Jubilee Primary School

Student Behaviour Support Plan

2013-2018
Mission and Vision Statement

The Calling of
Jubilee Primary School
A Living Vision of Local Churches

The Jubilee Context
Jubilee Primary School is an ecumenical Brisbane Catholic Education school, which is a living vision of local northern Gold Coast churches:
• St Mary’s Catholic Community, Upper Coomera
• Southland Christian Centre – Apostolic Australia
• New Life Uniting Community, Pacific Pines
• Living Rivers Uniting Community, Norang
• Jacobs Well
• Gold Coast North Anglican Community
Jubilee is a vibrant, welcoming community which promotes excellence in learning and a shared faith in Jesus Christ.

"Your Story... My Story... Our Story"

JUBILEE Promotes Innovative LEARNING
At Jubilee we aim to build an authentic ecumenical learning community that promotes equity and excellence for all children.

We make this visible through:
• A shared vision for teaching and learning;
• Nuturing, celebrating and adapting to the "story" of each child;
• Active engagement in learning;
• A shared language and common understanding;
• A supportive Christian educational environment.

"The Jubilee Child ... a Living Story"

Jubilee Nurtures Living FAITH
At Jubilee, we are united through our embracing and sharing of the mission of our covenant churches. We are unique in that we nurture the faith of our children by authentically celebrating the stories of faith in these churches.

We make this visible through:
• A school culture immersed in Christian faith, prayer, symbols and actions;
• An ethos built upon spiritual formation and pastoral care for all God’s children;
• Authentic celebrations that are true to each faith tradition and reflective of Gospel Values;
• Embracing the BGEO Religious Education Curriculum with respect to each of our Covenant Churches.

"Many stories – One God"

JUBILEE Lives Christian UNITY
Our Jubilee ethos actively fosters and celebrates positive and supportive relationships and a sense of community where all are welcome. We acknowledge and respect the history of our story.

We make this visible through:
• The acknowledgment of and respect for our indigenous heritage and cultural diversity;
• A shared stewardship of our natural, physical and human resources;
• Our unity as a community of faith, hope and love committed to following Jesus Christ and his vision;
• Open, honest and authentic communication within the community;
• The establishment of respectful relationships, which honour commonalities and differences.

"Unity – a story of Community"
Jubilee Promotes Innovative Learning...Jubilee Nurtures Living Faith...Jubilee Lives Christian Unity

**Teachers**
- Communicate explicit high expectations for maximizing students’ learning to students and parents.
- Provide a contemporary flexible learning environment where curiosity and imagination are stimulated.
- Share learning outcomes with students and parents.
- Provide a learning environment which encourages and promotes student engagement through inquiry-based learning.
- Use assessment to inform the teaching and learning cycle.
- Demonstrate high levels of mutual respect.
- Demonstrate a high level of professionalism.
- Always support student learning.
- Analyze and integrate student learning data to inform teaching and learning practices that promote innovation and cater for the needs of each student.

**Goal 1:** Australian schooling promotes equity and excellence.
**Goal 2:** All young Australians become successful learners confident and creative individuals, and active and informed citizens.

**Quality Learning Environment**

**Differentiation**

**Intellectual Quality**

**Connectedness**

**Students**
- Demonstrate their learning confidence and creativity using a variety of modalities.
- Make connections between the curriculum and their interests and life experiences.
- Are motivated to reach their full potential.
- Make connections between their prior learning and knowledge and what they see in the next success criteria.

**Teachers**
- Link learning experiences to students’ prior knowledge and experiences.
- Link learning experiences to the world and beyond.
- Develop their skills in using a variety of technology to enhance learning outcomes.
- Provide learning opportunities to develop strategies that promote creative thinking and problem-solving skills.

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Profile of the School

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Jubilee Primary School

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Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become successful learners confident and creative individuals, and active and informed citizens.

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Melbourne Declaration 2008
Jubilee Primary School was established in 2001 as Brisbane Catholic Education's first Ecumenical School. There are four Christian Traditions involved with Jubilee Primary School:

- Catholic: St Mary's Catholic Parish (Upper Coomera);
- Anglican: Gold Coast North Anglican Church;
- Apostolic: Southland Christian Centre, (Pacific Pines);
- Uniting: Living Rivers Uniting (Nerang, Pimpama & Coomera) and New Life Uniting (Pacific Pines).

Jubilee currently has 616 students enrolled from 445 families. Located in the Northern end of the Gold Coast, Pacific Pines is a socio-economic area suffering large burdens of financial stress, with medium to high-density housing. The most predominant occupation in the area leans towards persons being employed as Technicians and Trade Workers (18.6% compared to 14.8% which is the average for South East QLD); compared to a smaller percentage persons employed as Professionals (13.5% compared to 18.9%). We have a cross-cultural community with students coming from over twelve different cultural backgrounds. Twenty ESL students, fifteen ATSI students and twenty-five students with diverse learning needs all received funding support this year. This year we are a National Partnerships school.

Our Jubilee staff includes:

- 23 full time equivalent class room teachers;
- Traditional groupings in all classes, predominantly a 3 stream school;
- 4 specialist teachers (Music, PE, Drama, LOTE);
- 1 ST:IE;
- 4 Learning Enhancement Teachers;
- 1 Librarian/eLearning Support Teacher;
- 1 Support Teacher iCentre
- Leadership Team made up of Principal, APRE and APA;
- 17 part-time school officers;
- 2 full-time school officers
- Guidance Councillor, part-time;
- 2 part-time Groundsman.

