

Yarra Junction Primary School

School Number: 3216



BULLYING **(including cyber-bullying)** **&** **HARASSMENT POLICY**

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Approval Authority School Council President: (Signature & Date)	
Approval Authority Principal: (Signature & Date)	
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Responsible for Review	Wellbeing Coordinator
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References	<ul style="list-style-type: none">• DEECD's Effective Schools are Engaging Schools: Student Engagement Policy Guidelines• DEECD's Safe Schools are Effective School's• DEECD's Student Engagement Policy Guidelines• The school's Internet Use Policy (re cyber-bullying)• DEECD's Respectful Schools

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BULLYING (including cyber-bullying) AND HARASSMENT POLICY

POLICY STATEMENT

At Yarra Junction Primary School every person has the right to be treated with respect as a worthwhile individual. Students, staff and parents at Yarra Junction Primary School have the right to a safe environment free from bullying and violence. It is the responsibility of all individuals to understand that all forms of bullying and violence, whether it be **physical**, **verbal** or **cyber** are not tolerated at any level. This supports the creation of a caring environment and culture. This enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

Aims:

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times.

What are bullying, cyber bullying and harassment?

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, social media, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

GUIDELINES

A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti- Harassment Policy, guidelines and procedures (see Appendix A).

PROGRAM

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Anti-Bullying and Anti-Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty of care to pass on the information to the principal, leadership and wellbeing team to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken. (Refer to Appendix B)

Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DEECD materials.

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension/expulsion, in accordance with Department of Education and Early Childhood Development (DEECD) guidelines.

IMPLEMENTATION:

Parents, teachers, students and the community will be aware of the school's position on bullying.

School Welfare Coordinator to implement Anti-bullying policy in conjunction with student welfare policy.

The school will adopt a **four-phase** approach to bullying.

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A bullying survey and yard survey will be administered and acted upon each Term.
- Leader In Me program implemented across the school.
- Classroom teachers are to start each year with the clarification and discussions around our school policy of bullying. As well as establish "no excuses" and expectations within the classroom, which are then to be clearly visible and re-visited every term.

- The curriculum to include anti-bullying programs and strategies.
- Staff and students to promote the philosophy of 'Green Brain choices'.
- Electives and structured activities available to students at recess and lunch breaks.
- Whole school discipline program, (Steps To Success) to be implemented in all classrooms.

B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- Student Bullying Survey to be conducted at the end of each term.
- Data to be collated, results discussed at Leadership level.
- Strategies implemented as per Student Wellbeing Policy.
- All staff to complete the DEECD Bully and Harassment online training yearly.

C. Intervention:

- Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Wellbeing Policy.
- If staff bullying persists the principal will commence formal disciplinary action.

D. Post Violation:

Consequences for students will be individually based and may involve:-

- exclusion from class.
- exclusion from yard.
- school suspension-internal and/or external.
- withdrawal of privileges.
- ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- Student monitored by a student diary with the Wellbeing Coordinator daily.

Incidents of a serious nature may be responded to by immediately applying the Student, Staff and Parent Code of Conduct, as set down by Yarra Junction Primary School Strategic Plan, Student Wellbeing Policy and Dept. of Education and Early Childhood guidelines and regulations.

Implementation strategy to deal with bullying and violence:

In order to ensure that bullying and violence is not tolerated, we must all speak up and report cases, even at risk to ourselves.

“The behaviour you walk past is the behaviour you accept.”

This requires staff to:

- Be role models in word and action.
- Be observant of signs of distress, suspected incidents of bullying or bullying behaviours.
- Take steps to help victims without placing the victim at further risk.
- Report suspected incidents to the appropriate staff member who will follow up to ensure that the bullying ceases.
- Be observant and report incidences of cyber bullying.
- Immediately act upon and report any incidences of violence.

This requires students to:

- Refuse to be involved in any bullying situation. If present when bullying occurs he/she should take some form of preventative action and report the incident.
- Avoid retaliation. It is important to take other action such as asking the bully to stop, laughing it off or telling someone who will support you.
- Refrain from bullying behaviours including cyber bullying.

