



SUBIACO PRIMARY SCHOOL

POSITIVE STUDENT BEHAVIOUR SUPPORT POLICY

POLICY STATEMENT

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour

RATIONALE

Our policy aims to safeguarding the rights of teachers to teach and students to learn in a safe, supportive environment. The main objective is for students to accept responsibility and consequences for their behaviour. At Subiaco Primary we endeavour to create an environment within the classroom that is warm, encouraging and consistent and strive for a consistent approach when handling any misbehaviour. Continued misdemeanours and all serious matters are reported to parents.

VALUES

At Subiaco we value success for every student, respect for others, diversity and ongoing academic, physical, emotional, moral and social growth.

OUR SCHOOL RULES

Be kind to others, Be kind to yourself, Be kind to the environment.

RIGHTS

All members of the school community have rights.

Students have the right to:

- Respect, courtesy, honesty and fair treatment;
- Learn in a purposeful, supportive and non-disruptive environment;
- Work and play in a safe, secure, friendly and clean environment; and
- Access to the best possible education.

Staff have the right to:

- Respect, courtesy, honesty and fair treatment;
- Work in a purposeful, supportive and non-disruptive environment;
- Work in a safe, secure, friendly and clean environment; and
- Cooperation and support from parents and the School community

Parents have the right to:

- Respect, courtesy, honesty and fair treatment;
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and wellbeing;
- Be informed of their child's progress.

RESPONSIBILITIES

Members of the school community have varying responsibilities.

Principal and Assistant Principals agree to the best of their ability to:

- Provide a link between parents and staff;
- Support teachers with behaviour development and management;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school; and
- Help design and assist with programs for individual students with behaviour problems

Teachers agree to the best of their ability to:

- Develop and maintain a positive classroom environment;
- Display and discuss school, classroom and playground rules;
- Document student misbehaviour and implementation strategies;
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management;
- Be consistent in the implementation of the school's positive student behaviour support policy;
- Model respectful, courteous and honest behaviour;
- Establish positive relationships with students and parents; and
- Ensure the school environment is kept safe.

Parents agree to the best of their ability to:

- Contact the school when an issue or concern arises. Matters will be dealt with in confidence. The order of contact should be the class teacher, Assistant Principal and Principal.

Chaplain agrees to the best of their ability to:

- Be a supportive presence in the playground, to make particular observations where he/she considers it necessary and to respond, when appropriate, to requests from students, staff and parents;
- Liaise with staff about playground behaviours and take appropriate action when necessary;
- Support students, staff and parents and offer confidential counselling if requested; and
- Liaise closely with staff about students who experience difficulties with their own or peers' behaviour.

Students agree to the best of their ability to:

- Obey school, class and playground rules;
- Treat others with respect;
- Allow others to work without interruption; and
- Represent Subiaco Primary School with pride.

Interactions with students

Relationships with students that are responsive and respectful will promote student's sense of security and wellbeing. Interactions with students will involve staff:

- maintaining the dignity and rights of each student when interacting with them;
- supporting each student to develop warm, trusting, respectful relationships with other students and adults; and
- encouraging students to express themselves and their opinions, engaging them in conversations about things that interest them and incorporating student's strengths, abilities and interests when making curriculum decisions.

MANAGEMENT OF INCIDENTS

There is a four-phase approach:

Primary prevention

- All classroom teachers have a classroom management policy consistent with school policy. The policy includes clearly defined class rules and consequences which is displayed. The policy is executed fairly and consistently.
- School rules are established, displayed and reinforced.
- Teachers inform students as to what is defined as inappropriate behaviour. Various programs operate across the school to assist in this area. These programs promote resilience, life and social skills, assertiveness, conflict resolution, anger management and problem solving.
- Professional development for staff related to behaviour management is provided as required.
- There is a focus on raising community awareness on the school's programs as appropriate.
- Information is gathered from students and staff regarding bullying and social interaction to direct planning for improvement.
- Positive reward systems are implemented, maintained and supported such as Awards of Honour, sub-assembly awards with a focus on our school motto of Our Best.
- Students receive positive incentives for appropriate behaviour which reflect the developmental age and interests of the students.

Early intervention

- Promotion of the need and responsibility of students to report bullying incidents involving themselves or others.
- Classroom teachers regularly remind students to report incidents and to promote the differences between telling (when your aim is to stop a problem) and dobbing (where your aim is to create a problem).
- Information on types of behaviours that may be indicative of bullying is available for the school community as appropriate.