Grounds: oval, playing area, tennis/basketball court, separate prep playground and equipment, adventure playground, indoor hall, covered play areas, specialist music, drama and chill out zone.

**Consultation and Data Review**

Jubilee Primary developed this behaviour plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers and administration staff. It involved in-service of key staff personnel. A draft plan was presented to various teachers and parents for comment.

Staff members were involved in an investigation of school data relating to behaviour management issues, including the use of the BCE SBS tracking system.

The plan will continue to be endorsed by the school principal, teachers, parent body and area supervisor. This document will be reviewed in five years.
Beliefs about Behaviour and Learning

Student behaviour support is at the core of what we do at Jubilee. At Jubilee we aim to build an authentic ecumenical learning community that promotes equity and excellence for all children. We make this visible through:

- A shared Vision for Teaching and Learning;
- Nurturing, celebrating and adapting to the story of each child;
- Active engagement in learning;
- A shared language and common understandings;
- A supportive Christian educational environment.

A common vision can give life and excitement to possibilities within the classroom. Class expectations give guidelines for the types of behaviour that the class would see themselves living to achieve that vision.

As a Jubilee school community, we want our students to be respectful, positive, responsible and organised.

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<thead>
<tr>
<th>Respectful</th>
<th>Use good manners</th>
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<td>Use resources appropriately</td>
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<td>Consider others</td>
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<td>Show reverence</td>
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<td>Respect the privacy of others</td>
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<td>Take turn, share and be fair.</td>
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<td>Be appropriate</td>
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<th>Positive</th>
<th>Willing to give things to go</th>
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<td>Look for the good.</td>
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<td>Make healthy choices</td>
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<td>Share a smile and greet others</td>
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<td>Set a good example</td>
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<td>Include everyone</td>
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<td>Speak to please not to tease</td>
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<td>Speak pleasantly</td>
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<td>Be trustworthy</td>
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<td>Be a good sport</td>
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<td>Helping others</td>
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<th>Responsible</th>
<th>For your learning</th>
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<td>For yourself</td>
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<td>Your things</td>
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<td>Rubbish</td>
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<td>Resources</td>
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<td></td>
<td>Make healthy choices</td>
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<td></td>
<td>Listen and follow instructions</td>
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<td>Be aware of your surroundings</td>
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<td></td>
<td>Wear a Jubilee hat outside.</td>
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<td>Wear the uniform with pride</td>
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<td>Participate appropriately</td>
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<td>Play safely</td>
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<td>Report problems</td>
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<tr>
<th>Organised.</th>
<th>Right place</th>
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<td>Right time</td>
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<td>Right things</td>
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Roles, Rights and Responsibilities
At Jubilee we value life-giving partnerships and relationships through:

- Mutual, open and respectful communication;
- Embracing diversity, integrity, acceptance and tolerance;
- Fostering an atmosphere based on collaboration and shared wisdom.

We expect the students of each class to:

- Be respectful, positive, responsible and organised;
- Be actively engaged in their own behaviour and learning;
- Strive to reach their full potential as life-long learners;
- Show respect for self, the rights of others and for property.

We expect the teachers to:

- Recognise and accept that the Ecumenical school is more than an educative institution as it is a key part of the Church, an integral element of the Church’s mission;
- Be committed to participation in regular on-going professional development in order to provide inclusive and engaging curriculum for the students in their care;
- Accept and support the Catholic Education and Ecumenical philosophy, policy and practices of the school as described in the Jubilee Mission and Vision Statement (i.e. The Calling of Jubilee Primary School);
- Develop and maintain an adequate understanding of those aspects of teaching that touch upon their areas of responsibility;
- Strive by their service, performance of duties and personal example to inculcate in students an appreciation and acceptance of Christian teaching values;
- Provide a safe and supportive learning environment;
- Initiate and maintain constructive communication with students and parents/carers.

We expect the parents to:

- Support the principal and staff in the development of a Christ-centred learning community based on the school mission and vision statement;
- Support the school’s policies developed in consultation with all stakeholders;
- Treat all members of the school community with respect and courtesy;
- Acknowledge and affirm success in individual and school achievement;
- Show an active interest in their child’s schooling;
- Be affirmative role models;
- Contribute positively to behaviour support plans;
- Initiate and maintain constructive communication with staff, students and parents/carers.
Universal Behaviour Support (proactive/ preventative strategies)

a. Establishing Behaviour Expectations

At Jubilee there are several ways in which we establish the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school rules based on our school behaviour matrix;
- Modelling and role-play methods used to teach and learn behaviours;
- Reinforcing positive behaviours;
- Displaying photos of the correct use of equipment;
- Applying appropriate consequences for not meeting behaviour expectations;
- Displaying school behaviour matrix and four expectations in all learning and play areas around the school;
- Explaining why a behaviour is expected or a consequence is necessary;
- Sharing a common language about behaviour at Jubilee;
- Social stories and the explicit teaching of social skills for some students with specific diverse learning needs;
- Transitioning students to new year levels and new teachers at the end of the school year for the following year;
- Maintaining effective communication across the Jubilee school community;
- The continued development of our School Wide Positive Behaviour program.

b. Positive School Culture

At Jubilee we believe that a positive school environment is best achieved through descriptive acknowledgement, positive role modelling and consistent expectations. We celebrate and reward positive behaviours by affirming individuals, groups and the whole school community.