This requires parents to:

- Be role models in word and action
- Watch for signs of distress in your child.
- Advise your child to tell a teacher about the incident.
- Not encourage your child to retaliate.
- Be willing to attend interviews at school about the incident.
- Be watchful of your child exhibiting bullying behaviours.
- Be watchful of cyber bullying behaviours and distress.

This policy should be read in conjunction with the ‘Student, Staff and Parent Codes of Conduct’ and Student Wellbeing Policy where procedures are outlined. When teachers, students and parents work together on bullying and violence, we can create a school environment that allows all of the school community members to maximize his/her potential, without unwanted interference from others.

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- DEECD's [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)
- DEECD's [Safe Schools are Effective School's](#)
- DEECD's [Student Engagement Policy Guidelines](#)
- The school's Internet Use Policy (re cyber-bullying)
- DEECD's [Respectful Schools](#)

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying / Harassment – Template
- Appendix C: Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template
- Appendix D: Student Incident report
- Appendix E: Bullying Survey
- Appendix F: Behaviour Management Plan

Appendix A

Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

What are Bullying, Cyber Bullying and Harassment?

Bullying

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is Not

Many distressing behaviors are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Cyber-bullying

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, social media, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment

Is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Why do we have a Policy on these?

To provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

What are the effects of Bullying and Harassment?

- poor health - anxiety, depression
- lower self esteem
- reduction in academic performance
- school refusal
- social withdrawal
- disengagement

Am I bullying or harassing someone?

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it

- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings victims of bullying or harassment may experience?

- *“I will ignore it and it will go away.”*

If anything it will make things worse - you will give the impression that you agree with the situation.

- *“I don’t want to cause trouble.”*

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

- *“Am I to blame?”*

Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

- *“Am I imagining things?”*

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

What should you do if you see another person being bullied or harassed?

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Bullying can involve

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person’s books or belongings out of their hands or off their desk

- teasing a person because of their looks

Cyber-bullying can involve

- **Flaming** – online fights using electronic messages with angry or vulgar messages
- **Harassment** – repeatedly sending nasty, mean and insulting messages
- **Denigration** – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing** – sharing someone’s secrets or embarrassing information or images online
- **Exclusion** – intentionally and cruelly excluding someone from an online group
- **Cyber-stalking** – repeated, intense harassment and denigration that includes threats or creates significant fear

Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit

Subtle (the most common) they include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another’s sexual activity
- persistent comments about a person’s private life or family
- physical contact e.g. purposely brushing up against another’s body
- offensive name calling

Explicit (obvious) they include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution

What do you do if you are being bullied or harassed?

- tell the person you don’t like what they are doing and you want them to stop
- discuss the matter with a teacher that you feel comfortable, Student Welfare Coordinator, Principal or a member of the leadership team.
- the school will take your concerns seriously - all complaints will be treated confidentially

How will your complaint be dealt with?

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- Follow the school discipline procedures
- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- reflection time
 - exclusion from class
 - exclusion from yard
 - school suspension-internal and/or external
 - withdrawal of privileges
 - ongoing counselling from appropriate agency for both victim and bully.
- private conference
- teacher to document incident (refer to Appendix B)
- reinforcement of positive behaviour
- classroom meetings
- support structures
- ongoing monitors of identified bullies
- reward for positive behaviour

Incidents of a serious nature may be responded to by immediately applying the Student, Staff and Parent Code of Conduct, as set down by Yarra Junction Primary School Student Wellbeing Guidelines and Dept. of Education and Early Childhood guidelines and regulations.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator, or member of the principal team may:

- place the student on a diary in which the Student Welfare Coordinator will meet with the student daily to record and discuss their entry.
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”
- Ongoing Support from Chaplain, Wellbeing Coordinator.

Level 3

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behavior is severe and for other non-at risk students whose bullying or harassing and other aggressive behavior is resistant to change, an individual behaviour management plan should be developed by the Student Wellbeing Coordinator in consultation with student,

parents/carers and teachers. Individual behavior management plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values). (refer to Appendix D)

Level 4

Students whose severe bullying or harassing behavior resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family. The principal may initiate expulsion proceedings.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Wellbeing Policy. Furthermore, the principal may commence formal disciplinary action in line with '**Effective Schools are Engaging Schools - Student Engagement Policy Guidelines**' (DEECD) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.

