



# Yarranlea Limited

## POL550.02\_C Behaviour Guidance Policy

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<b>Purpose:</b>	This policy applies to behaviour within the school grounds and classroom, when representing the school in public and on camps and school excursions. It is also vital that students experience the same expectations of behaviour at OSHC. The educators and students at OSHC have the same rights and responsibilities as will be expected of students and staff members during the normal school day. Vacation Care students from outside of the school cohort will be taught these values as part of their induction into the service.	
<b>Scope:</b>	Yarranlea Board, Staff, Students, OSHC students, volunteers, and contractors	
<b>Status:</b>	Approved	<b>Supersedes:</b> POL500 and POL015
<b>Authorised by:</b>	Board	<b>Date of Authorisation:</b> 28/05/2024
<b>Review Date:</b>	Annually	<b>Next Review Date:</b> June 2025
<b>Policy Owner:</b>	Yarranlea Limited	
<b>Modifications:</b>	<ul style="list-style-type: none"> <li>• Added Minor and Major Behaviours Flowchart</li> <li>• CARES definitions updated</li> <li>• Included parent’s responsibilities</li> <li>• Added Disciplinary Consequences</li> </ul>	
<b>Date of Modification:</b>	April 2024	
<b>Previous Modifications:</b>	<ul style="list-style-type: none"> <li>• Previously POL015 was Behaviour and Wellness Policy, this has now been split into 2 policies being Behaviour Guidance Policy and Wellness Policy</li> <li>• Removal of any reference to wellness</li> <li>• Inclusion of bullying definitions and cyber bullying references</li> </ul>	
<b>Date of Previous Modification:</b>	September 2023	

<b>Saved to SharePoint Folder by:</b>	Mia Poulsen
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<b>Related Policies:</b>	Wellness Policy (to be written)

## Policy Statement

Yarranlea Limited is committed to providing a safe, respectful, and disciplined learning environment for students, teachers, staff, and volunteers. We aim to create a positive environment where each child is respected and their right to learn is encouraged and protected.

This policy applies to behaviour within the school grounds and classrooms, when representing the school in public, on camps, and during school excursions. It is also vital that students experience the same expectations of behaviour at OSHC. Educators and students at OSHC have the same rights and responsibilities as those expected of students and staff members during the normal school day. Students attending Vacation Care from outside the school cohort will be taught these values as part of their induction into the service.

Parents are responsible for their own children's behaviour at school community events identified as 'Social Gatherings' throughout the year.

## Yarranlea Limited 'CARES' and Well-being Policy Aims

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour.
- To enable students to learn productive social skills that will enable them to thrive as lifelong learners.

Responsible behaviour is encouraged, expected, and valued in our students. Our teachers will explain and actively model responsible behaviour to our students. Should a student fail to display the expected behaviour, the teacher will assist the student by asking them to identify which of the

following core values they have chosen not to display. These core values will be explicitly taught to students and displayed in classrooms:

**C - Courtesy and Cooperation with others**

**A - Appreciation of self, others, and the environment**

**R - Respect and Responsibility**

**E - Excellence and engagement in learning**

**S - Sharing**

## **Yarranlea Primary School Behavioural Expectations**

It is imperative that Yarranlea Primary School staff not only model these core values but also explicitly teach the students about these values.

Students need to learn a range of social skills. It is the responsibility of the whole school community to foster these skills, but the role of the school is a critical component in this process. Yarranlea Primary School recognises this need and will support social interactions between students as learning opportunities.

When a student lapses in his or her behaviour, the school community should view this incident as a learning opportunity whereby positive social behaviours can be learned, and future negative consequences avoided. Students will be asked to identify the possible consequences of continuing a course of action, both positive and negative. They will then be asked to identify how they intend to solve their problem to avoid negative consequences. Any identified solutions need to be acceptable to all parties involved in their behaviour for them to be successful, and this may require negotiation.

As previously noted, the opportunity to identify behaviour choices and discuss possible consequences is vitally important. This discussion need not be lengthy in duration, nor should it be perceived as a consequence in itself. Teachers will view these important interactions as 'teachable moments'.