Active examples include:

- Praise and encouragement (verbal and non-verbal);
- Token/ point systems;
- Public display of work in the Library Display Case;
- Individual class or year level rewards (stickers, stamps, raffle tickets, free time, chill out zone pass);
- Class job rosters;
- End of term class parties;
- Emails or communication to parents;
- Sharing work with others (Leadership Team, buddy class, parents or other year level classes);
- Celebrating birthdays and outside school achievements;
- Teacher evaluations (marks/ comments on work and behaviour reporting);
- Weekly assemblies to recognise achievements through the presentation of Student of the Week Awards;
- Assemblies highlighting class presentations on virtues and anti-bullying reminders;
- School gatherings to raise awareness of any current school events;
- Monday morning muster and prayer;
- School Liturgies;
- Swimming, Athletics, Cross Country, Catholic Ball Games Carnivals;
- Beach-a-thon;
• Grandparents and Special Friends Day;
• Jubilee Day;
• Buddies program;
• Easter and Christmas Celebrations;
• Reader of the Week Award;
• End of Year Awards Ceremony;
• Bully Bulldozer program in Year One;
• School cultural evening, focusing on the Arts;
• Annual P&F BBQ.

c. Rewards
At Jubilee we acknowledge students efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school for our year seven students. We also acknowledge these achievements on school assemblies and in the weekly school newsletter. Teachers are awarded for their achievements within the Jubilee school community through the Staff Star of the Week Award, in the school newsletter and on emails sent to all Jubilee staff members.

| Class Dojo, positive affirmation (privately and/or public recognition) | On-line visual behaviour affirmation  
Informal class praise and reward e.g. sticker, stamp, raffle ticket. |
|-----------------------------------------------------------------------|------------------------------------------------------------------|
| Student of the Week and Reader of the Week awards                     | Recognition of the achievements of students in a public forum. Student of the Week can be for an academic, sporting, cultural or social achievement.  
Reader of the week is for reading above and beyond an individual student’s usual reading.  
Each student is made student of the week at least once a year. |
| Principal’s Awards                                                    | Informal awards for a single child who has demonstrated excellent student behaviour or improvement in class.  
Gold Principal Stickers are given for informal awards along with small gift vouchers |
| Be-attitude Award                                                     | Certificates, stickers given to children who have demonstrated the 3 Bee-attitudes: Be Positive, Be Responsible, Be Respectful |
**Targeted behaviour support**

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving:

A. **Whole School and Class Instruction**

Student Behaviour is the responsibility of every member of the Jubilee School community. At the commencement of each year, each teacher develops classroom behaviour expectations in consultation with all class members based on being respectful, positive, responsible and organized. The aim is to state desired behaviour for a positive class environment. Instruction is also incorporated into the social and personal capabilities from the Australian Curriculum as well as from Christian Life and Beliefs strands in our Religious Education Curriculum. Specific lessons are taught in relation to the Jubilee School Wide Positive Behaviour Program.

B. **Small Group Support and Intervention**

Small group interventions are provided for students who may require specific support:

- Seasons For Growth and Loss Program;
- Sport program – summer and winter team sports;
- Adjustments to the curriculum;
- Social Skills;
- Games Factory;
- How is Your Engine Running? Program;
- Bounce Back Program;
- Encouragement Program (Michael Grose);
- Support from specialist staff (STIE, Diverse Learning Needs Teachers);
- Griffith University Anxiety Support Program;
- Bully Bulldozer;
- Chill Out Zone.

C. **Individual Support and Intervention**

Support for individual students who may require specialised services and alternative strategies and pathways of care. Individual supports may include:

- Education Adjustment Plan (EAP);
- Support from specialist staff (STIE, Guidance Counsellor, Diverse Learning Needs Teachers);
- Student Support Team Meetings;
- Sand Play;
- Cat Kit;
- Friendship Cards – Rachel Lynette;
- You Can Do It program;
- Mental Stillness;
- Paradise Kids;
- Nyunga Centre;
- Chill Out Zone;
- The involvement of other professional personnel (psychiatrists, paediatricians, BCE consultants) who have a vested interest in the student’s welfare.
### Consequences of Inappropriate Student Behaviour Matrix