Appendix B

Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident: _____

Date: __ / __ / __

Name of student(s) who appears to have instigated bullying

Year/Class: _____

Name(s) of target(s)

Name(s) of witnesses

Did you observe the incident? YES No

If 'No' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

What form(s) of bullying took place?

Verbal Physical Indirect Cyber

Other Please detail: _____

Was the incident of bullying:

Mild Severe

Describe how you responded (Did you use a school anti-bullying practice?)

<u>Teacher intervention</u>	<u>Date of intervention</u>

Describe how student responded to your intervention

Where / when / time incident took place:

Location: _____

When: before school recess lunch in class after school

Time: _____ : _____ am/pm

Date incident took place: ___ / ___ / ___

Additional comments:

Appendix C

Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

(This form may be completed by a classroom teacher, year level coordinator, school administrator or Student Welfare/Wellbeing Coordinator)

Staff member recording incident: _____

Date: __ / __ / __ Position: _____

Name of student being referred: _____

Year/Class: _____

History of incident(s) of bullying (dates, description)

Have parents/guardian been notified? YES No

If 'No' why not? _____

Have they attended a conference? YES No

If 'No' why not? _____

Are they willing to participate? YES No

If 'No' why not? _____

What appears to be the reason for the student's bullying behaviour (family, peer, school, personal, other)?

What practices have been tried?

Impact

What has been the student's attitude towards student(s) who have been targets? (e.g., any concern or remorse expressed)?

A brief description of academic performance of student over past year or more.

Distinguishing 'at risk' factors of student (e.g. limited English: economic disadvantage of family; ADHD)



Appendix E

Yarra Junction Primary School Safe Schools Survey – Year 2

Name _____

What is Bullying?

Bullying is when someone or a group keeps picking on another student.
They try to hurt them or say or do mean things to them over and over.

Colour in the circle under the picture which shows your answer

1. Do you think that most students in your class are friendly and kind to each other?



Yes

No



2. Do many people in your class bully other students in your class?



No

Yes



3. Have you seen older students at this school being mean to younger students in the yard or trying to hurt them?



No

Yes



4. If a teacher in our school found out that someone in your class was being bullied, would that teacher do something to help them and make the bullying stop?



Yes

No



5. Have you been bullied at our school during this term?



Yes

No



If yes what are their names? _____



Yarra Junction Primary School
Safe Schools Survey – Years 3, 4, 5 & 6

Name: _____ Year level: _____

Definition

Bullying is when another student with more power at the time repeatedly says or does upsetting things to try and hurt someone else's body, feelings, social life, reputation or property.

A fight or disagreement between equals isn't bullying.

**Do students at our school treat each other with respect?
Tick one box to show your answer**

- Yes**
 No

How do YOU feel about being at our school

- Happy**
 Unhappy
 Don't Know

Is this a friendly and caring school?

- Yes**
 No

Is there much bullying in your year level at our school?

- No**
 Yes

**Do you think bullying is a problem at our school?
Tick one box to show your answer**

- No**
 Yes

**Do you feel safe from being bullied at our school?
Tick one box to show your answer.**

- Yes**
 No

In each line, tick one box in each line to show how safe you think each of these places are.

‘Safe’ means that you think no one will bully or harm you there.

	This is a very safe place 😊	This is often not a safe place 😞
In class when the teacher is present		
In class when the teacher is absent		
In the playground at recess or lunchtime		
At the canteen		
In the toilets		
Oval		
Stadium		
During Specialist classes		
When lining up		

Write down any other places in this school which you think are unsafe because you might get bullied

Have you been bullied at our school during this term?

- No
 Yes,

If the answer is No: Stop Now

If you HAVE been bullied this term, how was it done?

