</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Use equipment correctly and safely</li> <li>Stay within the school boundaries</li> <li>Go up the stairs and down the slides</li> <li>Wear our hat when it is expected</li> </ul>
<b>Representing the School</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Follow rules and instructions</li> <li>Wear our uniform correctly</li> <li>Speak politely to all others and use our manners</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Demonstrate good sportsmanship / leadership skills</li> <li>Participate positively</li> <li>Communicate effectively with others</li> <li>Win or lose graciously</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Stay with the team or group</li> <li>Use equipment safely and appropriately</li> <li>Avoid rough contact when playing sport</li> <li>Wear our hat or sunscreen when playing sport outdoors</li> </ul>
<b>Kiss and Drop</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Listen to the duty teachers</li> <li>Listen to our peers / older children</li> <li>Leave with our belongings</li> <li>Put our rubbish in the bin</li> <li>Speak politely</li> <li>Use our manners and wait or move aside</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Assist younger children</li> <li>Look and listen for your car</li> <li>Move to kiss and drop on time</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Sit quietly</li> <li>Watch for our parents / carers</li> <li>Walk to our car when we are told to</li> <li>Stay with the kiss and drop group</li> <li>Wait until the car has stopped before we attempt to get in</li> </ul>
<b>Transitions</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Walk in transition times</li> <li>Put papers in the bin</li> <li>Respect others property</li> <li>Move silently</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Understand that others in the school are working</li> <li>Listen to our teachers</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Walk carefully keeping our arms, hands and feet to ourselves</li> <li>Are aware of others around us</li> <li>Keep to the left</li> </ul>
<b>Excursions</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Listen actively to both teachers and any speakers</li> <li>Take turns and use our manners</li> <li>Take care of the facilities we are using</li> <li>Wear our uniform correctly</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Participate in all activities</li> <li>Ask questions / share information</li> <li>Listen to any speakers</li> <li>Bring back permission forms on time</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Listen to any instructions given and follow them</li> <li>Stay together as a class/group</li> <li>Talk quietly on the bus</li> <li>Be mindful of other members of the public</li> </ul>
<b>Hall / Church</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Sit quietly and still</li> <li>Face the front</li> <li>Keep our hands to ourselves</li> <li>Participate fully in masses and liturgies</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Listen to the message of the readers</li> <li>Sing all songs clearly and sensibly</li> <li>Genuflect when arriving and leaving the Church</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Walk sensibly and quietly</li> <li>Respects others space when sitting</li> </ul>
<b>Canteen</b>	<p>WE –</p> <ul style="list-style-type: none"> <li>Line up quietly</li> <li>Use our manners</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Take turns</li> <li>Help younger children</li> </ul>	<p>WE –</p> <ul style="list-style-type: none"> <li>Line up patiently on the painted lines</li> </ul>

Canteen	WE – <ul style="list-style-type: none"> <li>Line up quietly</li> <li>Use our manners</li> <li>Look at the people in the canteen when we speak to them</li> <li>Put our rubbish in the bin</li> <li>Wait patiently for the door to open</li> </ul>	WE – <ul style="list-style-type: none"> <li>Take turns</li> <li>Help younger children</li> <li>Make healthy food choices</li> </ul>	WE – <ul style="list-style-type: none"> <li>Line up patiently on the painted lines</li> <li>Wait our turn</li> <li>Wash our hands before eating</li> <li>Keep our hands to ourselves and respect the space of others</li> </ul>
ICT	WE – <ul style="list-style-type: none"> <li>Wash our hands before use</li> <li>Carry and store equipment safely</li> <li>Keep Ipads / laptops clean</li> <li>Share equipment with our peers</li> <li>Ask before printing</li> <li>Handle equipment with care</li> </ul>	WE – <ul style="list-style-type: none"> <li>Save our work to the server / USB</li> <li>Hand in phones / Ipods to our teacher unless specifically being used for learning in class</li> </ul>	WE – <ul style="list-style-type: none"> <li>Plug in and store equipment correctly</li> <li>Only use appropriate internet sites and apps</li> <li>Report any unsafe / inappropriate use to a teacher</li> </ul>

## Positive incentives for student behaviour management:

The school has established initiatives to encourage appropriate student behaviour. These incentives are linked to the three expectations of the school and reviewed on a regular basis.

**Bernies** - are given out by staff for regular and frequent examples of the expectations being followed. Five star stamps equal a star award. Different staff members have different ways of recording who gets Bernies, some teachers may have a chart visible in the classroom, others may use the school diaries.