<table>
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<tr>
<th>Behaviour May Include:</th>
<th>Possible Consequence:</th>
<th>Managed by:</th>
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<tbody>
<tr>
<td><strong>1. Minor incidents of inappropriate behaviour:</strong></td>
<td>- Warning and Reminder of expectations&lt;br&gt;- Incident Recorded in ‘Bee-Attitudes Buzz Book’&lt;br&gt;- Consultation and reflection with teacher&lt;br&gt;- Complete ‘Think about it’ reflection sheet in the classroom&lt;br&gt;- Time out from playground&lt;br&gt;- Community Service – eg. picking up paper&lt;br&gt;- Verbal or written apology</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>- Ignoring instructions and direction&lt;br&gt;- Lateness to class&lt;br&gt;- Littering&lt;br&gt;- Misuse of property&lt;br&gt;- Physical contact – non-serious, but inappropriate contact&lt;br&gt;- Uniform, hat, jewellery transgressions&lt;br&gt;- Playing in inappropriate areas&lt;br&gt;- Disruption of teaching and learning (calling out, interrupting)</td>
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<td><strong>2. Inappropriate behaviours at this level include:</strong></td>
<td>- Record in ‘Bee-Attitudes Buzz Book’&lt;br&gt;- Children complete ‘Think about it’ Reflection sheet in a buddy classroom which is signed and sent home/ returned to school&lt;br&gt;- Office Referral –Time Out in Office&lt;br&gt;- Behaviour Recorded in SBS as Minor Infringement&lt;br&gt;- Parents contacted&lt;br&gt;- A monitoring program developed and implemented between teacher, student and parent</td>
<td>Class Teacher and Parent</td>
</tr>
<tr>
<td>- Repeated minor behaviours above&lt;br&gt;- Repeated defiance/non-compliance&lt;br&gt;- Disrespect for School Resources&lt;br&gt;- Swearing and or name calling</td>
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<td><strong>3. Inappropriate behaviours at this level include:</strong></td>
<td>Staff and support staff responses may include:&lt;br&gt;- A monitoring program developed and implemented between teacher, student and parent&lt;br&gt;- Student completes a ‘Think about it’ Reflection sheet that is sent home to parents and signed and returned to school&lt;br&gt;- Referral through Student Support Team meeting for assessment and support from specialist staff, Guidance Counsellor – Individual Behaviour Support Plan&lt;br&gt;- Review of participation in intra-school activities&lt;br&gt;- Incident on SBS tracking system</td>
<td>Class Teacher and Parent, and Admin.</td>
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<td>- All forms of harassment and bullying&lt;br&gt;- Verbal Aggression abuse towards students and staff eg. swearing, intimidating body language/tone of voice, language directed to hurt or show disrespect&lt;br&gt;- Inappropriate use of technology (including school internet, mobile phones, and other electronic devices)&lt;br&gt;- Any form of violence where injury might occur – Physical aggression eg. hitting, punching, hitting with an object, kicking, scratching, biting etc&lt;br&gt;- Defiance/non-compliance - major</td>
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<td><strong>4. Inappropriate behaviours at this level include:</strong></td>
<td>- Parent interview&lt;br&gt;- Review of attendance at off campus and/or extracurricular activities (at Principals discretion)&lt;br&gt;- Referral to outside agency&lt;br&gt;- Police notification&lt;br&gt;- Suspension&lt;br&gt;- Restorative conference on return of suspension&lt;br&gt;- Incident report completed for documenting on SBS tracking system</td>
<td>Class Teacher, Parent and Principal or other support staff</td>
</tr>
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<td>- Continued behaviours above&lt;br&gt;- Stealing&lt;br&gt;- Truancy&lt;br&gt;- Physical and/or verbal aggression toward students and staff&lt;br&gt;- Intimidation and/or harassment of staff (including through the use of technology)&lt;br&gt;- Pornography&lt;br&gt;- Vandalism&lt;br&gt;- Sexual harassment</td>
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<td><strong>5. Inappropriate behaviours at this level include:</strong></td>
<td>- Parent Interview&lt;br&gt;- Non-attendance at off campus and/or extra-curricular activities (at Principal’s discretion)</td>
<td>Class Teacher, Parent, Principal and...</td>
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<tr>
<td>- Extreme or continued behaviours above</td>
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Consequences for inappropriate behaviour

School wide Response to Inappropriate behaviour in the classroom

A ‘Bee-Attitude’ poster is displayed in each classroom. Teachers implement and utilise a positive behaviour system of their choice that is suitable to the age group of students in their class and compliments a whole year level approach. Students are encouraged to understand that this process is in place to help them do the right thing and follow the schools ‘Bee-Attitudes’ – Be Positive, Be Responsible, Be Respectful. Positive behaviour is acknowledged and rewarded. Students are moved through a process in response to inappropriate behaviour.

Consequences for inappropriate classroom behaviour

Students begin each day fresh on a positive. For inappropriate behaviour, students progress through the following process.

1. Verbal Reminder about inappropriate behaviour
2. Reminder two and support of more appropriate choices – Incident recorded in Classroom behaviour register – Buzz book.
3. ‘Think about it’ reflection sheet completed in designated area of the classroom.
4. Time out in another classroom and completion of ‘Think about it’ reflection sheet if needed.
5. Time out in Administration building

(N.B Significant behaviours may require immediate administration support).

Verbal Reminder

Students are given a verbal reminder about the inappropriate behaviour they are demonstrating. The student is encouraged to state a more appropriate choice referring to the ‘Bee-attitudes’ – Be Positive, Be Responsible, Be Respectful and is asked, “What happens if you choose to _____ again?” The student returns to the classroom activity demonstrating the chosen appropriate behaviour.

Reminder and support of more appropriate choice

As Above and Teacher records incident in the Classroom Behaviour register – ‘Buzz Book’.

Think about it – Reflection
The student has been given reminders about appropriate behaviour choices but is continuing to repeat inappropriate behaviours. The teacher records this in the Classroom behaviour register - ‘**Bee-Attitudes – Buzz Book**’. The student sits in the classroom to complete ‘Think about it’ reflection away from the class group for an allocated time. The student completes a reflection, outlining their appropriate behaviour. Students in the Early years complete their reflection through drawings or writing and the behaviour they needed to show. The teacher follows up with the student, records the inappropriate behaviour on the Classroom behaviour register – ‘**Bee-Attitudes – Buzz Book**’. The reflection sheet is sent home for parents to sign and is returned to school for the teacher to file.

**Time out with another Teacher – Buddy Classroom**

If the child’s response to the ‘Think about it’ reflection is not adequate, sincere or appropriate, upon gaining re-entry into the class activity, chooses not to comply with the expected behaviours, the child is sent to another teacher for 10-15 minutes and takes their reflection sheet to complete. Class work missed during this time is to be completed prior to joining in ‘fun’ class activities. For students in the Early Years the option is available for drawing what they were doing and colouring the picture of the more appropriate behaviour.

