



CARNARVON
CHRISTIAN SCHOOL

"Walk as Children of Light"

BEHAVIOUR MANAGEMENT POLICY

[INCLUDES BULLYING]

Reviewed June 2023

TABLE OF CONTENTS

Contents

1. PREAMBLE	3
CARNARVON CHRISTIAN SCHOOL EXPLICITLY FORBIDS THE USE OF ANY FORM OF CHILD ABUSE, CORPORAL PUNISHMENT OR OTHER DEGRADING PUNISHMENT.	
2. PRINCIPLES	3
2.1 MISSION STATEMENT / ETHOS.....	4
2.2 WHOLE SCHOOL CURRICULUM.....	4
2.3 CODE OF CONDUCT.....	5
2.4 CCS' SCHOOL WAY – 'God takes care of you so take care of yourself, take care of others, take care of your school.'.....	5
3. CONSTRUCTIVE INTERVENTION PROCEDURES	7
3.1 DISCIPLINARY PATHWAYS.....	7
3.2 USE OF PHYSICAL CONTACT AND RESTRAINT.....	8
3.3 DOCUMENTATION.....	9
4. BULLYING	10
4.1 Disciplinary Pathway.....	11
4.2 Restorative Process.....	11
1. LEGISLATION	11
APPENDIX A: CCS' SCHOOL WAY	13
APPENDIX B: BEHAVIOUR SUPPORT PLAN	14
APPENDIX C: DETAILED DISCIPLINARY PATHWAYS	15
APPENDIX D: STUDENT BEHAVIOUR REFLECTION FORM	17
APPENDIX E: (1ST AND 2ND OFFENCE) LETTER TO STUDENT'S PARENTS – INTENT TO SUSPEND	21
APPENDIX F: THIRD OFFENCE LETTER TO STUDENT'S PARENTS – SUSPENSION FOR SERIOUS BREACH OF DISCIPLINE	22
APPENDIX G: BULLYING INCIDENT FORM	23
APPENDIX H: PIKAS METHOD OF SHARED CONCERN	24
APPENDIX I: PARENT INFORMATION	26
APPENDIX J: CARNARVON CHRISTIAN SCHOOL'S RULES 2016	28
REVISIONS AND ADDENDA	30

PREAMBLE

Carnarvon Christian School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Carnarvon Christian School is a caring school community because Christ, its leader, cares. The School has the aim of 'Teaching the Love of Christ'. This love was demonstrated in Christ's death and resurrection in payment for our sins. God's unconditional love and grace offers us forgiveness and the hope of eternal life with God in heaven. Only the Gospel message can change people by declaring them right with God.

Therefore, at Carnarvon Christian School, the Gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing acceptable student behaviour. Our ultimate aim is for students to develop self-discipline.

Since Christian behaviour and attitudes are not inherent to human nature, teachers will present the Christian life-style through instruction, admonition and example. This will be done in a happy, loving and caring environment in order to reinforce Christian values and to encourage positive attitudes and behaviours.

Every student has a right to feel safe, but also a responsibility to show respect, care, love and a genuine interest in the needs of people. For our School to achieve these aims, good order is essential. Without order, life cannot be harmonious and work cannot be effective. We therefore have rules and expect students to follow them cooperatively, of their own accord.

Should this fail, the School will need to resort to a range of behaviour management strategies which may include extended Christian counselling, detention, parent consultation, withdrawal from class, and for serious behaviour breaches, suspension and/or exclusion from the School. Continuous inappropriate and offensive or disruptive behaviour will be treated as a serious behaviour breach. Continuous harassment and/or retaliation against a person for reporting harassment (based on the School's Discipline, Bullying and Harassment Policies) will also be treated as a serious behaviour breach.

All efforts by the School to promote positive attitudes and behaviour and to correct unacceptable behaviour will have, as their prime goal, the Christian growth and development of the students as individuals and as members of the community.

In light of the above statement, corporal punishment is not used at Carnarvon Christian School.

1. PRINCIPLES

The following principles will guide CCS in its management of all student behaviour:

- the best interests of the child will be a primary consideration;
- consider the safety and wellbeing of all school staff and all other members of the school community;
- maintain cohesion of behaviour support for students across context and teachers;
- incorporate personalised adjustments based on student need;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;

- support the growth of self-regulation and peer-regulation and reduce the need for adult intervention; and
- employ strategies that are culturally, developmentally and psychologically appropriated.

