



Behaviour Education and Self-Management Policy

Rationale

St Joseph's Primary School (SJPS) is committed to fostering a positive culture and a safe and inclusive learning environment. At SJPS, this policy and supporting guidelines have been developed from our belief, that the values of the Gospel will permeate all that we do in the name of education. SJPS promotes an environment that is secure, healthy and respectful for all members of the school community and SJPS believes that the responsibility for the growth and development of each child is in partnership between teachers, parents and children.

From time to time, students, for various reasons, engage in inappropriate behaviours. The response and educative process in understanding this behaviour by others can either hinder or assist in long-term positive behaviours of the individual. It is important, therefore, to have a whole school approach, development of knowledge, skills and capabilities, support, response and management of student behaviour that is consistent with the school's vision. Like students who we need to teach because that can't do something that requires academic teaching or intervention we take the same approach with behaviour. We need behaviour education and to teach student how to manage their emotions.

Policy Statement

'Behaviour is shaped by the sum total of regular and frequent lessons that create small but meaningful changes over a long sustained period of time. – Wilson McCaskill

SJPS provides is committed to developing Student Engagement, Well-Being and Behaviour Education encompassing Self-Management in students. We embrace a values-based approach (virtues) that underpins our school culture. Students, parents and teachers need to have a clear understanding of what is expected in regards to how we treat each other to ensure a welcoming learning environment that is supportive and safe.

We believe that students come to school to better themselves by being able to work with others. Students need to pursue their personal best no matter who they work with. Therefore as teachers and parents it is imperative that we have a clear focus on this and to role model rational, emotionally regulated behaviour.

Students develop personal and social capabilities as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The students are involved in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict and engage in teamwork and feel positive about themselves and the world around them.

Principles

- SJPS supports and gives expression to the belief that each individual is at the heart of Christ's teaching through fostering wellbeing and pastoral care.
- Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognized as promoting the achievement of learning outcomes and contributing positively to school improvement.

- Student engagement and regular attendance assists in developing appropriate behaviours through the implementation of whole school strategies supported by targeted and individualised support when required.
- Effective whole-of-school approaches to behaviour education and self-management requires age appropriate education and skilling of students through processes focused on individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
- Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. It will not include, under any circumstances, corporal punishment.
- Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of students.
- Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be an important consideration in determining the actions and consequences to inappropriate behaviour.
- The school wide approach will be consistent with Catholic Education Ballarat's 'Guidelines for Behaviour Support' (2016) and the social competency program 'Play is the Way' by William McCaskill.
- SJPS respects privacy laws and will not divulge outcomes of actions or consequences other than to the individual student's parents.

Implementation

Our school is a "Play is the Way" school (PITW). The practices outlined throughout this document were developed by "Play is the Way" and adopted by our school community in conjunction with the 'Guidelines for Behaviour Support' (2016)

At SJPS we believe the "Play is the Way" philosophy is the most effective way to develop Social and Emotional competencies; focusing on the values of self-control, self-motivation, self-awareness, empathy and managing relationships. With developing **empathy** as our overarching goal.

We have included in Appendix A our process for implementation at SJPS.

Empathy is the ability to see things from another's point of view and the ability to identify with the plight, state or needs of another.

We aim to put students in control of their thoughts, feelings and actions. The games are not the focus, but a conduit to experience the Virtues (Appendix 2) of **good manners, friendliness and courage for all students and additionally from Grade 3-6 the Vitues of persistence and resilience, tolerance and acceptance and compassion.**

The games allow students to:

- Develop pro-social behaviour.
- Create a shared body of experience that is used to build relationships.
- Highlight the benefits of managing emotions and working together.
- Develop optimism and the ability to bounce back.
- Encourage self-motivation and the ability to persevere.
- Initiate a process of self-awareness and discovery in children.
- Create a positive tone and school culture. The school is fully resourced to support the implementation of Play is the Way from F to 6. Sessions are timetable weekly for games, circle time, discussions and class activities to reinforce the virtues.