**Time out in Office**

The child is issued with an Office Referral slip (form of written communication from the supervising teacher) and their ‘Think About it’ reflection and is removed to the office. A member of the Leadership team notifies the parent(s)/ guardian. The reflection sheet is sent home for the parents to sign and return to school.

**Note:**

- Where the student is getting to the ‘Think about it’ part of the process over a period of consecutive days, a member of the Leadership team may need to meet with the student to discuss one-on-one.
- Each day the process begins again starting on a Positive
- Extreme behaviours will progress automatically to **Time out with a Teacher** or **Time Out in Office**
- A class incentive scheme is determined by individual class teachers for students who make appropriate choices for behaviour throughout the day.
Consequence for inappropriate playground behaviour

1. Staff give appropriate behaviour reminder and opportunity to return to play to try again.
2. If unsuccessful, student goes to designated area of playground or shadows teacher for a reasonable time period.
3. For ongoing inappropriate behaviour or a significant major behaviour incident student goes straight to Administration building and the incident is followed up by the Leadership team. The incident is recorded in the SBS Register and the student attends a follow-up Responsible Behaviour session to complete a ‘Think about it’ reflection sheet.

If students come to staff with a minor incident or less serious problem on the playground, it is encouraged that students access the ‘Peer Mediator’s’ that are on duty in each of the duty areas. Peer Mediator’s with teacher support assist students to solve their own problems using a simple process encouraging students to achieve “WIN/WIN” outcomes. They are encouraged to use ‘I’ statements through this process and agree to the following Ground rules: tell the truth, treat each other with respect, no blame or put downs, attack the problem – not the person and no interrupting. Students use ‘Reflective listening’ to identify solutions that are agreeable by both people and complete the process by affirming, forgiving or thanking each other.

Responsible Behaviour Reflection- Time Out in Office

To ensure a restorative justice process occurs for both classroom and playground referrals, a member of the Leadership team consults staff members who have knowledge of the incident and discusses the incident with the student. The students will completes a ‘Think about it’ reflection that is sent home for parents to sign and returned to school the next day to be kept on file.

The member of the Leadership team who has overseen the ‘Think about it’ reflection, records the name and description for each student on an online School Behaviour Register and makes contact with the parents in regards to the incident. Please refer to Appendix for copies of the ‘Think About it’ reflection.

Process of Appeals

In the event that a child is suspended or expelled there is a process for appeals or a parent or student are dissatisfied with the outcome of an incident, contact the school office and make an appointment with a member of Admin (Principal, APA, APRE) indicating the concern to be discussed.

- Appeals are made in writing, stating the grounds on which the appeal is being made.
- Participate in a meeting convened by the Admin member for those involved.
- A parents / caregivers or independent student is given assistance, if required, to help with an appeal. A support person could assist the parents and student to understand their right to, and the process of appeal.
The school will ensure that the parents and student have access to the appropriate paperwork and assistance to complete the paperwork, if necessary.

Alternative options to respond will be considered.

**Bullying and Cyber bullying**

Jubilee Primary School is an ecumenical Church school that believes all relationships are to be consistent with both the teachings of Jesus Christ and the ethical and moral principles held by the Church universal. Consequently, the Christian virtues must govern all inter-personal, professional, collegial and community relationships.

The knowledge that all people are created in the image and likeness of God, and the experience of the grace of God toward all, leads to the truth that all members of a community are necessary, unique and vital to God and to each other. Each member of the Jubilee Primary School community must be recognised and respected as bearers of love and wisdom. It is critical to recognise that each member and group holds part of the pieces that make the whole, and not any one person or group can have all the pieces. It is in the sharing, of what each has, that the whole can benefit; it is in compassion for each member, particularly the very weakest, that makes us complete. Every person has the right to feel safe. Any person who bullies is intending to put the victim in distress in some way. Victims of bullying often fear school and consider it to be an unsafe and unhappy place.

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby 1996) Cyber-bullying is another form of bullying using technology. A bystander is a person who witnesses a bullying incident as an onlooker. If you witness bullying and do not report the behaviour is considered to be bullying.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Verbal</th>
<th>Emotional</th>
<th>Racist</th>
<th>Sexual</th>
<th>Cyber</th>
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<tbody>
<tr>
<td>E.g. Hitting, pushing, kicking, unwanted horse-play, any form of violence, threat or intimidation</td>
<td>E.g. Teasing, name calling, sarcasm, spreading rumours, intent of interaction, intimidation, lying.</td>
<td>E.g. Ignoring, power imbalance, relationship, collusion, exclusion, manipulation, ridiculing and humiliating.</td>
<td>E.g. Taunts, graffiti, gestures and intimidation</td>
<td>E.g. Unwanted physical contact, comments, intimidation</td>
<td>E.g. Unwanted text messages, emails, intimidation, abusive social media</td>
</tr>
</tbody>
</table>

The result of bullying and cyber-bullying can be serious for both the bully and bullied, affecting his or her whole life. For the bullied student it may result in stress, lower academic performance, truancy, anger, poor self-esteem, sleeplessness, nightmares and depression. For the bully, it may lead to a belief that such behaviour is acceptable and consequently lead to a failure to develop skills of cooperation and conflict resolution.

At Jubilee we recognise that care for all is a joint responsibility between staff, students and 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, inclusive and safe school environment.