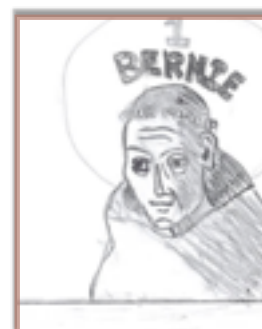
**Bronze Level:** (50 Bernies) recognition in the newsletter, a bronze wristband and a reward from the class chart.

**Silver Level:** (100 Bernies) recognition in the newsletter, a silver wristband and a reward from the class chart.

**Gold Level:** (150 Bernies) recognition in the newsletter, a gold wristband and a reward from the class chart as well as photo certificate displayed in the office.

Teachers will have class room systems that support the three expectations but may vary from room to room.

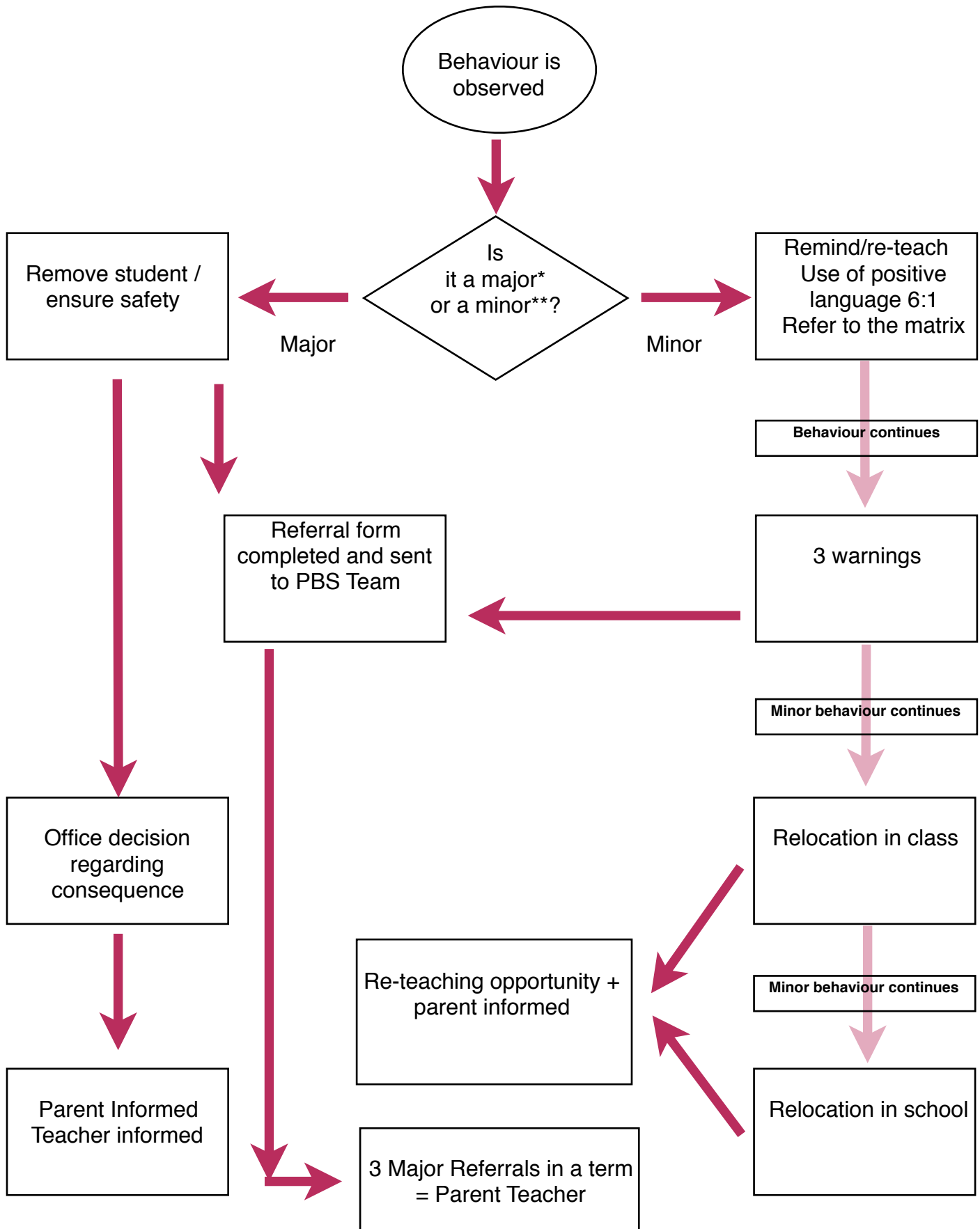
PBS REWARDS CHART GRADE 3/4		
Bronze 50 Bernies Points	Silver 100 Bernies Points	Gold 150 Bernies Points
Bronze Wrist Band	Silver Wrist Band	Gold Wrist Band
Then choose one of the following...		
Free time – 20 mins	Free Dress Day	Special Lunch
1 week of electronic device (school iPad or computer) instead of silent reading	Afternoon in another Class	Mini Gold Class Movie
Quiet Drawing	Other choices to be negotiated with a teacher...	Other choices to be negotiated with a teacher...