Intervention

- When a student approaches a staff member and reports possible bullying or a behaviour incident, the staff member responds by asking questions to clarify situation... (Refer to Appendix 2 for sample questions)
- Serious incidents are investigated and documented. Follow-up is both immediate and ongoing. If the incident occurs out of class, the classroom teacher/s of students involved is informed.
- Students demonstrating inappropriate behaviour, the targeted student and by-standees (if appropriate) are offered counselling and support when appropriate.
- If bullying/inappropriate behaviour is ongoing, parents will be contacted and consequences implemented.
- Consequences may include detention at recess or lunch. Parents will be informed if students are placed on detention.
- Restricted play areas: The Restricted Play Program is conducted in a small designated, area of the playground which can be more easily monitored by staff members during recess and lunch. The area is defined and shown to the student and boundaries are not to be crossed during the time frame the student is expected to play in the restricted area. The student is made aware of the rules, boundaries and the consequences of inappropriate behaviour while in the area. A student who displays inappropriate, aggressive or bullying type behaviour towards another student may be placed in the restricted area for a predetermined period of time. The administration team in consultation with the class teacher will decide how long the student will remain in the restricted play area. If at a later date the student begins to display the same inappropriate behaviour then they will receive detention followed by a return to the restricted play area for a predetermined length of time. The process is repeated as long as the inappropriate pattern of behaviour continues.
- Incidents are recorded in various ways. For example:
 - Classroom (blue) and Playground (yellow) Incident Reports;
 - Using Student Activity section of SIS; and
 - Using Behaviour Management section of SIS (Admin use).

Monitoring/Follow Up

- Rewards for positive behaviour.
- Continue promotion of students' responsibilities and sense of caring/concern.
- Ongoing monitoring of identified students who demonstrate bullying behaviour, the targeted student and bystanders (if appropriate).
- Consequences may involve sanctions as described in the classroom management policy, withdrawal of privileges, restricted play, detention, school suspension, and exclusion.
- Inform parents of on-going behaviour incidents and consequences. Parents are encouraged to contact the school if they have any concerns or require additional information.

As part of the Positive Student Behaviour Support policy Subiaco Primary has measures to address:

- all forms of bullying; and
- risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;

Consequences

| Level 1 | Action |
|--|--|
| <ul style="list-style-type: none">• Behaviours which need correction but which occur because of over-enthusiasm or misunderstanding rather than wilful behaviour. eg. running around corners• Behaviours/actions that cause a degree of danger to the students themselves or to others eg. rough play | Verbal warning or Incident Report (Appendix 6-8). Consequences will be determined according to the incident, its seriousness/frequency |
| Level 2 | |
| Examples may include: <ul style="list-style-type: none">• Fighting – causing injury• Bullying• Swearing – offensive• Breach of school rules, established protocols• Insolence• Stealing• Damaging property (wilfully)• Moving out of school grounds | Incident Report – usually requiring the student to reflect on his/her behaviour Refer to Administration Contact with parents – as needed |

Serious Breaches of Discipline

At any of Stages 1 to 4 Serious breaches of discipline may result in immediate removal from the classroom and include: Physical assault or harassment of staff, Verbal abuse or harassment of staff, Physical assault or intimidation of students, Verbal abuse or harassment of students, Willful violence against property, Violation of School or class rules, Substance misuse, Illegal substance misuse, Child is to be referred to administration resulting in a child/parent/administration conference or suspension from school.

Behaviour Management Flowchart

Inappropriate behaviour will be managed in accordance to Level 1 & 2 consequences

Positive Classroom Environment: Teachers and students interact positively. Students are given positive incentives for responsible behaviour such as praise, stickers and visits to partner room and administration.

Stage One: Teacher Child Interaction
For breaches of school code of school or class rules.
For minor, initial breaches of school rules:

- Teachers talk to child to establish they understand their behaviour and its consequences and to reinforce correct behaviour eg. rule reminders, warnings, name on board, cross next to name.

Stage Two: Child Placed in Supervised Thinking Spot/Time Out
For repeated or more serious breaches of school or class rules:

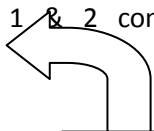
- Child informed of their breach of behaviour and its consequences and withdrawn from class activity but remaining in the classroom within direct eyesight of the teacher. After an appropriate time, child counselled and able to return to class activity. Child may be directed to complete a Classroom Incident slip.