**Jubilee Conflict Resolution Procedures**
Staff - What do I do if I have a concern?

1. Deal with the problem as soon as possible.
2. Be clear about the issue. Writing it down can be helpful. Talk it out with a third party to clarify the issue(s) and to receive confirmation and feedback.
3. Separate the problem/issue from the person. Try to avoid the pitfall of the conversation shifting focus from issues to personal attack/abuse.
4. Identify and communicate your own feelings about the issue in a non-threatening way.
5. Listen sensitively to the other point of view and be open-minded.
6. Be prepared to negotiate and compromise when such is possible.
7. Be forgiving should there be admission of fault or neglect.
8. Be willing to be reconciled.
9. Seek mediation if the issue cannot be resolved amicably.
10. Personal conflicts and disagreements are matters to be worked through by the parties concerned and cannot be allowed to interfere with professionalism in the school environment.
11. Complaints regarding the professional integrity of another staff member need to be substantiated. The Principal will exercise professional discretion as to how matters are dealt with.

Parents - What do I do if I have a concern?

1. Reflect on the issue or concern - Jotting these concerns down on a piece of paper may be helpful in clarifying the problem for you.
2. As the initial point of contact regarding an issue should always be the teacher concerned, contact the office to arrange a mutually convenient time to discuss the concerns or send a note/email asking for an appointment with that teacher.
3. At the meeting, identify and communicate your feelings about the issue in a non-threatening way.
4. Do not approach other children to discuss or investigate your concerns.
5. After an issue is raised with the teacher, wait for the teacher’s verbal report on what has been done to address the issue.

Students - What do I do if I have a concern?

1. Try to deal with the problem yourself by talking and aiming to “Work It Out” to reach a Win-Win situation. Use “I Statements” to speak confidently to individuals involved. Avoid using Flight or Fight responses.
2. If problems cannot be resolved, get help from an adult such as a Teacher, School Officer, Buddy or your Parents.
3. Tell your parents about the problem and what you have tried or would like to try to do in order to solve it.
4. If you are being bullied or you see someone being bullied report it.

At Jubilee we address bullying by:
- Publicly stating that bullying is not tolerated at Jubilee.
- Modelling appropriate behaviour.
- Developing ways to ensure that students can report inappropriate behaviour without fear of reprisals.
- All students and parents sign the school Internet Agreement each year prior to accessing the internet and computers.
- Specific cyber-bullying awareness lessons are integrated into class programs.
- Data collection on the incidence of bullying.
- Use of the curriculum to examine aspects of bullying. The inclusion of anti-bullying segments in the Pastoral Program e.g. Problem Solving Skills, Social Skills Program, Peer Support, Prayer
Assemblies, Conflict Resolution lessons and publication in the school newsletter. Lessons from Guidance Counsellor.

- Observation and recording of students by teachers inside and outside the classroom.
- Involvement of non-teaching staff.
- Senior students working with younger students e.g. Buddies
- Incidents of bullying referred to Administration.

When Bullying is Reported to Administration

- Refer incident to our APA for entering on the Student Behavior System database.
- Both bully and the bullied will be referred to an administration team member where the method of shared concern, mediation or counseling will be initiated.
- We adopt a no blame approach and process in the first instance. Those involved will be interviewed and the situation assessed.
- In addition a further range of options is available including time out, suspension and exclusion.
- A Behaviour Report, which includes comments from the relevant teacher, will be placed on the student’s file. Main details will be noted in the student's file enabling staff to identify patterns.
- Parents will be informed about bullying through the Behaviour Report or a phone call. Serious or repeated bullying will see parents contacted immediately by the administration. Both the target and the perpetrator are supported and counseled and parents of both parties contacted.
- Follow-up by checking on both the bully and the bullied student to ensure the situation has been resolved.

Staff Professional Learning

- At Jubilee staff participate in ongoing professional learning through the development of our School Wide Positive Behaviour Plan. We have had staff, teachers, school officers and members of our school administration team attend SWPB Training both 2012 and 2013
- All learning support staff attended Positive Partnerships Training in 2013.
- Staff meetings have been devoted to School Wide Positive Behaviour with staff analyzing data and providing feedback and input into the rights, roles and responsibilities and consequences as stated in this plan.
- Staff will continue with the development of our School Wide Positive Behaviour Plan in the coming years through the attendance of further professional learning both at a SWPB committee and whole staff level.
- Staff will regularly review behaviour data for the purpose of planning and evaluating the effectiveness of this plan in staff meetings.
- 2014 Pupil Free Days dedicated to the introduction of Bounce Back Program – All staff in attendance
- Staff acknowledged and supported through SRF funding to attend behaviour management in-services of their choice, e.g. Boys Education

Links to BCE Policies/ Guidelines

- Student Behaviour Support policy
- Student Behaviour Support Regulations and Procedures
- Staff Code of Conduct
- Anti-Bullying Policy
• Management of Weapons in Schools
• Management of Social Media in Schools
• Management of Drug related Incidents in Schools
• BCE Procedures and Regulations for responding to behaviour

Related Resources

School Wide Positive Behaviour Support (www.pbis.org)

Bounce Back! (www.bounceback.com.au/)

Appendices

A. Learner Alert:
B. Jubilee Student Behaviour Matrix
C. Cyber Safety Form
D. ‘Think About it’ reflection sheet – Lower School /Upper School
**Jubilee Student Concern Form**

**Date:**

Student: _______________________  DOB: ___/___/___  Year Level: ___  Teacher: ___________________