2.1 MISSION STATEMENT / ETHOS

At Carnarvon Christian School we aim to:

- Foster in children a deep love and respect for God through a personal relationship with Jesus Christ as Saviour and Lord. To help children grow in the knowledge of God and the fundamental teachings of the Scriptures;
- Provide a motivating, supportive, secure and caring learning environment that fosters spiritual, emotional, social and physical growth;
- Develop in students an awareness, acceptance and love of themselves and others;
- Work in partnership with parents to provide a stable Christian environment outside of the home.

2.2 WHOLE SCHOOL CURRICULUM

We acknowledge the values as outlined in the Curriculum Framework:

- That students value and implement practices that promote personal growth and well-being;
- That students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively;
- That students recognise that everyone has the right to feel valued and be safe and, in this regard, to understand their rights and obligations and behave responsibly.

As part of this, our School curriculum involves a range of proactive strategies to foster positive relationships and a safe environment at School.

Through ongoing curriculum strategies, children are provided with learning opportunities to develop interpersonal and self-management skills.

In the Junior Primary we focus on:

- Taking turns;
- Sharing;
- Developing friendships;
- Listening and following classroom routines;
- Developing empathy for others.

In the Middle Primary we focus on:

- Consolidating skills learnt in Junior Primary;
- Developing a respect and empathy for others;
- Keeping themselves and others safe;
- Working collaboratively with others;
- Developing independent work skills.

In the Upper Primary we focus on:

- Consolidating skills learnt in Middle Primary;
- Leadership skills;
- Mentoring through the buddy system;
- Coping with change;
- Problem-solving skills.

2.3 CODE OF CONDUCT

At Carnarvon Christian School we value a Christ-centred education and believe that everyone has a right to:

- Feel safe at School;
- Perform to the best of their ability;
- Be treated with dignity and respect.

All staff at Carnarvon Christian School should aim to:

- Tailor consequences to individual's needs;
- Separate behaviour from the person;
- Allow consequences to do the teaching;
- Focus on the appropriate, positive behaviour;
- Avoid holding grudges;
- Re-establish the relationship after correction;
- Utilise related and reasonable consequences;
- Behave in a manner that reflects their knowledge of God and the teachings of the Scriptures.

All students at Carnarvon Christian School should aim to:

- Be fully inclusive of others in all games and activities;
- Support and encourage their peers in all aspects of school;
- Strive to reach their full potential in all aspects of their learning;
- Nurture their own God-given gifts and accept the uniqueness of others;
- Be responsible and accept consequences of their actions;
- Value honesty in themselves and others;
- Respect the property of others and the School environment;
- Behave in a manner that reflects their knowledge of God and the teachings of the Scriptures.

2.4 CCS' SCHOOL WAY – 'God takes care of you so take care of yourself, take care of others, take care of your school.'

The CCS' School Way (See APPENDIX A) reflects CCS' school motto 'Walk as Children of Light' and encompasses the aforementioned principles.

CCS' School Way must be:

- displayed in the reception, staffroom, each classroom, first newsletter of the year and the website;
- taught to the parents and students at the beginning of each year and to all incoming parents and students at their orientation; and

Carnarvon Christian School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.' Please see below for a description of these terms, as defined in the *Guide*:'

Child abuse:

Four forms of child abuse are covered by WA law:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position.

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Student Code of Conduct

Carnarvon Christian School has a Student Code of Conduct which *sets out minimum standards of conduct, prohibits bullying, harassment and other forms of peer-to-peer abuse; and requires respect for the privacy and human dignity of other students. At the commencement of each school year, students will review the policy with their classroom teachers. Any suggested changes will be discussed and if appropriate ratified at a full staff meeting. Students will then be given a copy of the policy to be signed.*

2. CONSTRUCTIVE INTERVENTION PROCEDURES

When students require additional support with their behaviour, staff at Carnarvon Christian School may consider:

- Discussions with individual students;
- Consultation with parents;
- Consultation with relevant health/educational professionals;
- Developing a behaviour support plan (See APPENDIX B).

A behaviour support plan (See APPENDIX B) involves:

- Defining target behaviour for change;
- Clearly describing positive replacement behaviours;
- Identifying positive reinforcers;
- Formulating logical negative consequences;
- Teaching replacement behaviours;
- Documenting progress;
- Continuing to monitor and modify the behaviour support plan.

Effective school behaviour management plans will include the use of appropriate consequences for breaches of the school's code of conduct. Staff must consider the use of consequences as part of an educative and restorative process. When staff are considering the use of consequences for the management of behaviour the following procedures will apply.

3.1 DISCIPLINARY PATHWAYS

The following outline provides a guide to the normal disciplinary pathway.