Teachers make perceptive observations that will lead students to awareness. In these conversations they may bring up the relevant virtues but could also discuss the five key Life Raft concepts (Appendix 4), and Rights (Appendix 3) that are an important part of our philosophy. These concepts which are taught to children weekly include:

- *Treat others as you would like them to treat you*
- *Be brave-participate to progress*
- *Pursue your personal best no matter who you work with*
- *Have reasons for the things you say and do*
- *It takes great strength to be sensible*

During games/classroom sessions teachers make observations that makes students reflect – *not react*, and should behave in a way that allows students to accept – *not defend*. By implementing careful questioning and respectful suggestions, teachers encourage meaningful conversation around students' behaviour. We use a self-

mastery checklist as part of our Self-Mastery Checklist (Appendix 4). This language is firmly embedded throughout our school and includes the following questions:

- *Am I doing the right thing or the wrong thing?*
- *Am I making a strong decision or a weak decision?*
- *Are my feelings in charge of my actions or is my thinking in charge?*
- *Am I running away from the problem or am I dealing with it?*
- *Am I being my own boss or am I inviting my teacher to be my boss?*
- *Is my teacher trying to help me or hurt me?*

3R's (Reflection, Repair, Restitution) Method

The school follows the 3R method for unacceptable behavior, bystanders, victims and preventative measures. The 3R's process involves Reflection, Repair and Restitution which aims to assist students in understanding their behaviour and how it affects everyone in our school community. As a whole school we need a comprehensive understanding of the following terms and how they support and affect this policy.

What we understand

Consequence: The effect that behaviour has on oneself and other people.

Our focus is on educating students to understand how their behaviour can affect themselves and others and reflect on the possible outcomes before deciding to act. Consequences and punishments are not one and the same.

What we do

Restitution: A means to undo the damage and reconnect with your community. A means to rebuild trust.

When students misbehave inappropriately, they are given the opportunity to reflect upon their decisions and how those decisions have affected themselves and others. They are also provided with an opportunity to make amends and/or restore the damage.

What we resist doing.

Punishment: The deliberate inflicting of physical or emotional discomfort pain and or fear to control behaviour. Delivered after the event

Our focus is on educating students to change their behaviour based on their understanding of how it affects others, rather than the fear of punishment. We are here to help the children, not hurt them.

The 3Rs Method is a behaviour education methodology that builds self-awareness and self-management skills for children having difficulty with their behaviour. It strengthens relationships, develops empathy, addresses bystander behaviour and makes a genuinely safe school achievable. Students complete a Guide Sheet depending on the nature of the situation and the age of the student involved. The range of Guide Sheets permits the behaviour education of students to be more specific and consequently more effective. In the appendix we outline a summary of the Guide Sheets and what they are used for.

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Reward vs Awards

Research shows that the more we use bribes to motivate people the more they lose interest in what we are bribing them to do.

Self-motivation, in being a virtue, must be a deeply entrenched habit of action. It cannot be an action that waxes and wanes in response to the inducements being offered.

Research also clearly states the same detrimental effects of trying to manipulate student behaviour using punishments. We need to educate students on how to work through behavioural problems without the threat of punishment. We need to have a focus on the consequences of their actions on themselves and those around them rather than on the lowest form of moral reasoning which is the punishment they may receive. We need to help individuals take responsibility for their own behaviour through education not by force or coercion.

A reward: is something given in return for service effort or achievement used to manipulate, lure and motivate-bribery for control. 'Do this and your will get that.

Awards: Acknowledgement of service, effort or achievement that is not motivated by the desire of award or the pleasure of the reward giver. In other words awards are not used to manipulate student behaviour.