Stage Three: Partner Classroom
For repeated or more serious breaches of school or class rules:
Child sent to another classroom with work. Parents informed at class teachers discretion.
Further counselling by class teacher upon return from partner room.

Stage Four: Administration
Child is placed in time out, in administration care, away from the class:
Classroom Incident report filled out. Signed by student and administration. Classroom Incident report is sent home at administration discretion. Incident recorded in SIS
Child may be placed on Individual Behaviour Plan by class teacher
Support Services to work with child and/or parent if necessary.
Consequence may include detention and restricted play.

Suspension from School
For continued unacceptable behaviour or serious breaches of discipline.
The child may be suspended from school, at the discretion of the Principal, within Education Department guidelines.

Resolution



CLASSROOM INCIDENT REPORT

A blue **Classroom Incident Report** form (see Appendix 6) is available for teachers to use with students as needed. This form may be used for the student to reflect on his/her behaviour and may or may not involve admin. intervention. The incident to be recorded onto SIS program as deemed necessary.

Students on Individual Behaviour Plans

From time to time individual students may have a specific Individual Behaviour Plans designed through consultation with the parents, class teacher, administration and other personnel or agencies as appropriate.

WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER SCHOOL ACTIVITIES

The Principal or Assistant Principals may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and
- reflect on and learn from the incident, including where appropriate engaging in restorative processes.

When a student is withdrawn, the school will:

- inform parents
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete school work
- details will be documented using the School Information System (SIS) and/or parent signed incident slips.

GUIDELINES SCHOOL SUSPENSION

The placing of students on suspension will be authorised by the Principal or Assistant Principals where the principal is unable to exercise the suspension.

Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Parents will be provided with the opportunity to give reasons against the decision to suspend and/or the length of the suspension.

The suspension will be entered into details into the School Information System (SIS) and the Online Incident Notification System.

The student will be provided with learning activity to complete where the period is for 3 or more consecutive days or totals more than 5 days in the school year.

The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

PHYSICAL RESTRAINT OF A STUDENT

The principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

PLAYGROUND BEHAVIOUR

Inappropriate playground behaviour will be managed in accordance with Level 1 & 2 consequences. Attention must be given to:

- Students play in areas designated for specific year levels.
- No Hat – No Play policy is in place. Students without hats will be seated in a shaded area.
- Food and/or drinks are to be consumed in designated eating areas only. Food is not to be taken onto oval or in play areas. Chewing gum / bubble gum is not to be consumed on school grounds.
- Lollies are discouraged as per our Healthy Eating Policy.

The Principal and/or Assistant Principals will monitor repeat offenders and follow-up incidents with individual students, meeting with them as required to ensure incidents do not continue to re-occur.

Duty Teacher Records

Duty teachers record playground incidents on the yellow **Playground Incident Report** form (see Appendix 7 & 8) provided in the Duty Files (for minor Level 1 Incident). Duty Teachers may choose for students to complete a written reflection of their behaviour using the yellow form (see Appendix 8). This would usually apply to behaviours which result in Level 2 consequences and the involvement of the Principal and/or Assistant Principals. Playground Incidents Reports will be entered onto SIS program by a member of the school administration as deemed appropriate.

The Principal and/or Assistant Principals will monitor repeat offenders and follow-up incidents with individual students, meeting with them as required to ensure incidents do not continue to re-occur.



DEFINITIONS

At Subiaco Primary School we recognise the following definitions for key terms:

Inappropriate Behaviour:

Inappropriate behaviour in the classroom and playground is any activity / interaction which at the discretion of the teacher is deemed to be:

- Unpleasant
- Unsafe
- Antisocial
- Dangerous
- Destructive

Bullying:

- Is a repeated, deliberately hurtful action;
- May be physical, verbal and/or psychological;
- Is intended to cause fear, distress or harm to another;
- Is conducted by a more powerful individual or group; and
- Is conducted against a less powerful individual who is unable to resist effectively.

There are generally three people or groups of people involved in bullying incidents.

- **The child who bullies.**
Some children demonstrate bullying behaviour at certain times but it is important to not label them as “bullies” but as “children who demonstrate bullying behaviour”. The term “bully” must be seen as a verb not a noun.
- **The target of the bullying behaviour.**
To call a person who is the target of bullying a “victim” can oversimplify a situation and implies the person is powerless to do anything. “Target” is a more appropriate term and more widely accepted.
- **The bystander.**
The bystander can have a major influence on a bullying incident. The influence can range from being the instigator through to being an innocent witness who may be quite affected by what is seen. The behaviour of bystanders is important and needs to be treated as importantly as both the child demonstrating the bullying behaviour and the target.