Any behaviour deemed inexcusable behaviour by the Principal or Deputy:

- Stealing;
- Vandalism;
- Physical abuse;
- Destruction of someone's property;
- Serious offences of a sexual nature;
- Open defiance to CCS staff: e.g. overt swearing at teacher;
- Refusing to follow teacher instructions: derogatory comments directed to or about CCS staff;
- Illegal drug use; and
- Bullying (See below for more detailed clarification).

These behaviours must be recorded on the Incident Report form, filed and reported to the principal. The parents are to be informed by letter, phone or in person of offence and consequences. The principal will implement in-house suspension and will exercise his/her professional judgment to determine the length and location, depending on offence and past record (See APPENDIX C for more detailed guidelines). While completing in-house suspension, the student is to fill in Student Behaviour Reflection Form (See APPENDIX D) in ways applicable to student's age and continue on with routine studies. Once form is completed, the principal or teacher must prayerfully read through with the student and discuss his/her answers. Lines appropriate to the offence will also be given to the student to complete e.g. 'I will behave in class' x20.

3.2 USE OF PHYSICAL CONTACT AND RESTRAINT

Carnarvon Christian School is bound by regulation 38 of the School Education Regulations 2000. Therefore, physical contact with students will be used as is reasonable to:

- manage or care for a student; or
- maintain or re-establish order; or
- prevent or restrain a person from -
- to prevent at risk the safety of any person; or
- damaging any property.

Carnarvon Christian School (CCS) Staff foster an environment where the love of the Lord Jesus is displayed and a respect for one another is expected and therefore incidents where physical restraint may be necessary are very rare. However, should physical contact or restraint be deemed the best course of action staff are asked to consider their actions very carefully. Examples of physical contact include escorting a student by the arm or hand, holding, guiding or shepherding.

CCS Staff must only use reasonable physical contact once other less intrusive alternatives have failed.

When Physical Contact is used

Before any form of physical contact is used in order to manage a student's behaviour, staff must consider the:

- age of the student;
- situation in which it is used;
- the purpose of the physical contact; and
- The likely response of the student.

The degree of physical contact must be in proportion to the seriousness of the Behaviour or the circumstances it is intended to prevent or manage.

The duration of the contact must be the minimum required to achieve the desired result.

When restraint is used:

If it becomes necessary for a teacher at CCS to use physical restraint, it will only be used with extreme caution.

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk; and
- The principal will provide appropriate support to staff, the student and parents as required after the restraint.

Where CCS staff are required to use restraint on an ongoing basis to manage the Behaviour of an individual student, information about the use of restraint must be included in the student's documented plan. (See appendix B)

In this case, CCS staff will document restraint for use as part of a hierarchy of responses, after other less intrusive alternatives have failed or been deemed inappropriate. Planning for the use of restraint as part of a documented plan will be a collaborative process between the principal, the student's parent(s) and other staff as required.

Information to be outlined in the student's documented plan include:

- conditions that will lead to the use of physical restraint;
- situations that will result in the removal of other students from the immediate environment;
- staff willingness and ability to use physical restraint as an agreed management strategy;
- assistance to be provided for staff who are involved with physical restraint; and

3.3 DOCUMENTATION

Any incident where physical restraint is used must be recorded by the staff member involved. Unless prior parental permission has been obtained for children who continually challenge class rules.

Physical contact must also to be documented where a complaint has been made by a student or parent or the student has been hurt.

The principal must:

- be advised as soon as possible on the day of the incident;
- be provided with a written record of the incident no later than the day after the incident;
- Provide the parent with details of the incident as soon as possible.

The written record of incidents where physical restraint is used must include:

- location of the incident;
- name of witnesses (staff and/or students);
- incident outline including student's behaviour, what was said, steps taken,
- degree of force applied, and how applied;
- student's response and outcomes; and
- details of any injury or damage to property.

3. BULLYING

Bullying is repeated incidents involving:

- A bigger, stronger or more powerful child on a smaller or weaker child; or
- A group of children on a single child

a) Emotional bullying:

- Being excluded from group conversations and activities
- Making up or spreading rumours to facilitate dislike for someone
- Being ignored repeatedly
- Purposeful misleading or being lied to
- Making stories up to get others into trouble

b) Physical bullying:

- Hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly
- Unwanted physical or sexual touching
- Throwing objects with the intent to injure or annoy

c) Threatening/Psychological bullying:

- Stalking, threats or implied threats
- Dirty looks
- Manipulation – pressuring others to do things they don't want to do
- Intimidation – forcing students to do demeaning or embarrassing acts
- Extortion – forcing someone to give you money or material items

d) Verbal bullying:

- Constant teasing in a sarcastic offensive manner
- Name-calling and offensive nicknames
- Swearing to unsettle or upset others
- Homophobic comments to cause distress
- Racist or sexist comments

e) Property abuse:

- Stealing money repeatedly
- Interfering with someone's belongings
- Damaging other personal items
- Repeatedly hiding someone's possessions

f) Cyber bullying:

- Spreading gossip and rumours through email, phone and internet
- Sending offensive text/phone and email messages
- Abusive phone calls
- Posting personal information on internet sites without permission to cause distress and humiliate

4.1 Disciplinary Pathway

Bullying must be recorded on the Bullying Incident Report form (See APPENDIX G), filed and reported to the principal. The parents are to be informed by letter, phone or in person of offence and consequences. The principal will implement in-house suspension and will exercise his/her professional judgment to determine the length and location, depending on past record (See APPENDIX C for more detailed guidelines). While completing in-house suspension, the student is to fill in Student Behaviour Reflection Form (See APPENDIX D) in ways applicable to student's age and continue on with routine studies. Once form is completed, the principal or teacher must prayerfully read through with the student and discuss his/her answers. Lines appropriate to the offence will also be given to the student to complete e.g. 'I will not hit anybody' x20.

4.2 Restorative Process

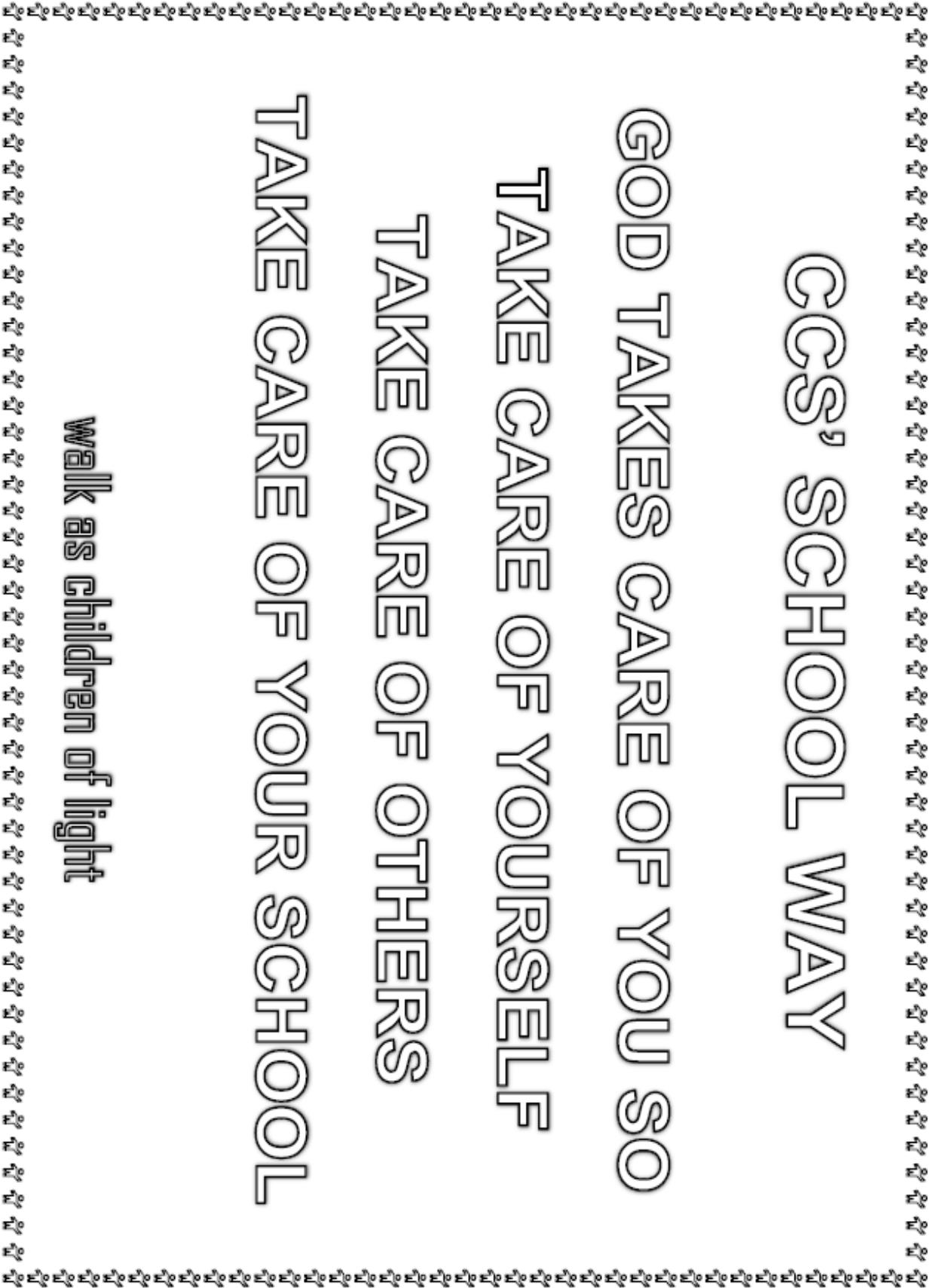
The student having gone through the bullying disciplinary pathway will then begin, with the teacher as mediator, a restorative process with the victim. Teachers should refer to the Pikas method of Shared Concern (See APPENDIX H) for guidance.