Awards should reflect habits of action. Students need to be motivated by improvement and committed to virtuous behaviour

'Children who do right for rewards will just as easily do wrong for the same thing.' – Wilson McCaskill

Response Continuum

Challenging behaviour is best understood as a continuum which ranges from students' needs requiring universal classroom-based support, to the most complex needs requiring an individualised approach. The CECV Intervention Framework (2015) describes the Response to Intervention (RtI) model as:

a multi-tiered approach to providing services and intervention for students, at increasing levels of intensity, based on progress monitoring and data analysis. This model integrates assessment and intervention within a multi-level prevention system to maximise student achievement, promote positive classroom interactions and reduce behavioural problems (CECV 2015, p. 9).

The model offers schools a means to better understand and support students with diverse learning needs and considers the academic and behavioural capabilities of learners holistically. Students respond to a series of constantly interacting elements – teachers, students, curriculum, pedagogy and the learning environment. The RtI model is based on the belief that teachers have the responsibility to create the best possible learning environment for each and every student through effective screening, progress monitoring and data-based decision-making processes using a multi-level decision-making system.

The 'first tier' of support is also known as Tier 1, the universal tier. In Tier 1, some supplementary adjustments may be made, as part of regular classroom teaching. Students who are not able to experience success are provided with further and more intentional supports through a 'second tier' of instruction – Tier 2. At this level, support is provided to meet the needs of a smaller and more targeted student group. Should further support be required, students are able to access more intensive strategies through a 'third tier' of instruction and extensive adjustment – Tier 3.

It is expected that students will move between and within the tiers of instruction. When the response continuum is considered specifically with regards to behaviour support, it is notable that the intensity and frequency of support necessarily increases, relative to increases in the behavioural needs and challenges of the student. The level of intervention becomes increasingly systematic and data-driven, depending on where the student's needs lie on the continuum. The data continues to provide a holistic view of all variables that impact on learning.

In our Appendix 5 we have our Response Continuum for Behaviour Education and Self Management.

Suspensions

Traditionally, suspensions have been used to punish students for their anti-social behaviour. This thinking around removing students from social situations in order to improve their social behaviour is counterintuitive. Suspension should be viewed as an opportunity to remove a student from the school for a reasonable amount of time in order to consult with parents, review risk management, develop documented plans, access CEOB and community supports and allow the class and teacher time to re-establish relationships and routines, to support the student's return. Repeat suspensions without a plan of action or re-entry process do not result in a change of behaviour. Suspension is a last resort, when other strategies and management have been exhausted. As a school we would prefer an in-school suspension for students.

The school will keep a register for indicating details of any suspensions. This will be maintained in SIMON and overseen by the principal. Relevant documentation will be stored electronically.

Restrictive Interventions

In situations where it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community, the school will follow procedures consistent with CECV Positive Behaviour Guidelines. Restrictive interventions are only used in emergency situations and there are no other options in maintaining the safety of others. It must not be used as part of student management plan. Professional learning on appropriate use of restrictive interventions will be undertaken annually by all staff.

Monitoring

- Behaviour data is entered on Google Forms for tracking consistent behaviour with a child and on SIMON Behaviour Tracking for serious offences.
- Case conference information is used for student profiling, strategic intervention and follow-up.
- Recidivist behaviour (repeat offenders) are targeted and monitored through Individual Behaviour Programs.

- Google Form and SIMON data is used to identify behavioural trends so they can be addressed at a class level.
- At all levels the process is monitored and reflected upon by staff and Admin to ensure it remains workable.
- Individual student surveys implemented on a two-year rotational basis that measures student perceptions around values implementation, school culture and relationships.
- Track all student reflection sheets as part of 3R process.
- 3 Way Conferences implemented

Related School Based Policies

- SJPS Pastoral Care Policy
- SJPS Child Safety Policy
- SJPS Code of Conduct
- SJPS Duty of Care Policy
- SJPS Safe School Policy - Anti Bullying & Harassment

Other References/Supporting Documents:

- This policy should be read in conjunction with:
- “Pastoral Care Policy” - Ballarat Diocesan School’s Advisory Council
- “Code of Conduct for Caring for Children” - Professional Standards Catholic Diocese of Ballarat
- “Whole School Approaches to Supporting Positive Student Behaviour (2015) – CECV
- “Guidelines for Behaviour Support” (2016) - Catholic Education Office Ballarat
- SJPS Behaviour Education Self-Management Guidelines
- Catholic Education Ballarat Guidelines for Behaviour Support (2017)
- CECV Positive Behaviour Guidelines
- PLAY IS THE WAY® Methodology Manuals Volume 1&2
- PLAY IS THE WAY® Manual Vol 3: Part A 3Rs Method
- PLAY IS THE WAY® Manual Vol 3: Part B GPS
- PLAY IS THE WAY® Play More Manual Volume 4

PLAY IS THE WAY® (PITW) THE 6 ELEMENTS

1.

LIFE RAFT

PITW 5 Key Concepts (posters) embedded through classroom activities.

2.

PITW GAMES

Physically interactive games – Played 3-4 times per week (15-20 minute sessions).

3.

SELF-REFLECTIVE LANGUAGE

As described in the PITW Self-Mastery Checklist, this language is a means to help children be the master, not the victim of their feelings.

These first three elements of Play Is The Way® should be implemented simultaneously.

4.

PITW 3Rs METHOD (3Rs)

Reflection - Repair - Restitution (Making things better, paying back & moving on)

The 3Rs Method is a behaviour education methodology that builds self-awareness and self-management skills for children having difficulty with their behaviour. It strengthens relationships, develops empathy, addresses bystander behaviour and makes a genuinely safe school achievable.

Implement the 3Rs Method after the first 3 elements have been established for 2 terms or more and students have a firm grasp of the Play Is The Way® Self-reflective Language.

NOTE: 3Rs can be implemented earlier if teachers are ready to embrace the required learning.

5.

GROWING PERSONALLY AND SOCIALLY (GPS)

A Growing Personally & Socially (GPS) conference is a carefully constructed, powerful form of “circle time” that allows the life and learning issues of a classroom to be addressed in a way that requires and improves the personal and social capabilities of both students and teachers.

GPS offers direction in a time of need.

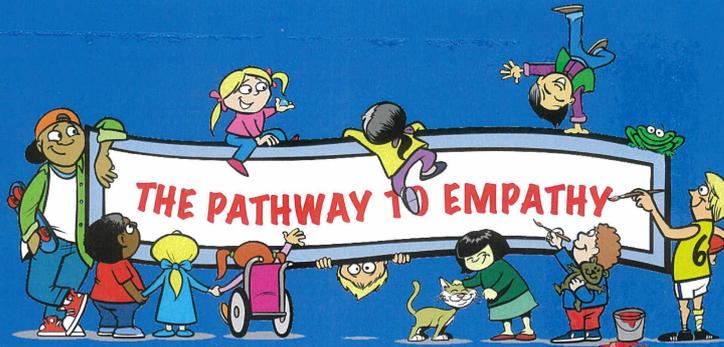
Implement GPS alongside the 3Rs Method or one term or more after 3Rs has been established. Again, ensure students have a firm grasp of the Play Is The Way® Self-reflective Language before implementing and teachers are prepared to embrace the required learning.

6.

ULTIMATE COMMUNITY ROLE MODEL (UCRM)

Ultimate Community Role Model (UCRM) is a long term, sustainable strategy for the development of empathetic young people of good character and decency. Importantly, UCRM builds and strengthens mutually respectful teacher/student relationships while developing the moral excellence that underpins academic achievement.

Implement UCRM at anytime after the first year of the first 3 elements of Play Is The Way® being embedded. Implement when all staff are willing to move away from positional authority and the use of “carrot and stick” approaches to behaviour management and adopt behaviour education practices. Ensure Play Is The Way® Games, Life Raft and Self-reflective Language, 3Rs Method and GPS are the regular practice of all classrooms and teachers are confident in the Play Is The Way® Methodology before commencing UCRM.