- My body was hurt by kicking, punching, hitting etc
 Sent a nasty text messages or email
 Left out of groups and activities
 Nasty things were written or said about me to other people
 Embarrassed by practical jokes
 Put down
 Threatened and made to do things I didn't want to do
 Called names
 Other _____

Who bullied you? Name/s: _____

Appendix F

Student Management Plan

Name:

Positive Reinforcement Plan:

Target Behavior

- Follow teacher's instructions quickly and quietly
- Attempt all given tasks
- Communicate effectively with others
- Reduced anxiety in classroom, on excursions and in the yard.

Strategies

- Modified activities
- Non-verbal hand cues
- Reduced stimuli when in work area
- Proximity to role models and imitation of peer's positive behaviour
- Specific social skills reinforced and modelled
- Calming activities
- Peer-mediated intervention
- Positive peer interactions encouraged
- Inclusion of team games when assisted
- Support from School Chaplain

Acknowledgements

- Frequent verbal praise and specific feedback
- Reward Chart. Receive 'ticks' to progress towards reward (see separate Positive Reinforcement Plan)
- Classroom and school certificates, following whole school system

Appropriate Behaviour?

Safe and Manageable?

No

Yes

Correction Plan:

Level one (walking away from request or activity, fidgeting)

- Non-verbal cues (hand signs)
- Verbal reminders, redirection and take up time
- Formal verbal warning
- Positive removal, 'take a break' calming activities or 'calm down spot'

Level two (choosing not to follow instructions, disturbing other students)

- Remove to 'calm down spot' or calming activity
- Explain choices and behaviours

Cooperative?

Yes

No

Crisis Plan: Any attempts to hurt others, peers or teachers or destroy property

- Do not attempt to approach; remove self and/or students and ensure their safety
- Aide to monitor until assistance is provided. Approach when XXXX has calmed.
- If misbehavior continues, follow school's Student Wellbeing policy Guidelines.

Restitution Plan:

- Apology to adult/student
- Complete missed work

Debriefing:

As per whole school
Student Wellbeing policy
Guidelines.

Positive Reinforcement Plan		Student:	
Teacher:	Date:	Review Date:	
WHY:	This positive reinforcement plan is intended to strengthen desired behaviors by XXXX		
WHAT:	Offering immediate rewards such as verbal praise and 'ticks' to accumulate towards a favorite activity (such as cooking) or tangible reward. The whole school student award system may be used for when XXXX has initiated a desired behavior himself or transferred the skill/behavior from direct teaching to a general situation.		
WHEN:	Use of whole school discipline steps board for positive praise and reward.		
FREQUENCY:	When first attempting to elicit a desired behavior reinforcement will be frequent, after each behavior is observed and then less frequently as the behavior is ingrained and then infrequently when on maintenance.		
This is a living document and will need to be altered based on successes, altering what XXXX no longer responds to as well as this changing 'currency' of reinforces.			
The following strategies align and include the school's Discipline Action Plan and Student Engagement Policy. They are directly in response to what is highly motivational for XXXX and the reward may be substituted with current interests.			
Instructional Focus (refer to Target Behaviour / Strategies for detailed explanation)			

- Develop consistent behavior expectations.
- Apply established consequences immediately, fairly and consistently.
- Promote self-esteem and confidence through providing a positive and encouraging classroom environment.
- Establish a quiet 'cool off' area which is accessible at all times, including recess and lunchtime.
- Teach self-talk to relieve stress and anxiety.
- Take Pulse to regulate own anxieties.
- Avoid confrontation and 'power struggles'.
- Provide opportunities for XXXX to become responsible, demonstrating teacher trust in his ability (e.g. class monitor).
- Communicate with parents so that strategies are consistent at home and school.
- Establish a home / school communication book.

Incident Debriefing Report	Student:
<p>GOALS: Reverse or minimize the negative effects of intervention. Address behavior problems and make appropriate changes to XXXX Behavior Management Plan.</p> <p>FACTS: What do we know happened? Who was involved? Why did it happen?</p> <p>FEELINGS: How do you feel about the event that happened?</p> <p>PLANNING: What can/ should we do next?</p>	

Questions for Staff:

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?

Questions for XXXX:

- What upset you most?
- What was it that you needed?
- What did we do that was helpful to you?
- What can we do better next time?
- What support do you need to help you deal with the situation?