### Area(s) of need

<table>
<thead>
<tr>
<th>Academic:</th>
<th>Speech/Language:</th>
<th>Physical:</th>
<th>Social/Emotional:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Speech</td>
<td>Fine Motor</td>
<td>Behaviour</td>
</tr>
<tr>
<td>Extension</td>
<td>Extension Speech</td>
<td>Gross Motor</td>
<td>Social</td>
</tr>
<tr>
<td>Literacy</td>
<td>Language (ESL)</td>
<td>Other</td>
<td>Emotional</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reason for Referral
*(All information must be factual and not opinions. Please add more detail on the back if necessary)*

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**Evidence attached to support referral**

- [ ] current writing sample
- [ ] recent benchmarking record
- [ ] anecdotal notes relating to behaviour

### Current Student Attainment in Academic Areas

<table>
<thead>
<tr>
<th></th>
<th>Working below Year level</th>
<th>Working at Year level</th>
<th>Working above Year level</th>
<th>Working well above Year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Numeracy</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Do you have any concerns about this student in any of these areas?**
<table>
<thead>
<tr>
<th>Brief comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention, concentration</td>
</tr>
<tr>
<td>Organisational skills</td>
</tr>
<tr>
<td>Independence</td>
</tr>
<tr>
<td>Completion of work</td>
</tr>
<tr>
<td>Motivation/Effort</td>
</tr>
<tr>
<td>Anxiety</td>
</tr>
<tr>
<td>Maturity</td>
</tr>
<tr>
<td>Social skills</td>
</tr>
<tr>
<td>Friendships</td>
</tr>
<tr>
<td>Resilience</td>
</tr>
</tbody>
</table>

**Is this child seeing or has seen any specialists such as Speech Therapists, Psychologist or Paediatrician.**
## Bee-Attitudes

**Be Positive**

- Have a go, ask questions, switch on, ready, set, learn!

**Be Responsible**

- Not only you, but others too!
- Learning time, name it, claim it.
- Keep left on all steps, keep toilets clean, respect what's private.

**Be Respectful**

- Listen and do!
- Keep your stuff buff, see it, be it!
- Consider others, shhhhhh!
- Act fine when in line.

<table>
<thead>
<tr>
<th>Classroom</th>
<th>MOVING THROUGH THE SCHOOL and TOILET USE</th>
<th>ICENTRE and ICT USE</th>
<th>SCHOOL GATHERINGS and EXCURSIONS</th>
<th>AT PLAY and TUCKSHOP</th>
<th>PICK UP ZONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a go, ask questions, switch on, ready, set, learn!</td>
<td>Smile, say hello! Let your light shine!</td>
<td>Have a go, share and enjoy!</td>
<td>Best manners, listen and do!</td>
<td>Enjoy the game, share and play fair!</td>
<td>Trust your instinct, safe choices!</td>
</tr>
<tr>
<td>Not only you, but others too! Learning time, name it, claim it!</td>
<td>Keep left on all steps, keep toilets clean, respect what's private.</td>
<td>Right things, right place, name it, claim it!</td>
<td>Make it great, participate! Wear the uniform with pride, right thing, right place, right time!</td>
<td>See a problem, tell the teacher, wear your hat, that's that! Make healthy choices.</td>
<td>Keep your stuff buff, sit and wait!</td>
</tr>
</tbody>
</table>

|  |  |  |  |  | Right place, right time, listen and do! |
JUBILEE PRIMARY SCHOOL

CYBER-SAFETY AT JUBILEE PRIMARY SCHOOL
Dear Parent/Caregiver,

The measures to ensure the cyber-safety of Jubilee are based on our core values. To assist us to enhance learning through the safe use of information and communication technologies (ICTs), we are now asking you to read this document and sign the attached Use Agreement Form.

The staff members of Jubilee Primary School have all agreed to a Use Agreement which implies that all staff use technology for its correct education purpose at all times. As the deployment of devices that expose students to ICTs increases, it becomes crucial that as a community we work together to educate and develop our students awareness and skills when using such technologies.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at Jubilee, and to the effective operation of the school. The ICT equipment is for educational purposes appropriate to this environment, whether it is owned or leased either partially or wholly by the school, and used on or off the site.

The overall goal of Jubilee is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

All students will be issued with a Use Agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment.

While here at Jubilee there are procedures in place to prevent the children’s exposure to inappropriate content, it is not possible to completely eliminate this exposure. It is in the best interest to all students that an educational approach is taken when looking at preventing such instances from occurring. It is impossible for Jubilee to filter the content when the children are at home or on mobile devices. With that it is encouraged that educational steps are taken both at home and at school informing the students that inappropriate content is on the net, and it is their responsibility to avoid and report the content to staff or parents in an appropriate way. Internet filtering software such as Websense which the school uses can help to minimise these instances, however will never fully eliminate them from happening and an open education about the risks of using such devices suits a more lifelong learning model of correct use.


Please contact the principal, if you have any concerns about your child’s safety in using the Internet and ICT equipment/devices.

Important terms:
‘Cyber-safety’ refers to the safe use of the Internet and ICT equipment/devices, including mobile phones.
‘Cyber bullying’ is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies - such as e-mail, chat room discussion groups, instant messaging, webpages or SMS (text messaging) - with the intention of harming another person.
‘School ICT’ refers to the school’s computer network, Internet access facilities, computers, and other ICT equipment/devices as outlined below.
‘ICT equipment/devices’ includes computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies.
‘Inappropriate material’ means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a school or preschool environment.
‘E-crime’ occurs when computers or other electronic communication equipment/devices (eg Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.
Strategies to help keep Jubilee Students Cyber-safe

Parents/caregivers play a critical role in developing knowledge, understanding and ethics around their child’s safety and safe practices regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following strategies to help us stay safe when using ICT at school [or preschool] and after formal school [or preschool] hours.