Entrenching habits of action

VIRTUE

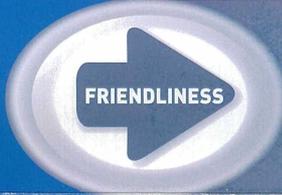
ACTION

OUTCOME



- The habit of speaking and acting in a way which gives people a feeling of being appreciated, valued and respected.
- The habit of using the words and actions of good manners with sincerity.

- We will:**
- listen with quiet hands, feet and mouths,
 - look at the person speaking,
 - listen from start to finish,
 - listen beyond what is said to how it is said.



- The habit of being interested in others.
- The habit of sharing your time, ideas, feelings, belongings and yourself with others.
- The habit of saying and doing things to lessen the labour and effort of others (helpfulness).

- We will:**
- not deliberately hurt other people's bodies or feelings,
 - take care of property and the environment,
 - be friendly even to those who aren't our friends,
 - remember that what we do can sometimes hurt others, so we must act safely,
 - listen beyond what is said to how it is said.



- The habit of accepting your fear and nevertheless making yourself say or do the things you know are right and more important than your fear.
- The habit of sticking to your values and resisting the temptation to abandon them.

- We will:**
- try our personal best at everything we do,
 - not run away from problems or things we find hard to do,
 - take responsibility for our own actions,
 - seek the truth,
 - listen to our conscience.



- The habit of trying again and again without complaint or the need for a reward.
- The habit of accepting failure as the stepping stone to success and bouncing back.
- The habit of seeing problems and difficulties as things you can do something about to make better.

- We will:**
- keep trying even when we make mistakes or fail,
 - trust our teacher and give things a go even if we don't like those things or find them hard,
 - have really good reasons for not giving something a go,
 - look inside ourselves for the bravery we need.



- The habit of accepting and respecting difference.
- The habit of accepting things you cannot change.
- The habit of avoiding judgement.
- The habit of forgiving faults and the patience to work with them.

- We will:**
- know our feelings and take charge of them,
 - respect the rights and traditions of others,
 - not say nasty things about people or spread rumours,
 - listen beyond what is said to how it is said.



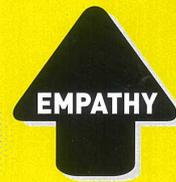
- The habit of caring deeply for the plight of others and the desire to help.
- The habit of saying and doing things to raise the spirit of another (kindness).

- We will:**
- use our words and actions to help people and not hurt them,
 - help people in difficulty,
 - tell a teacher if we see or hear something that might be dangerous to others or us,
 - listen beyond what is said to how it is said.



A PERSON OF GOOD CHARACTER WHO:

- embodies all the key virtues and develops them through vigorously adhering to his/her values to ensure they become the habits of behaviour that define his/her character.
- has an awareness of others with the ability to see things from another's point-of-view and the ability to identify with the plight, state or needs of another.



APPENDIX THREE – School Rights

Along with our school virtues that are our 'Pathway to Empathy' we also have our School Rights for students and staff. These are non-negotiable and are not dependent on gender, race, religion or class. These can at times help provide a rich conversation about behaviour.

 <h1>St Joseph's Rights for Students and Staff</h1>	
<p><u>SAFETY</u></p> <p>Students and teachers have the right to feel emotionally and physically safe at school.</p>	<p><u>TO LEARN</u></p> <p>Students and teachers have the right to learn to the best of their ability, with the best of assistance, free from fear, abuse, intimidation or threat.</p>
<p><u>RESPECT</u></p> <p>Students show respect for people and property and have due regard for the feelings, wishes, rights and traditions of others.</p>	<p><u>TO TEACH</u></p> <p>Teachers have the right to teach to the best of their ability free from fear, abuse, insult, intimidation or threat.</p>

If someone is unlike you, seek to understand them.

TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU



School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.

BE BRAVE – PARTICIPATE TO PROGRESS

We don't come to school to be better than others. We come to school to better ourselves by being able to work with others.

PURSUE YOUR PERSONAL BEST NO MATTER WHO YOU WORK WITH



If you don't know why you're doing something then don't do it because it's most likely wrong.

HAVE REASONS FOR THE THINGS YOU SAY AND DO



We do the right thing because it's the best thing to do.

IT TAKES GREAT STRENGTH TO BE SENSIBLE



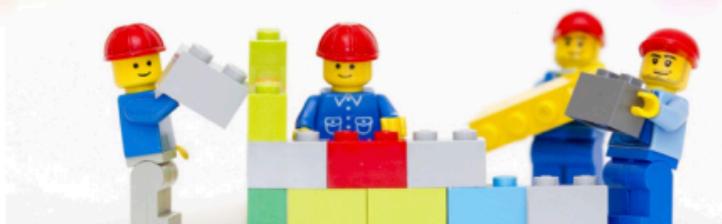
SELF-MASTERY CHECKLIST:

- o Am I doing the right thing or the wrong thing?
- o Am I making a strong decision or a weak decision?
- o Are my feelings in charge of my actions or is my thinking in charge?
- o Am I running away from the problem or am I dealing with it?
- o Am I being my own boss or am I inviting my teacher to be my boss?
- o Is my teacher trying to help me or hurt me?

BE THE MASTER, NOT THE VICTIM OF YOUR FEELINGS



Behaviour Education & Self Management Building Blocks



Individual Behaviour Plan

Parent Meeting	Case Conference
Classroom Modifications	Attendance
External Agency Support	Disabilities/Checklist
Health Care Plan	Leadership Support

Games	Life Raft	Reflective Language
GPS	Community Role Model	Code Switching
3 x Rs	Effective Instruction	School Management
Relationship Building	Modelling	Classroom Environment
Community Engagement	Bystander Behaviour	Goal Setting

“Let us raise children to be considerate of themselves, others and the world in which they live, with sound reasons for the things they say and do... from this, all else will follow”

- Wilson McCaskill

APPENDIX SIX: CONTINGENCY CHARTS

APPENDIX SEVEN: 3R's (Reflection, Repair & Restitution) Guide Sheet Summary

<p style="text-align: center;">GUIDE SHEET 1 Reflection, Repair, Restitution (Middle & Upper Primary) Completed by Administration</p> <p><i>Is used for behaviour that seriously impinges on the rights of others. This may include:</i></p> <ul style="list-style-type: none"> • Bullying • Racism • Abusive language • Threatening • Violent behaviour etc. 	<p>This Guide Sheet is used for behaviour that seriously impinges on the rights of others.</p> <p>It is comprised of the following sections:</p> <ul style="list-style-type: none"> • Awareness of others • Accepting responsibility • Understanding & agreement • Earning back respect and trust <p>It culminates with the perpetrator writing a: Letter of apology</p> <p>This is followed by a section titled: Belonging to a community in which the perpetrator lists the personal attributes that make him a valuable member of the community.</p> <p>The entire Guide Sheet is signed by the teacher and sent home for signing by a parent/guardian. Upon its return, the Guide Sheet is filed as a record of the student's behaviour.</p> <p>We recommend that the perpetrator complete the 3R's Method after he has transgressed (at their point of need) or when they have the composure to address the difficulties.</p> <p>As the restitution required in earning the respect and trust of the school community will take some time, it can be performed the following day if necessary.</p> <p>It may be helpful to have a separate room or space to complete this detailed Guide Sheet.</p>
<p style="text-align: center;">GUIDE SHEET 2 Being the best person I can be (Junior Primary) Completed by Administration</p> <p><i>Is used for behaviour that seriously impinges on the rights of others. This may include:</i></p> <ul style="list-style-type: none"> • Bullying • Racism • Abusive language • Threatening • Violent behaviour etc. 	<p>Designed for junior primary students who may require a more sustained and educative intervention to help master their own behaviour.</p> <p>The process encourages children to:</p> <ul style="list-style-type: none"> • Be self-aware • Be empathetic • Be responsible for their own actions • See their own value • Repair relationships • Pay back for damage done
<p style="text-align: center;">GUIDE SHEET 3 Reflection Guide Sheet (Middle & Upper Primary) Completed by Teacher</p> <p><i>Is used for behaviour not directed specifically at others. This may include:</i></p> <ul style="list-style-type: none"> • Disruptive behaviour in class • Causing a distraction • Misuse of equipment • Creating an unsafe situation • Not dressing appropriately 	<p>A Guide Sheet to help a <i>student understand that their inappropriate behaviour, although not directed specifically at others still has the adverse affect on the rights of the class and fails to uphold the class virtues. With just 6 questions, students:</i></p> <ul style="list-style-type: none"> • Reflect on their behaviour • Consider how it affects their class/school community • How it personally affects them • Determine the virtues that require more practice