Students and teachers have the right to work to their potential, free from disruptions, abuse, or threats. For effective learning, it is essential that a positive relationship exists between teachers and students and that a positive classroom environment be maintained.

Students must be fully aware of the standards of behaviour expected and the potential consequences of not adhering to these expectations.

Consistent application of expectations and consequences is required, and individuals must accept responsibility for their own behaviour and for correcting their misbehaviour.

If a student does not improve their behaviour choices, the teacher needs to ensure the quality and safety of the other students' learning environment by implementing appropriate and proportionate consequences.

Actions have consequences, and both appropriate and inappropriate behaviour is a choice. Students are expected to accept the consequences of choosing particular behaviours. Logical consequences for behaviour choices will be implemented by the teacher within the school environment.

## **Procedure for Addressing Noncompliance in the Classroom**

If a child continues to demonstrate noncompliance, the classroom teacher will:

1. **Initial Discussion with Principal:** Discuss with the Principal what the child is exhibiting.
2. **Development of an Action Plan:** An action plan will be developed between the class teacher and Principal. This includes documenting what behaviours the child is exhibiting, when, and the actions taken by the class teachers. This assists in identifying triggers that may indicate their behavioural responses.
3. **Parent/Guardian Contact:** The class teacher will contact the parent/s or guardians to have a conversation as soon as possible with the Principal present.
4. **Exploration of Behaviours:** The conversations need to explore what behaviours occur at home and at school and whether there is any commonality. Sometimes these conversations can be awkward but should explore the common values held by the families.
5. **Discussion of Behaviour Management Plan:** When discussing the behaviour with the parents, it is important to relate to the facts and what has been demonstrated by the child. It is suggested the child is placed on a behaviour management plan with targeted goals within a specific timeframe. This includes regular meetings both formal and informal with the parents.
6. **Temporary Nature of Plan:** It should be emphasised that a behaviour management plan is not forever.
7. **Assessment of Progress:** If there is no improvement in the child's behaviour, the Principal will need to approach the parents and the school board as to the appropriateness of the child's enrolment at the school.

## School Policy on Intolerable Behaviour

Some choices of behaviour will never be tolerated at Yarranlea Primary School. The school has a no tolerance attitude regarding:

- **violence**
- **persistent disruption to the learning of others**
- **deliberate damage to property**
- **stealing**
- **bullying** (is defined as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders.

### What Bullying Is Not

- Single episodes of social rejection or dislike.
- Single episode acts of nastiness.
- Random acts of aggression or intimidation.
- Mutual arguments, disagreements.

These actions can cause distress. However, they do not fit the definition of bullying, and they are not examples of bullying unless someone is deliberately and repeatedly doing them.

## **Parent Complaints Against Another Child**

Parents do make complaints against other children. These complaints need to be in writing and received as an email to the Principal, Class Teacher, or OSHC Coordinator. The Principal, Class Teacher, and OSHC will decide on a course of action. It is imperative that all sides of the story are investigated and documented. These investigations will take some time. Parents who make a complaint against another child should not approach the other parents about this problem. If they do so, this will be brought to the Principal and School Board's attention. Action may be taken by the School Board. A parent complaint may be sent on to the Community Liaison Officer and Chair of the School Board if deemed necessary should the matter escalate.

Parental consultation and communication are essential, including feedback as to what has been determined and the likely outcomes. Feedback to the Chair of the School Board will be necessary if a full school day suspension is deemed to occur.

Due to privacy laws, and out of respect for individuals involved, information gathered from an investigation into complaints will not be disclosed or discussed with anyone but the student's family regarding the incidents. Actions defined from the investigation will be communicated individually.

## **Vexatious Complaint**

A vexatious complaint is a written or verbal report of alleged improper conduct made to an authority intending the report be acted upon without reasonable evidence. Where there is demonstrable absence of reasonable grounds for suspecting the improper conduct and the report is made to cause distress, these proven vexatious complaints will be considered a breach of the Parent Code of Conduct.