## SWPBS Flow Chart:

The school has established a flow chart to guide staff decision making for inappropriate behaviours. It ensures that our expectations and decisions are consistent throughout the school and that students are very aware of how behaviours are acted upon. These flow charts are on display in each classroom and available in relief teacher folders.

# Holy Rosary Catholic School Behaviour Flow Chart



Continue 6:1  
If at any point the behaviour becomes a major refer to the start of the flow chart

- \* Majors**
- Abusive language
  - Fighting
  - Physical aggression
  - Technology violation
  - Vandalism
  - Defiance/disrespect/non-compliant
  - Cheating
  - Property damage
  - Inappropriate affection
  - Skipping class
  - Weapons

- \*\* Minors**
- Inappropriate language
  - Physical contact
  - Disruption
  - Uniform
  - Technology violation
  - Property misuse
  - Defiance/disrespect/non-compliant
  - Late to class
  - Lying





# WHAT IS BULLYING?



## Bullying

Holy Rosary Catholic School believes that the working environment for students and staff should be safe and free from bullying of any kind.

**“Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:**

**\* dominating or hurting someone**

**\* unfair action by the perpetrator(s) and an imbalance of power**

**\* a lack of adequate defence by the target and feelings of oppression and humiliation.”**

Bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

### 1. Physical bullying

- This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.
- Repeatedly and intentionally damaging someone's belongings is also physical bullying.

### 2. Verbal bullying

- Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

### 3. Covert bullying

- Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding

someone.

### 4. Psychological bullying

- For example, threatening, manipulating or stalking someone.

### 5. Cyber bullying

- Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

**Conflict or fights between equals and single incidents are not defined as bullying.**



# WHAT IS NOT BULLYING?



## What behaviours are not bullying...

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying. The term 'bullying' is a highly emotive term and its use may lead to an over-reaction.

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation

or violence.

**While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.**

## What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around).

The different roles include:

- \* **Ring Leader:** students who through their social power can direct bullying activity.
- \* **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- \* **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- \* **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- \* **Defenders:** students who try to intervene to stop the bullying or comfort students who





# HOW TO SPOT BULLYING...



**Children should never be left to sort out bullying on their own.** They can be seriously hurt by it. It is important for grown-ups to stop bullying before it starts happening over and over again, or damages a child's confidence.

## How to spot signs of bullying...

There is no single way to tell if a child is being bullied. The way a child reacts will depend on how bad the bullying is, as well as the child's personality. Apart from obvious physical signs of bullying, the things to look for are changes in your child's social or emotional behaviour.

Things to look out for include:

- **physical signs** such as bruises, cuts and scratches, torn clothes, poor sleeping,

bedwetting, and frequent requests for money.

- **changes related to school or preschool**, such as not wanting to go, staying close to teachers during breaks, having difficulty asking or answering questions in class, not taking part in activities, sitting alone, and schoolwork and sudden deterioration in school work and homework.
- **emotional clues** such as anxiety, nervousness, distress, unhappiness, depression or tears, withdrawal, secretiveness, sudden changes in behaviour, being quick to anger, and unhappiness at the end of weekends and holidays.

- **other signs** such as your child talking about being teased, taunted, ridiculed, degraded, threatened, dominated, made fun of, or laughed at. Your child might be excluded at lunch and recess, lose contact with classmates after school, or be chosen last for teams and games.

### What to do if you think your child is being bullied:

- Contact your child's teacher.
- Complete a bullying report form available on the website or in classrooms and hand it in.
- Maintain regular communication with the school.
- Follow up until you feel the problem has been resolved.



# TIPS FOR TALKING ABOUT BULLYING...



## Tips for talking about bullying...

If your child is being bullied, one of the best ways to help protect your child is to talk about it.

Listen to your child, help your child understand what is going on, and show that you care and will help.