<p><i>Helping you to be strong and take charge of your own behaviour.</i></p>	
<p>GUIDE SHEET 4 Reflection and Repair (Middle & Upper Primary) Completed by Teacher</p> <p><i>Saying sorry is not an act of weakness but rather one of having the courage to admit error and the noble desire to initiate repair.</i></p>	<p>An abridged version of Guide Sheet 1 and is used for lesser transgressions that target an individual or group. Hence, it does require a letter of apology, but in taking much less time it can be completed in the class. By working through this process students learn:</p> <ul style="list-style-type: none"> • To be aware of others • The value of saying sorry • Their value to a community
<p>GUIDE SHEET 5 Schoolyard Incident (Middle & Upper Primary) Completed by Teacher</p> <p><i>Helping you to be a strong member of our community.</i></p>	<p>A quick and easy way for teachers on yard duty to deal with incidents.</p> <p>Key details of the student's involved in an incident are noted and the Guide Sheet is delivered to Administration Staff to hopefully deal with later in the day.</p>
<p>GUIDE SHEET 6 Bystander Reflection, Repair & Restitution (Middle & Upper Primary) Completed by Administration</p> <p><i>Respecting the dignity and rights of yourself and others..</i></p>	<p>Rarely does bullying occur without bystanders. Working through this process bystanders will:</p> <ul style="list-style-type: none"> • Understand what it means to be a bystander • See their connection to the person bullied • Acknowledge the human rights abused • Acknowledge the injustice • Learn from their mistakes • See the value of taking appropriate action • Repair the relationship
<p>GUIDE SHEET 7 I Am Not A Victim (Middle & Upper Primary) Completed by Administration</p> <p><i>Staying strong and believing in yourself.</i></p>	<p>This process helps those who have been bullied to refuse becoming a victim. Targets working through this process will:</p> <ul style="list-style-type: none"> • Understand what it means to bully and to be a bystander • See their connection to the perpetrators • Acknowledge their human rights • Acknowledge the injustice done to themselves • Understand what it means to be a victim • Learn from the experience • See the value of taking appropriate action • Take charge of moving forward
<p>GUIDE SHEET 8 Playing Safe (Middle & Upper Primary) Completed by rostered on Staff Member</p> <p><i>Making my contribution to a safe and friendly schoolyard.</i></p>	<p>A process for those children who find it hard to get along in the schoolyard. The process develops children's</p> <ul style="list-style-type: none"> • Awareness of their own behaviour in the schoolyard • Awareness of the behaviour of others • Awareness of key people • Understanding of effective, safe behaviours • Sense of a safe environment • Capacity to contribute to a safe schoolyard