Parents can have access to guidelines on coping with bullying (See APPENDIX I).

1. Legislation

List below is some of the legislation that impose these types of duties and obligations upon a Schools:

- Criminal Code 1913 (WA);
- School Education Act 1999 (WA);
- School Education Regulations 2000 (WA);
- Occupational Safety and Health Act 1984 and Regulations 1996;
- Disability Discrimination Act 1992 (Commonwealth);
- Disability Standards for Education 2005; and
- Equal Opportunity Act 1984 (WA)
- State Records Act 2000(WA).



CCS' SCHOOL WAY

GOD TAKES CARE OF YOU SO

TAKE CARE OF YOURSELF

TAKE CARE OF OTHERS

TAKE CARE OF YOUR SCHOOL

walk as children of light

APPENDIX B: BEHAVIOUR SUPPORT PLAN

Student's Name	Year level
Target Behaviour For Change	
Positive Replacement Behaviours	
Positive Reinforcers	
Logical Negative Consequences	
Replacement Behaviours Taught By	On
Teaching And Learning Strategies	
Parents Informed By	On
Review On	
Signature – Staff Member	Date

APPENDIX C: DETAILED DISCIPLINARY PATHWAYS

Inexcusable behaviours (Excluding that of a sexual nature and drug use):

- First offence – One day in-house suspension (See APPENDIX E) and complete Student Behaviour Reflection Form (See APPENDIX D). Complete lines appropriate to offence.
- Second offence – Parents informed ASAP (See APPENDIX E). Interview with parent and student. Three day in-house suspension and complete Student Behaviour Reflection Form (See APPENDIX D).
- Third offence – Offence recorded on student records. 3 days external suspension (See APPENDIX F)

Inexcusable behaviour of a sexual nature (suggestive not physical):

- First offence – One day in-house suspension and complete Student Behaviour Reflection Form (See APPENDIX D). Complete lines appropriate to offence.
- Second offence – Parents informed ASAP (See APPENDIX E). Interview with parent and student. Student immediately sent home. Psychological counselling must be arranged by parents, and undertaken by student, at their own expense before student allowed back at school. 3 day in-house suspension once this has occurred.
- Third offence – Parents informed ASAP. Interview with parent and student. Student is immediately expelled from Carnarvon Christian School.

Inexcusable behaviour of a sexual nature (physical but not penetrative):

- First offence – Two day in-house suspension and complete Student Behaviour Reflection Form (See APPENDIX D). Complete lines appropriate to offence.
- Second offence – Parents contacted to collect student and informed ASAP re an interview. Immediate suspension from school. APPENDIX E to be completed and given to Parents at interview at the latest. Psychological counselling must be arranged by parents, and undertaken by the student, at their own expense before student may return to school. A 3 day in-house suspension will occur on their return.
- Third offence – Parents informed ASAP. Interview with parent and student. Student is immediately expelled from Carnarvon Christian School

Drug Use:

Tobacco:

- First offence – Detention and letter home to parents
- Second offence – Suspension and interview with parents
- Third offence – Expulsion

Alcohol:

- First offence – Detention or short suspension and a letter home to parents
- Second offence – Suspension and interview with parents
- Third offence – Expulsion

Illicit drugs – Possession (including performance enhancing drugs):

- First offence – Either (i) interview with parents, suspension and a second chance return with conditions or (ii) expulsion
- Second offence – Expulsion

Providing illicit drugs to other students (including performance enhancing drugs):

- First offence – Interview with parents and likely expulsion

Misuse of prescription drugs:

- First offence – Interview with parents, suspension and letter home to parents
- Second offence – Expulsion

APPENDIX D: STUDENT BEHAVIOUR REFLECTION FORM

Teachers to fill in specifics on given lines. Students to respond in spaces provided.
CCS' SCHOOL WAY: God takes care of you SO take care of yourself, take care of others, take care of your school.