## **Cyberbullying**

All students have devices, and from time to time, they will be able to take these home to complete work. All devices are equipped with monitoring software; however, when in the care of parents, it is suggested that they remain vigilant about what the child is doing online. Yarranlea is not held responsible for any misuse of the internet while the device is in the care of the parent.

Repeated instances of cyberbullying can be reported to the police. A screenshot must be taken by the parent. If the bullying is found to have been carried out on a school device, the device will be confiscated by the school. A meeting between the student, their parents, and the principal will then be scheduled to determine further actions.

# Yarranlea Primary School Minor and Major Behaviours Flowchart

## OBSERVE BEHAVIOUR

## CREATING SUCCESS

## PREVENTION

### Minor Behaviours

Infrequent behaviours that are not in line with the behaviour expectations matrix. They have low to medium impact on learning. Ongoing discussions made with teaching staff can lead to a yellow card. Three misdemeanours will lead to a yellow card.

- Inappropriate language
- Ignoring instructions
- Non-compliance after warnings
- Mild disruption to learning
- Cheating
- Minor physical contact
- Off task
- Dishonesty

**Prompt:** provide a visual and/or verbal cue  
**Re-direct:** restate the matrix expected behaviour  
**Observe Behaviour - Creating Success - Prevention**  
**Re-teach:** state and demonstrate the matrix behaviour, and **provide immediate feedback**

- By working with parents and students
- 5:1 positive validation
- Shared and consistent language - use of **Matrix across the school**
- Display behavioural expectations
- Explicitly teach behavioural expectations
- Model expectations
- Match instruction to need
- Establish routines for a safe and orderly play
- Active Supervision- scanning and interacting in playground areas
- Major or repeated disruption
- Responses are **Calm- Consistent- Brief- Immediate- Respectful- Specific**



### Serious Behaviours

Disruptions to the good operation of the school and disrupting the classrooms and learning of others. It may involve endangering others or ones-self. Ongoing consultation with staff and parents. Three misdemeanours will lead to further consequences as noted.

### Extreme defiance/disrespect

- Abusive language
- Repeated minor behaviours (Yellow)
- Bullying and racism and theft
- Criminal behaviour
- Leaving school grounds
- Threats with intent
- Cyberbullying

### Contact Leadership for support:

**Call office** for additional support staff or closest teacher/buddy teacher.  
**May require removal of student**, or class, from environment.  
**Consequences of red card** may include but not limited to a reflection Sheet,  
**Withdrawal** from play (after eating)  
**Ongoing Monitoring** of play, sport if playing interschool  
**IEP** for play and classroom identifying behaviours that needs attention  
**Ongoing meeting** with Parents with possible Suspension being flagged including in school suspension.  
**Revoking of Leadership Position** in Grade 5 or Grade 6.

## Responsible Behaviour Process

Students learn about themselves, their emotions, and prosocial skills.  
Teachers will ensure that students understand how our school defines 'Responsible Behaviour' and 'Cares' in our school.  
At Yarranlea Primary School, we define 'Responsible Behaviour' as caring for each other.

### What does 'CARES' mean?

- C - Courtesy and Cooperation with others**
- A - Appreciation of self, and others and environment**
- R - Respect and Responsibility**
- E - Excellence and engagement in learning**
- S - Sharing**

Should a student's behaviour need refinement, the teacher will ask them to reflect on their behaviour choices.  
For example:  
*"How might you show your friend that you care and how can we solve your disagreement?"*  
Students will then identify how they could improve their behaviour choices.

If the student continues to display the undesired behaviour, the staff member will provide the student with time to further reflect on his/her behaviour choices and follow through with any appropriate and proportionate sanction.  
Staff members will separate the individual from his/her behaviour choices.  
Staff members will remain calm and help students to reflect on their behaviour. Staff are encouraged to discuss the child's behaviour with the Principal. Parents are to be contacted and Principal needs to be part of the conversation if behaviours are of ongoing concern.

Should a student's behaviour exhibit violence towards others, damage to property, stealing, or bullying (please see definition) the Principal must be informed as soon as possible.  
The staff member must ensure that the situation is safe for all students before reporting these incidents to the Principal who will then decide upon a suitable course of action.