Often a child will be reluctant to report bullying behaviour for fear of being seen as a “dobber”. It is important to distinguish between “dobbing” and “telling”.

- **Telling** occurs when your aim is to stop a problem.
- **Dobbing** occurs when your aim is to create a problem.

Fighting

Making physical contact with intent to cause harm. Fighting can be physically and emotionally painful.

Rough Play

Play which is without hurtful intent but may include shouting, wrestling, shoving, pushing, hitting.

Harassment

- Causes hurt or fear
- May be deliberate or as a result of thoughtlessness
- Includes:
 - Physical – hitting, pushing, kicking etc.
 - Non-Physical – teasing, name calling, intimidation.
 - Emotional – ignoring, power imbalance, manipulation.

Note: Bullying is continued and persistent harassment.



INTERVENTION

Ask the following types of questions as a guideline.

(Due to time constraints more often than not Assistant Principals will have to manage in conjunction with the teachers the more complex issues):

- *“How do you feel about what happened?”* (Ask in a caring, non-interrogative way. Ask clarifying questions.)
- Say, *“Let’s deal with your feelings first. What can you do with your feelings?”* (Provide some time for the student to carry out any suggestions.)
- *“Why do you think you were the target and not somebody else?”* (Encourage student to consider both themselves and the bully.)
- *“Are you two normally friends?”*
- *“What have you tried so far? What has been most successful?”*
- *“What else could you try?”* (Brainstorm but ensure ideas come from student.)
- *“Who can you be with that will help you feel safer or better?”* (Discuss support networks. You may need to assist in establishing this network.)
- *“Can you try and solve the problem by yourself now?”* (Ask but don’t force the student to try one of these strategies.)
- Monitor closely and follow up.

ROLES WITH RESPECT TO POSITIVE STUDENT BEHAVIOUR MANAGEMENT

Classroom Teacher Roles

Maintain supervision between 8.30am and 3.10pm excluding breaks.
Supervise students during breaks when assigned to playground duty.
Implement Behaviour Management Policy.
Identify students requiring an Individual Behaviour Plan and implement the plan.
Consult with, inform and engage with parents with regards to student behaviour.

Duty Teacher Roles

Teachers will familiarise themselves with the playground duty roster and attend their duty promptly. They will carry out their duty in accordance with the Subiaco Primary School Duty Procedure. (See *Appendix 4*)

Non-teaching Staff, Parents and other Approved Adults

Non-teaching staff, parents and other approved adults should not be left in sole supervision of any group of students, unless supervision has been negotiated with them. The teacher responsible for delegating this responsibility should:

- **Assess** the risks involved.
- **Request** that the person undertake supervision of the group.
- **Respect** the decision of the person.
- **Instruct**, give any instructions, which will minimize risks and ensure the task is undertaken satisfactorily.

It is appropriate that non-teaching staff would support the Behaviour Management Policy and ensure students are following the School Rules, however, it is not appropriate for non-teaching staff or parents to undertake any disciplinary action with the students outside those negotiated with the teacher as above.

Administrators Roles

The administration team comprises of the Principal and Assistant Principals. It may also include any Level 3 teachers in the school. In the absence of the administration team any special responsibilities teachers or senior teachers are to act in their absence. These teachers are to act under the direction of the administration team and to report any action taken to the administration team upon their return.

The administration team act as the final step in the Positive Student Behaviour Management process. They are involved in the reflection process when students are referred to administration for breaches of discipline both in the classroom and playground. The Administration record interventions with students on SIS as deemed appropriate. They are involved in any decision-making regarding serious breaches of behaviour and follow the processes outlined in the Department of Education Student Behaviour Policy and Procedures.



SUBIACO PRIMARY SCHOOL

SUPERVISION OF STUDENTS AND PLAYGROUND

Teachers have a duty of care to all students. During recess and lunch breaks duty teachers arrive punctually and are visible at all times. Teachers move around their designated area and actively engage in the supervision of students.

Before School Supervision of Students:

Students are expected to arrive at school after 8.30am. Students who arrive early sit on the steps outside the staffroom or undercover area if raining. At 8.30am classrooms are opened and a duty teacher is assigned to playground duty.

Supervision of Students During Recess and Lunch Breaks.