The students of Jubilee are expected to follow these statements when using ICTS:

1. I will respect all users of the ICT resource at Jubilee by using etiquette at all times. I realise that not all people use technology in the same way and respect all users of technology. My actions will never effect someone else’s use of the ICT here at Jubilee. Etiquette

2. I will inform a staff member, parent, guardian or adult immediately if I am exposed to anything inappropriate and realise that the responsible use of ICTs in school is a privilege and a responsibility. If I find anything that upset me, is mean or rude, or that I know is not acceptable at our school, I will:
   - not show others
   - turn off the screen
   - get a teacher straight away.

3. I will treat others using ICTs the way I wish to be treated and I will inform an adult if I experience discomfort or feel unsafe at any time. I will respects others rights to feel safe while using ICTs at school.

4. I will always seek approval before accepting or downloading anything from the internet onto and ICT at Jubilee. Commerce

5. I will be responsible for limiting the effect of my ICT use to our environment and our community. Rights and Responsibilities

6. I will always follow the guidance provided my teachers and parents when using ICT. If I am unsure or need clarification I will always ask for it. I am happy to share, help and inform my peers of any skills I have developed. Literacy

7. I will always use ICT at the appropriate time and only ever use them for an educational purpose. Communication

8. I will always use ICT in the correct way and never put my physical person in danger of injury or harm. Health and Wellness

9. I am aware that the ICTs at Jubilee are for all staff and students and I will treat them accordingly. Access

10. I respect and follow the rules, regulations and laws of all software and ICTs I use at Jubilee. Law

11. At all times while using ICTs I will follow the procedures put into place to protect any of my work or information as well as respecting anyone else’s information. I will never share my passwords or personal information when using ICT at Jubilee. I will avoid giving out personal information including: Name, Age, Address, Phone Number and Photos of me to any source. Security

12. Only with written permission from home and the school will I bring any ICT equipment/devices to school. This includes things like mobile phones, iPods, games, cameras, and USB/portable drives.

13. Only with written permission from the teacher will I connect any ICT device to school ICT, or run any software (eg a USB/portable drive, camera or phone). This includes all wireless/Bluetooth technologies.

14. The school cyber-safety strategies apply to any ICTs brought to school.

15. If I do not follow cyber-safety practices the school may inform my parents/caregivers. In serious cases, the school may take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to
inform the police and hold securely personal items for potential examination by police. Such actions may occur even if the incident occurs off-site and/or out of school hours.
Cyber-safety Use Agreement Form

To the parent/caregiver/legal guardian:
Please read this page carefully to check that you understand your responsibilities under this agreement.
Return the signed Use Agreement to the school.

I understand that Jubilee Primary School will:

☐ Do its best to enhance learning through the safe use of ICTs. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or on ICT equipment/devices at school or at school-related activities

☐ Work with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the Use Agreement initiative. This includes providing children with strategies to keep themselves safe in a connected online world

☐ respond to any breaches in an appropriate manner

☐ Welcome enquiries at any time from parents/caregivers/legal guardians or children about cyber-safety issues.

My responsibilities include:

☐ discussing the information about cyber-safety with my child and explaining why it is important

☐ supporting the school’s cyber-safety program by emphasising to my child the need to follow the cyber-safety strategies

☐ contacting the principal or nominee to discuss any questions I may have about cyber-safety and/or this Use Agreement.

CYBER-SAFETY USE AGREEMENT

I have read and understood this Cyber-safety Use Agreement and I am aware of the school’s initiatives to maintain a cyber-safe learning environment.

Name of child _________________________________________________________________

Group/Class ________________________________________________________________

Name of parent/caregiver/legal guardian
..............................................................................................................................

Signature of parent/caregiver/legal guardian.
..............................................................................................................................Date............................................

Please note: This agreement will remain in force as long as your child is enrolled at this school.
If it becomes necessary to add/amend any information or rule, you will be advised in writing.
PLEASE RETURN THIS SECTION TO SCHOOL AND KEEP A COPY FOR YOUR OWN REFERENCE.
Think About it – Reflection

(Prep, Year 1)

Name: ________________   Class: _________ Date:________________

Which Bee-Attitude was not followed? (Circle)

Be Positive  Be Respectful  Be Responsible

What happened? What did YOU choose to do?

Was this a good choice?

Yes  No

How can I make things better now?

Checked by: _____________________  Class Teacher:_______________________

Parent contacted – Yes/No  Parent/Guardian _________________

Leadership Team:__________________
Think About it – Reflection
(Year 2, Year 3)

Name: ________________   Class: ________ Date:________________

Which Bee-Attitude was not followed? (Circle)

Be Positive     Be Respectful     Be Responsible

What happened? What did YOU choose to do?

How can I make things better now?

________________________________________________________________________

________________________________________________________________________

Checked by: ________________   Class Teacher:__________________________

Parent contacted – Yes/No   Parent/Guardian__________________________

Leadership Team: ________________
Think About it – Reflection

(Year 4,5,6,7)

Name: _______________ Class:_____________ Date:_______

Which Be-Attitude was not followed?

Be Positive  Be Respectful  Be Responsible

What did you do?

Who was affected by this?

What will you do differently next time?

What can you do/say now to try to make things right?

Checked by: _______________ Class Teacher:________________

Parent contacted – Yes/No  Parent/Guardian ________________

Leadership Team: ________________