Explain/Draw exactly what happened _____

Why did you _____

Name all the people that you hurt and/or lied to:

How would you feel if _____

How do you think _____ feels about _____

What would you do differently next time:

Write a sincere letter of apology here to _____

Write a sincere letter of apology here to _____ parents.

How do you think God feels about _____

'If we confess our sins, God is faithful and just and will forgive us our sins and purify us from all unrighteousness.' 1 John 1:9

'Walk as children of light.' Ephesians 5:8b

APPENDIX E: (1st and 2nd Offence) Letter to Student's Parents – Intent to suspend



Parent Name
Address
Carnarvon 6701

Dear (Parent Name)

I have received information that suggests that your child, (child name), has breached the school's Code of Conduct by behaving in the following manner:

(Describe situation)

As a consequence for this behaviour, a period of in-house suspension is being considered.

You are invited to contribute to the decision making process by expressing your views about the alleged behaviour of your child and the recommendation that your child be suspended from normal class activity.

Please contact (staff name, phone) by (date and time) to discuss:

- (child name)'s behaviour at school
- Factors that may have contributed to the behaviour;
- The range of possible consequences for the behaviour
- An ongoing behaviour management plan for (child name)

Principal
(date)

APPENDIX F: Third Offence Letter to Student's Parents – Suspension for serious breach of discipline

Parent Name
Address
Carnarvon 6701



Dear (Parent Name)

Your child (child name) has been suspended from attendance at Carnarvon Christian School as a consequence of the following behaviours:

(Describe behaviours)

The suspension had to be imposed immediately because the behaviour of your child involved a serious breach of discipline that adversely affected or threatened the safety of others at school.

The period of suspension is from (date) until (date), a total of (N) school days.

Please contact (staff name, phone) by (date and time) to discuss:

- (child name)'s behaviour at school
- Factors that may have contributed to the behaviour;
- The range of possible consequences for the behaviour

When (child name) returns to school, an individual behaviour management plan will need to be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Principal
(date)



APPENDIX G: Bullying Incident Form

Date: _____

Student Name: _____

Class: _____

Teacher: _____

(Teacher/Support Staff – reporting incident)

Location of Incident: _____

Behaviour displayed: <input type="checkbox"/> Bullying <input type="checkbox"/> Being bullied		
Physical	Verbal	Emotional
<input type="checkbox"/> Hitting, punching <input type="checkbox"/> Kicking <input type="checkbox"/> Pinching <input type="checkbox"/> Scratching <input type="checkbox"/> Throwing things at someone <input type="checkbox"/> Unwanted touching <input type="checkbox"/> Other _____	<input type="checkbox"/> Teasing <input type="checkbox"/> Name calling <input type="checkbox"/> Insulting someone <input type="checkbox"/> Swearing to upset or unsettle <input type="checkbox"/> Racist or sexist comments <input type="checkbox"/> Other _____	<input type="checkbox"/> Exclusion from friends <input type="checkbox"/> Ignoring someone <input type="checkbox"/> Purposeful misleading <input type="checkbox"/> Making stories up to get others in trouble <input type="checkbox"/> Disrupting someone's game <input type="checkbox"/> Other _____
Threatening/ Psychological	Property Abuse	Cyber
<input type="checkbox"/> Stalking, threatening or implying threats <input type="checkbox"/> Dirty looks <input type="checkbox"/> Manipulating <input type="checkbox"/> Intimidating <input type="checkbox"/> Extorting <input type="checkbox"/> Other _____	<input type="checkbox"/> Stealing money <input type="checkbox"/> Damaging stealing property <input type="checkbox"/> Hiding someone's possessions <input type="checkbox"/> Other _____	<input type="checkbox"/> Gossiping and spreading rumours via email, phone and internet <input type="checkbox"/> Sending offensive text and email messages <input type="checkbox"/> Other _____

Comments: _____

Actions taken:

Shared Concern

Parents informed

Follow up: _____

Teacher signature: _____ Parent signature: _____

APPENDIX H: PIKAS METHOD OF SHARED CONCERN



The 6 Methods of Intervention

The Method of Shared Concern (or Pikas method) is a non-punitive multi-stage strategy that addresses group bullying.

It facilitates the emergence of a solution to a bully/victim problem through the use of a series of interviews and discussions with the parties involved.

Rationale

The rationale behind using the Method of Shared Concern is as follows:

- Bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group.
- Approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress of the victim and agree to act to reduce that distress.
- A minority of targeted children have in the past acted provocatively and need to recognise their part in the ensuing conflict.
- Once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted.
- An agreed resolution involving all concerned is likely to be sustainable.