Playground Duty

It is the responsibility of staff members to be aware of their rostered duty. Staff members unable to complete a duty, need to arrange a swap and record the changes on the whiteboard.

Duty Equipment

Teachers collect a duty bag and are required to wear a duty vest. These are located in the staffroom. Duty bags contain basic first aid equipment, playground incident forms, 'green slips' for office communication and a red emergency card.

Supervision Areas

At first lunch all students sit in the undercover area and seating around carob tree. Once students are dismissed a duty teacher supervises on the oval. The playground and school ovals are divided into four separate areas for the purposes of duty. The library is open at second lunch.

Student Injuries

Duty teachers carry a duty bag with some items of first aid. Minor injuries can be treated by the duty teacher. Students with injuries requiring more involved first aid are directed to the front office with a 'green slip' (office communication), and accompanied by another student. For more serious injuries, the teacher stays with the injured child and sends a runner with a red emergency card to administration for assistance.

Emergency Situations

Should a situation occur which the duty teacher considers to be an emergency, the red card from the duty bag needs to be sent to the office by means of a reliable student.

Playground Behaviour

Duty teachers are to deal with minor breaches of discipline on the spot, endeavouring to respond positively and provide encouragement. More serious breaches of discipline require a Playground Incident Report (See Appendix 7) to be filled out by the duty teacher and given to a member of the administration team. In cases where the behaviour is considered to rate as an emergency, the duty teacher sends a reliable student to the administration team with the red emergency card.



SUBIACO PRIMARY SCHOOL WHOLE SCHOOL BULLYING POLICY

RATIONALE

Subiaco Primary School is a caring community with everyone having responsibilities towards each other. Each person has a right to an education in a school where they feel cared for, valued and safe. Bullying is unacceptable and will not be tolerated. Subiaco Primary School is committed to the provision of a safe environment for all students. The purpose is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

DEFINITION

Bullying is repeated verbal, physical, social or psychological Behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

It can be of a physical, verbal or social nature and can include the following:

- name calling
- deliberately leaving a person out
- teasing
- physical threats or violence
- making people feel frightened
- putting people down.

Bullying can result in stress and anxiety for the affected child. It can also affect student learning and create tension between all members of the school community. The reduction and prevention of bullying will reduce these tensions and create a more harmonious school environment. The staff are committed to the eradication of bullying and will use specific intervention strategies to this end.

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

CYBERBULLYING

Cyber bullying refers to bullying through information and communication technologies.

Cyber bullying is dealt with in the same manner as other bullying incidents. Students participate in preventive and education based activities for students eg. Cyber smart programs. Acceptable use and Code of Conduct for Internet use are signed annually by all students and parents. While the school is available to offer advice and support material and inform parents of cyber bullying incidents if reported to the school, ultimately, incidents of cyber bullying that happens after school hours, is the parent's responsibility.

Refer also to Mobile Phone Policy.

RIGHTS AND RESPONSIBILITIES

At Subiaco Primary School we recognise that care for all is a joint responsibility between staff, students, parents and the wider community. Teachers, students and community members play an important part in raising awareness of the issues and creating and maintaining a supportive, safe school environment.

| Rights | Responsibilities |
|---|--|
| Students | |
| Students have the right to attend school without being bullied. | Students have the responsibility to allow other students to attend school without being bullied. |
| Staff | |
| Staff have the right to expect a learning environment free from bullying. | Staff have the responsibility to ensure that measures are enforced to ensure against bullying. |
| Parents | |
| Parents have the right to expect that their children can attend school without being bullied. | Parents have the responsibility to take measures to ensure their children are not participating in bullying. They also have a responsibility to make staff aware if they suspect their child is being bullied. |

All staff members:

- publicly state to their students that bullying is not tolerated at Subiaco Primary;
- model appropriate behaviour;
- develop ways to ensure that students can report inappropriate behaviour without fear of reprisals;
- actively promote cooperation among all school community members;
- encourage parents to discuss bullying with their children in a developmentally appropriate manner ;
- encourage open communication with parents to enable them to feel comfortable to discuss bullying;
- encourage non-involved students to take positive action in both supporting students who are bullied and discouraging bullying behaviour;
- be observant to signs of bullying;
- report signs of bullying and encourage students and parents to do likewise;
- treat reports of bullying seriously; and
- intervene in bullying incidents.