The Principal will use all the available information to determine an appropriate response to significant behaviour issues that the school community has determined as having no place at Yarranlea Primary School.  
An immediate 24-hour suspension may apply.

Following any suspension and prior to returning to school, the Principal, parents and student must meet to develop and agree upon a re-entry program and a behaviour management plan.  
In some cases, the Principal and the Board may determine that these behaviours will result in enrolment at the school being cancelled.

Parents/Carers – Please read and understand the processes outlined in the Family Handbook and Enrolment Application Contract. Acceptance and submission of an enrolment dictates that you agree with the Philosophy, Values, Policies, Procedures and Behavioural guidelines outlined.  
Violations may lead to a report to the Board and could result in your child's enrolment being cancelled.



## **Supportive School Environment Plan**

### **Values**

This year, as part of our Supportive School Environment Plan, we commence the introduction of PBL (Positive Behaviour for Learning) and Second Steps, evolving our behaviour plan. Our plan is an ongoing initiative that will adapt to the needs of the cohort. PBL, a research-based initiative utilised in schools for the last twenty years, complements Second Steps, a program that extends PBL by teaching students our values and expectations. Students are recognised for their ongoing positive behaviour, both in the classroom and school-wide, through our C.A.R.E.S awards at assemblies. In the Dingoes (Upper group Year 4 - 6), this approach helps students develop goals aiding their long-term preparation for High School. During term 1, oral reporting includes interviews conducted with parents and students present, where behavioural goals are set.

### **Consideration of Individual Circumstances**

Staff at Yarranlea Primary consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, cultural considerations, home environment, and care arrangements. This tailored approach in teaching expectations and responding to inappropriate behaviour reflects the principle of equity, ensuring every student receives the necessary support to succeed. For example, some students may require additional help to understand expectations, while others might benefit from more practice opportunities.

For a small number of students, certain disciplinary actions may be deemed ineffective due to complex trauma or family circumstances. These considerations are paramount in our approach to both instructing behaviour and responding to it. By law, our teachers are required to respect and protect the privacy of individual students. Consequently, while the interest from other students, staff, and parents in the consequences enacted upon a student is understandable, such information will only be disclosed to the student's family. This includes incidents involving bullying, which are taken seriously and addressed appropriately.

Parents are reminded of their obligations agreed upon during their child's initial enrolment, which includes adherence to the school's behaviour guidelines and policies. If you have concerns about the behaviour of another student or the staff's response, please arrange a meeting with the Principal to discuss further.

## School Values – C.A.R.E.S. MATRIX

- C - Courtesy and Cooperation with others
- A - Appreciation of self, and others and environment
- R - Respect and Responsibility
- E - Excellence and engagement in learning
- S - Sharing

Students can demonstrate these expectations in various settings in the following ways:

	C	A	R	E	S
<b>ALL SETTINGS</b>	<p>Keep your hands, feet and body to yourself</p> <p>Always move sensibly and safely</p> <p>Report problems to a teacher or a senior leader</p> <p>Be in the right place at the right time</p>	<p>Appreciate that others learn in different ways</p> <p>Use a quiet voice</p> <p>Keep your room tidy</p> <p>Respect other's belongings</p> <p>Put your hand up</p> <p>Wait your turn</p>	<p>Be responsible for your own learning</p> <p>Be prepared with all your equipment</p> <p>Complete your work</p> <p>Be positively involved in your learning</p>	<p>Strive for quality work</p> <p>Check and re check before submitting</p> <p>Seek feedback</p> <p>Explain your work</p>	<p>Share equipment and classroom equipment</p> <p>Share your knowledge</p> <p>Support others</p>