Application

The Method of Shared Concern can be appropriately and most successfully implemented as follows:

1. Cases are chosen in which a group of students are thought to be involved in bullying an individual student who as a consequence has become distressed.
2. Each of the suspected bullies is interviewed in turn, without any accusation, beginning with the student who seems most likely to fill the role of ringleader. The meeting takes place without other students present or able to observe the interaction. The interview begins with the practitioner sharing a concern about the plight of the victim. Once this is acknowledged, the suspected bully is required to say what he or she will do to improve the situation.
3. A further meeting is arranged several days later to assess progress with each of the suspected bullies individually.
4. The practitioner then meets with the target and offers support. The question may at some stage be raised as to whether the target could have provoked the bullying in some way. (Occasionally bullying is provoked).

The 6 Methods of Intervention

5. Once progress has been confirmed, a group meeting is held with the suspected bullies to plan how they will finally resolve the problem when they meet with the target at the next meeting convened by the practitioner.
6. A final meeting is held with the target present to bring about an agreed and sustainable solution.

Limitations

- The method cannot be employed in cases of criminal behaviour for which sanctions are legally required.
- Pressure in the form of threats and punishment is incompatible with this approach which seeks unforced cooperation.
- This method involves working with groups of suspected bullies and does not lend itself to dealing with one-on-one bullying.
- More so than most methods it requires the training of suitable practitioners.
- To implement this approach effectively and produce a sustainable solution requires the careful selection of cases and the allocation of sufficient time to progress through the necessary stages.



Conclusion

Implemented rigorously, this method has been shown in several studies to have a high success rate and has considerable educational value for those involved.

References

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APPENDIX I: PARENT INFORMATION

Mandatory

What can Parents do if their child is being bullied?

By the time children tell their parents they are being bullied, they may have tried everything they can to deal with it on their own. Telling parents is often a very hard step to take.

Children need to:

- 📖 Feel believed and listened to;
- 📖 Develop trust in how parents will handle it;
- 📖 Talk more openly about what has happened;
- 📖 Gain some control over what is happening;
- 📖 Learn things they can do to protect themselves; and
- 📖 Regain self-confidence.

It helps if parents

- 📖 Involve the children in making decisions about what to do;
- 📖 Listen to what children say; and
- 📖 Tell them they understand

It does NOT help if parents:

- 📖 Get angry or upset;
- 📖 Feel guilty or ashamed
- 📖 Make the children think it is not important
- 📖 Blame the children
- 📖 Blame the school;
- 📖 Accuse people without knowing the facts;
- 📖 Look for scapegoats;
- 📖 Demand to know all the details at once; or
- 📖 Look for easy solutions.

Many parents do get angry, quite understandably, and want to go to the school and sort it out right away.

This might not be the best first step. For one thing, the child will almost certainly be reluctant to involve the school straight away because something they would rather keep quiet could be spread around. The child might also feel at risk of the bully taking revenge.

As a first step, it is usually best to:

- 📖 Pray with the child and ask God for wisdom
- 📖 Encourage the child to talk through it as far as he or she wants to, so you get the basic facts straight (what happened, who was involved, where; when; Did anybody else see it, and if so, who?);
- 📖 Try to keep an open mind, remembering you are hearing one part of the story only;
- 📖 Ask questions gently;
- 📖 Help the child reflect on what has been done so far; and
- 📖 Help the child work out what might be done.

It's a good idea to write down what you find out (but not while child is present)

Important next steps to consider:

- ❏ Never try to sort out the bullies yourself. This rarely works, and often makes matters worse.
- ❏ Once you have a clear picture of the situation, and some idea about how you and the child would prefer to handle it, contact the school.
- ❏ Make an appointment to see the principal or the class teacher. Don't barge in.
- ❏ Present the information you have as calmly as possible.
- ❏ Do it in a way that makes it clear to the school that you see yourself and the school as partners in trying to fix this problem. Tell the school what you and your child would like to do, and ask them for ideas as well.
- ❏ Most, if not all schools have a policy on responding to bullying. Your school is as concerned as you are to deal with the problem.
- ❏ The school will need to investigate the matter and to talk to teachers, other students and even other parents if that's the best thing to do. Remember the school staff may not have seen the incidents and it is not always easy to judge if it is bullying or just a bit of harmless fun which has gone too far.
- ❏ Make a note of what the school says it will do, and arrange to make a follow-up call to see what has been done.