PREVENTION STRATEGIES

- Explicit teaching through the curriculum as developmentally appropriate.
- Sub-assemblies with a focus on reinforcement and teaching of positive behaviours.
- Teaching of explicit values, resilience, problem solving skills and conflict resolution skills.
- Articles in school newsletter.
- Chaplain support.
- Observation and recording of students by teachers inside and outside the classroom.
- Involvement of non-teaching staff.
- Senior student's working with younger students eg. buddies, peer mediators
- Incidents of bullying referred to Administration.

PROCEDURES AND CONSEQUENCES OF BULLYING

Staff Response to Reported Bullying

A process that can be used when bullying is reported:

Less serious incident – offer advice

Serious incident – Listen carefully to the ‘targeted student’, offer advice, talk to the ‘student who demonstrates bullying behaviour’ using a non-threatening approach and take appropriate action.

Follow-up by checking on both the student who demonstrates bullying behaviour and the targeted student to ensure the situation has been resolved.

Refer incident to administration.

What happens when bullying is reported to administration?

Both the student who demonstrates bullying behaviour and the targeted student will be referred to an administration team member.

In addition a further range of options are available including no blame approach, methods of shared concern, restorative practice, detention and suspension.

The behaviour is monitored in SIS. Main details will be noted to enable patterns to be identified.

Parents will be informed about serious or repeated bullying and school response.

Step 1 Information gathering may include:

Speaking to the targeted student, student who demonstrates bullying behaviour, parents, peers and teachers.

(No-blame approach).

Consulting records.

Observations

Step 2 Reporting :

Complete incident report on SIS

Inform Administration

Step 3 Action taken may include:

Informing parents of incidents and school response.

Informing relevant staff, Chaplain, School Psychologist

Detention

In school suspension

Restitution financial, social, emotional

Behaviour Management Plan

Class meeting debriefing

Step 4 Follow up may include:-

Restitution (teaching social skills to ensure the child has learned acceptable behaviour to restore the relationship with the class)

Speaking to the victim and parents

Information for parents

To maintain open and effective communication, parents are encouraged to contact the school should they require additional information or have any concerns.

Friendly Schools and Families website. <http://www.friendlyschools.com.au/parents/primary/index.php>

The above link has information on:

- Understanding bullying
- I think my child is being bullied
- I think my child is bullying
- Communicating with your child
- Bystanders to bullying
- Friendship and social support
- Self esteem
- Brothers and sisters



SUBIACO PRIMARY SCHOOL Classroom Incident Report

Date: _____ Name: _____ Year: _____ Room: _____

Description of Incident:

Student's Reflection

Describe what happened

What should you have done?

What do you think should happen now?

Comments/Record of Action Taken: _____

Staff Member : _____ **Parent Signature** (if required): _____

.....
 Referred to School Administration **Not Referred to School Administration**

Action Taken: Direct Parent Contact Warning Detention Suspension Other

Comments: _____

Admin. Signature: _____ **Parent Signature** (if required): _____



LEVEL 2 INCIDENT

**SUBIACO PRIMARY SCHOOL
Playground Incident Report**

Date: _____ **Recess** **1st Lunch** **2nd Lunch** **Other**
Name: _____ **Year:** _____ **Room:** _____

Description of Incident:

Student's Reflection (if required)

Describe what happened

What should you have done?

What do you think should happen now?

Comments/Record of Action Taken: _____

Staff Member : _____ **Parent Signature** (if required): _____

Referred to School Administration Number of Incident Reports this year: _____

Action Taken: Direct Parent Contact Warning Detention Suspension Other

Comments: _____

Admin. Signature: _____ **Parent Signature** (if required): _____

LEVEL 1 INCIDENT - minor

**SUBIACO PRIMARY SCHOOL
Playground Incident Report**

Appendix 8



Date: _____ Recess 1st Lunch 2nd Lunch Other
Name: _____ Year: _____ Room: _____

Description of Incident:

Comments/Record of Action Taken: _____

Staff Member : _____

LEVEL 1 INCIDENT - minor

**SUBIACO PRIMARY SCHOOL
Playground Incident Report**



Date: _____ Recess 1st Lunch 2nd Lunch Other
Name: _____ Year: _____ Room: _____

Description of Incident:

Comments/Record of Action Taken: _____

Staff Member : _____

LEVEL 1 INCIDENT - minor

**SUBIACO PRIMARY SCHOOL
Playground Incident Report**



Date: _____ Recess 1st Lunch 2nd Lunch Other
Name: _____ Year: _____ Room: _____

Description of Incident:

Comments/Record of Action Taken: _____

Staff Member : _____