	<b>C</b>	<b>A</b>	<b>R</b>	<b>E</b>	<b>S</b>
<b>Classroom</b>	<p>Walk inside the classroom quietly</p> <p>Use classroom equipment and furniture correctly</p> <p>Ask permission to leave the room</p> <p>Enter and leave quietly and safely</p>	<p>Appreciate that others learn in different ways</p> <p>Use a quiet voice</p> <p>Keep your room tidy</p> <p>Respect other's belongings</p> <p>Put your hand up</p> <p>Wait your turn</p>	<p>Be responsible for your own learning</p> <p>Be prepared with all your equipment</p> <p>Complete your work</p> <p>Be positively involved in your learning</p>	<p>Strive for quality work</p> <p>Check and re check before submitting</p> <p>Seek feedback</p> <p>Explain your work</p>	<p>Share equipment and classroom equipment</p> <p>Share your knowledge</p> <p>Support others</p>
<b>Playground And Activities</b>	<p>Play safe games with others</p> <p>Stay in view of a teacher</p> <p>Walk on hard surfaces</p> <p>Wear a hat</p> <p>Sit to eat and drink</p> <p>Walk on steps</p> <p>Sit where you can be seen by teachers and staff</p> <p>Keep pathways clear</p>	<p>Play fairly</p> <p>Be a good friend</p> <p>Put rubbish in the bins</p> <p>Share</p> <p>Take turns</p> <p>Return equipment when finished</p>	<p>Establish/ Learn and play the rules of the game fairly</p> <p>Play in bounds</p> <p>Walk away and have some quiet time if upset (self-regulation)</p> <p>Be a good example to others</p>		<p>Take turns</p> <p>Play fairly – use your words</p> <p>Share equipment</p>

	<b>C</b>	<b>A</b>	<b>R</b>	<b>E</b>	<b>S</b>
<b>Toilet</b>	<p>Shut the door</p> <p>Flush the toilet after use</p> <p>Wash your hands</p> <p>Walk inside</p>	<p>Only one person in a cubicle</p> <p>Respect the privacy of others</p> <p>Wait your turn</p> <p>Keep the toilet tidy</p> <p>Turn off the taps</p> <p>Use toilet paper and soap correctly</p>	<p>Be water wise</p> <p>Promptly return to your class or the playground</p> <p>Use the toilets at appropriate time</p>	<p>Keep area clean</p> <p>Paper in the bin</p>	
<b>In Public</b>	<p>Wait safely on seats</p> <p>Follow directions</p>	<p>Wait your turn to be served</p> <p>Use your manners</p> <p>Listen to the Directions given to you</p> <p>Use a quiet voice</p>	<p>Go to the area requested at the right time</p> <p>Look after others</p> <p>Be in the right spot at the right time</p>	<p>Follow directions</p> <p>Be respectful and mindful when you are in school uniform</p>	<p>Allow others to talk</p> <p>Listen to directions</p> <p>Listen to the speakers</p>

## Disciplinary Consequences

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time, and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. This course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, or/and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class (e.g. walk for a drink)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom / lunch detention)
- Detention

## Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention( supervised) with a reflection sheet to complete
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership to address persistent or ongoing serious problem behaviour. The school board will be made aware of this process. This support for this may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies
- Working in another location as part of a specific plan
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the delegate (principal) with a recommendation to the school board about their exclusion from school)

## Glossary

This section provides definitions for common terms used in student wellbeing and safe schools. This has been sourced from the National Safe Schools Framework resource manual.

### **AGGRESSION**

Aggression is words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

### **APPROPRIATE**

Something that is suitable for a particular purpose or occasion. It is right or acceptable for a specific context and situation.

### **BULLYING**

#### ***Definition for teachers, parents, and carers:***

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

#### ***For use with younger students***

Bullying is when someone keeps picking on another child again and again to make them feel bad. They say or do mean things to upset them, make fun of them a lot, try to stop them joining in or keep hitting or punching them.

Sometimes there might be a fight or argument between children. If it happens once, it is not bullying even though it can be upsetting. It is also not bullying if someone sometimes fights with a friend and they can sort it out.

Bullying feels awful. Bullying is not OK. You feel like you can't stop it. You have the right to feel safe.

#### ***For use with older students***

Bullying is when one person (or a group of people) with more power than someone else, tries to upset or hurt them. This power can come from being more popular, stronger or part of the group. They might repeatedly try to hurt them physically, socially isolate them, or say and do mean or humiliating things to them. Bullying can happen in person or online, and it can be obvious or hidden.