Helping your child cope:

If the bullying is happening on the way to or from school, see if your child can go a different way, or join up with other children. This might help while things are being sorted out. It might also be possible for your child to be paired with another more robust child for the time being too. The school could help with this.

If your child finds it hard to make friends, encourage them to make a special effort. One good friend can make a big difference.

Invite school friends home to strengthen the relationships begun at school. Talk to your child about some of the things that have happened, and discuss some ways of dealing with them, such as:

- ❏ Pretending not to hear hurtful comments;
- ❏ Using silent 'self-talk' such as; 'that's their problem, not mine' or 'I'm ok' to reinforce self confidence;

Developing greater self-assertiveness, so as to be able to face the bully without becoming scared upset, abusive or violent;

Believing that it is OK to tell someone when bullying happens- that it is not 'dobbing.'

Where to get more information:

Ask your school for a copy of the 'Friendly Schools and Families Handbook 3'

APPENDIX J: CARNARVON CHRISTIAN SCHOOL'S RULES 2016



CARNARVON CHRISTIAN SCHOOL
EPHESIANS 5:8B 'WALK AS CHILDREN OF LIGHT'

Our School Rules are based on CCS' School Way – 'God cares for you so take care of yourself, take care of others, take care of your school.' The CCS' School Way reflects CCS' school motto 'Walk as Children of Light' and encompasses the aforementioned principles.

GENERAL SCHOOL RULES

1. The attitude of students to visitors, teachers and other students must be one of courtesy and consideration at all times. (Bullying and physical abuse, in any form, will not be tolerated.)
2. The following areas are out of bounds to students, unless given permission by a teacher:
 - a. All areas behind all classrooms, including the natural bush.
 - b. All bush areas surrounding the oval.
 - c. Classrooms out of class time.
 - d. The area beyond the concrete path entrance to the school and beyond the oval, this includes the front of the school, car park and flag pole.
 - e. The Kindy & Pre-Primary Playground (except for Kindy and Pre-Primary students) or if permission is given by the duty teacher.
 - f. The veggie patches, chook pen area – unless permitted to be there by a teacher.
3. Verandas and cement paths are to be used sensibly at all times.
 - a. Playing or running on verandas or cement paths is not permitted.
 - b. Students moving around the school should use the paths and verandas wherever possible.
 - c. The veranda railings should not be sat on nor passed over or through.
4. Sensible and responsible behaviour is to be observed by all students when playing in the playgrounds, ovals and when using any equipment eg sporting equipment and playground equipment. (Note: No pinning of arms during play)
5. School equipment will be provided for **morning recess** and **lunchtime** use only.
6. Students shall endeavour at all times to keep classrooms, school buildings and school grounds neat and tidy and will cooperate in this when asked to do so by teachers or parents.

7. Students should not be at school outside the times when teachers are on duty – i.e. before 8.00 am and after 2.45 pm.
8. Bicycles must be left in the bike rack area provided.
9. Students leaving the school grounds on foot or by bicycle must only use the bike gate and escorted across Babbage Island Road with a staff member.
10. Students waiting for parents or buses after school must remain outside in the designated areas until transport arrives.
 - a. Y1 to Y6 children being collected by cars must wait at the Kiss and Drop, which is located outside the back school gate.
 - b. Kindy and Pre-primary children are to be dropped off and collected from their classes by an adult.
11. Students must eat recess and lunch in the areas designated, under teacher supervision.
12. Food must not be consumed on ovals or whilst in play areas or on play equipment.
13. Students must wear full school uniform at all times, including hats whenever outdoors.
14. Equipment is not to be brought from home, including mobile phones, mp3 players, ipods, etc (unless iPads are for school use). Any electrical equipment brought to school needs to be left at the office in the morning and collected after school. The school takes no responsibility for any lost equipment of any kind, if brought to school.
15. Smoking, Alcohol and Illicit drugs are not permitted on school grounds.
16. Chewing gum is banned from our school.
17. Pokemon and similar cards games are banned from school.

Revisions and Addenda

Revision Date	Clauses Affected	Page Number	Operative Date
22/11/2005	Document drafted	Total document	2005
February 2010	Reviewed and updated		2010
3-12-11	WHOLE DOC REVIEWED AND UPDATED	WHOLE DOCUMENT	FEBRUARY 2012
November 2013	Review of document	Whole document	November 2013
January 2014	Review of document	"	February 2014
April 2016	Review of document	Whole document	Immediately
May 2016	Whole Document		Approved by Board
27/2/2020	Added Legislation Added to Preamble Whole document reviewed	Pg 11 Pg 3	James Shaw
22/06/2023	Review of whole document	Whole document	James Shaw