- **Listen.** Ask your child simple questions, then listen to the answers. Try saying things like, ‘So what happened next?’ and ‘What did you do then?’
- **Stay calm.** This is a chance to show your child how to solve problems. If you feel angry or anxious, wait until you feel calm before you discuss it with your child or with others.
- **Summarise the problem** . You could say something like, ‘So you were sitting on your own eating your lunch and Sam came up and took your lunch box and threw it across the playground.’
- **Agree that there is a problem.** For example, ‘It sounds like you had a really horrible time at lunch today.’
- **Let your child know it’s OK.** Help your child to understand that these feelings are normal. For example, ‘No wonder you’re feeling so sad about this.’
- **Praise your child.** For example, ‘I am really pleased that you have told me about this.’
- **Make it clear to your child that you will help** . For example, ‘It sounds

like things haven’t been so good. Are there some things we could do to make it a bit better?’

- **Talk about why people bully.** It can help your child to understand some reasons for bullying: ‘Sometimes people can be mean. Why do you think they said those things?’
- **Steer clear of negative comments** . These don’t generally help to sort out the issue. So be careful not to say things like, ‘Don’t come to me with your complaints – stand up for yourself’ or ‘You poor thing. Never mind, you can stay home.’

( From <http://raisingchildren.net.au/articles/bullying.html/context/591>)





# TIPS FOR TALKING ABOUT BULLYING...



## Signs that a child is bullying...

If your child is bullying, **someone will probably tell you** – a teacher, another child's parents, or one of your child's siblings. If you suspect your child is bullying, you could **look out for the following signs:**

- \* Your child talks about the other kids at school in an aggressive or negative way.
- \* Your child has money, toys or other things that don't belong to them.

Neither of these signs means your child is definitely bullying, but you might want to talk to your child's teacher to find out if there have been any problems at school.

## What to do about your child bullying...

It's important to **tell your child you think their behaviour is unacceptable** and that you want it to end.

- \* Explain to your child what bullying is. Try to be calm about it. Talk with your child about what he's doing and why he might be doing it.
- \* Monitor your child's use of the internet and mobile phones.
- \* Talk to the school (or organisation where the bullying is happening) about its approach to bullying. Ask what you can do from home to support the approach. Call back regularly to check how your child is behaving.
- \* Some children bully because they themselves have been bullied. Listen to your child for clues that she might be a victim of bullying.
- \* Sometimes children join in a group that uses bullying behaviour to avoid being bullied

themselves. If your child is bullying so he can fit in, talk to the school or organisation about strategies he can learn to resist joining in.

**It's best to do something about bullying sooner rather than later.** You can have the most influence on your child's bullying behaviour while they are still young – the younger they are, the more likely they are to change the way they act.

If the bullying is happening at school or a sports club, working with the organisation will give you the best chance of changing your child's behaviour. Contact the school and we can help and support you with many strategies and resources.

**Holy Rosary Catholic Primary School  
Bullying Report Form for students and families**

**Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated over time.**

Your name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_


**Write the names of the student(s) who are bullying you here:**

**What are they doing to you?** (Please circle the words below that describe what is happening or write your own)

Hitting you Damaging your things Ganging up on you Spoiling your games Threatening	Name calling Writing notes Following you Offensive gestures Picking on you	Spreading rumours Teasing Stealing your things Glaring at you	Demanding food Intimidating Making fun of you Other:
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Before school	During class	Lunchtime/Recess
After school	Between lessons	Other:


**When is this most likely to happen?**


**Do you have any witnesses? (List them)**

**Where are these incidents happening?** \_\_\_\_\_

**Are there any others that are being bullied? (List them)**







# OUR SWPBS AND BULLYING PRIORITIES



## **Our priorities for effective school based behaviour support and action against bullying...**

1. To create a caring, respectful, inclusive and supportive school culture.
2. To establish a clear whole school definition of SWPBS and bullying.
3. To establish a clear positive behaviour support and anti-bullying policy developed in collaboration with staff, students and parents/carers, which addresses all forms of bullying (including cyber bullying).
4. To collaboratively develop procedural steps to respond appropriately to bullying incidents that are clearly documented and define the roles and responsibilities of staff, students and parents/carers. This would also include a reporting format for students and families available on the website and in classrooms.
5. To establish teaching and learning programs that promote personal development and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders.
6. To provide professional development to assist school staff to understand the anti-bullying policy, implement teaching and learning programs, and to provide support for students at high risk times and in high risk settings.
7. To consult with students regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying (including cyber bullying) occurs.
8. To create physical environments in the school and staff supervision practices that limit the incidences of bullying (including cyber bullying).
9. To support and engage families by maintaining regular, clear communication and through systematic parent awareness raising and skill building.
10. To establish a process for regularly reviewing and celebrating the effectiveness of school policies, programs and procedures.