If someone behaves in a mean or aggressive way on one occasion it isn't bullying, even though it is not respectful or acceptable. A fight or disagreement between two people of equal power or status isn't bullying.

Bullying is not OK. It feels awful. You feel like you can't stop it. You have the right to feel safe.

### **BYSTANDER BEHAVIOUR**

A bystander is someone who sees or knows about child maltreatment, harassment, aggression, violence or bullying that is happening to someone else. Supportive bystander behaviours are actions and/or words that are intended to support someone who is being attacked, abused, or bullied. The actions of a supportive bystander can stop or diminish a specific bullying incident or help another student to recover from it.

### **CONFLICT**

Conflict is a mutual disagreement, argument or dispute between people where no-one has a significant power advantage and both feel equally aggrieved.

Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups, sometimes lead to either aggression or bullying.

### **COVERT BULLYING**

Covert bullying is a subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by, adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

### **CYBER HARASSMENT**

Cyber harassment is a single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.

### **CYBERBULLYING**

Cyberbullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyberbullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).



## **CYBER-SAFE BEHAVIOURS**

Cyber-safe behaviours are the safe, respectful, and responsible use of internet and mobile phone technology.

## **POSITIVE BEHAVIOUR MANAGEMENT APPROACH**

Positive behaviour management approaches are those that stress prevention, support, and the avoidance of confrontation and that focus more on the development of values, relationships and skills enabling positive student behaviour than on punishment for student misbehaviour.

## **POSITIVE BEHAVIOUR SUPPORT (PBS)**

Positive behaviour support (PBS) is an approach to behaviour management that aims to prevent and reduce antisocial and challenging behaviours by: rearranging the student's learning environment so that factors that have been identified as maintaining inappropriate or unacceptable behaviours are removed; teaching pro-social skills; providing positive consequences for pro-social behaviour, and minimising the use of negative strategies such as punishment.

## **PROPORTIONATE**

Correct or suitable in size, amount or degree when considered in relation to something else.

## **PRO-SOCIAL VALUES**

Pro-social values emphasise the importance of harmony and concern for others. They include respect, acceptance of diversity, honesty, fairness, friendliness and inclusion, compassion (kindness), cooperation and responsibility. These values assist students to develop a moral map to guide their behaviour and choices.

## **RESILIENCE**

Resilience is the ability to cope and bounce back after encountering negative events, difficult situations, challenges, or adversity and to return to almost the same level of emotional wellbeing. It is also the capacity to respond adaptively to difficult circumstances and still thrive.

## **RESTORATIVE PRACTICES**

In this approach to behaviour management, the term 'restorative' is used to stress that when a student misbehaves, restoring relationships, repairing harm, and learning perspective-taking and social responsibility is more important and effective than simply delivering punishment for their misbehaviour. Restorative practices include:

- Circle Time (and conference circles) in which students sit in a circle and, using a structured format, discuss and problem-solve an issue that has affected the whole class or specific members of the class the 'restorative interview' where the teacher uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking, and the importance of making amends in order to repair harm and relationships
- the more formal 'restorative conference' that is used with more serious or ongoing misbehaviour and usually involves senior staff, parents, and carers.

**SCHOOL COMMUNITY**

The school community is considered to comprise students, school staff (e.g. teachers and other professionals, administrators, other support staff and volunteers), parents, guardians, carers and others with an interest in the school.

**SOCIAL AND EMOTIONAL LEARNING (SEL)**

Social and emotional learning involves students having opportunities to learn and practise social skills such as: cooperation, managing conflict, making friends, coping and being resilient, recognizing and managing their own feelings and being empathic.

**STUDENT WELLBEING**

Student wellbeing is a student's level of satisfaction about the quality of their life at school. Optimal (or desirable) wellbeing is characterised by positive feelings and attitude, positive relationships with other students and teachers, resilience, and satisfaction with self and learning experiences at school.

**VIOLENCE**

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

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