Behaviour Management Policy

Endorsed School Council 25th October 2011
Amended February 2013
Review October 2013
Rationale

At St Michael’s Lutheran School, the gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within the school community.

As such, God’s love and forgiveness, demonstrated in Jesus, is the cornerstone for the behaviour management principles at our school.

“*Therefore go and make disciples of all nations, baptising them in the name of the Father and the Son and the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.*”
Matthew 28: 18-20

A Christ-centred community is by no means perfect. Individuals reflect this imperfection. St Michael’s Lutheran School is committed to presenting the Christian lifestyle through example, instruction, and if necessary, admonition. This is done in a loving and caring environment that promotes faith, hope and justice with an emphasis on reconciliation.

Expectations of behaviour are clearly communicated to all members of the school community.

Effective management of student behaviour occurs in partnership between the school and the families of the students. Consequences for inappropriate behaviour are to be fairly administered and follow due process.

Through its behaviour management, St Michael’s Lutheran School will always endeavour to do what is in the best interests of the student. However, where any inappropriate behaviour persists, which is wilful or constant with no signs of remorse, the school will need to consider the learning, well-being and safety of others in the school community.

Restorative justice (Refer Appendix 2) is a major facet of behaviour management at St Michael’s. Therefore, we extend forgiveness to all students who acknowledge their wrongdoing and work towards repairing the relationships that have been damaged. In addition, we aim to promote the Christian growth and development of the students as internationally-minded individuals within the community. We also see our behaviour management processes as an opportunity to bear witness to the gracious love and forgiveness that is ours in Christ Jesus.

“*... our love should not be just words and talk: it must be true love, which shows itself in action.*”
1 John 3:18
Aims

The aim of the Behaviour Management Policy at St Michael’s Lutheran School is to create an environment where students accept responsibility for their behaviour and any consequences that may arise from unacceptable behaviour. Our focus on Restorative Justice enables students to develop their awareness that their behaviour affects others. The Behaviour Management Policy supports staff in ensuring that a supportive and stimulating school environment, in which students are encouraged to be principled and take responsibility for their own behaviour, exists for all students.

As an International Baccalaureate (IB) World School, St Michael’s Lutheran School not only aims to develop an understanding of Christ-like behaviour in the students, but also equip them with an understanding of the IB learner profile in the context of behaviour. The learner profile then, permeates all teaching and learning, and informs the Behaviour Management Policy as well.

The learner profile is displayed in prominent places around the school and can be found in every classroom. All students at the school will be taught the values that underpin the learner profile in a context which is appropriate for their developing understandings.

By establishing essential agreements as a class at the beginning of the year, students are assisted in establishing the caring and Christ-centred environment needed for learning to take place.

All school behaviour management therefore, using our Lord Jesus Christ as the model, will aim to:-

- Encourage and train students in positive attitudes and acceptable behaviour so that self discipline becomes an ongoing attribute.

- Reinforce positive behaviour displayed by students.

- Encourage students to change unacceptable attitudes and behaviour.

- Facilitate effective learning through mutual respect in all school relationships.

- Help students learn to live and work co-operatively with others.

- Encourage students to become caring, sharing and law-abiding citizens of our nation.

- Encourage students to look for ways to repair any damage done to relationships with others and to the world, and in so doing, maintain a strong sense of community.
School Expectations

In encouraging students to develop Christ-like behaviour, we encourage them to develop
and exhibit traits and characteristics of the IB learner profile and Primary Years
Programme (PYP) attitudes in all areas of their life.

Inquirers

Students’ natural curiosity will be encouraged; students will be
actively and enthusiastically involved in their own learning and be
committed to acquiring the skills necessary to become
internationally-minded citizens and to develop an appreciation of
the diversity in people.

Knowledgeable

Students will be able to transfer their knowledge and understanding
across a broad and balanced range of disciplines. They will use their
knowledge to be effective problem-solvers and be capable of
settling conflict.

Thinkers

Students will think critically and creatively to make good choices and
decisions about their learning and behaviour.

Communicators

Students will communicate in an open, friendly and respectful
manner. They will use their developing communication skills to
collaborate with others.

Principled

Students will act with integrity and honesty, taking responsibility for
their own actions and the consequences that accompany them.

Open-minded

Students will show empathy and be open to the thoughts, values,
opinions and perspectives of others and be respectful and tolerant
of this diversity.

Caring

Students will be committed to making a positive difference to the
lives of others by being kind, compassionate and thoughtful. They
will take care of property and school resources.

Risk-takers

Students will stand up for what is right and have courage and
confidence in defending their beliefs.

Balanced

Students will be committed to the well-being of themselves and
others.

Reflective

Students will reflect on their behaviour and its impact on others. In
situations where behaviour is less than desirable, students will
reflect on how to rectify the situation.
COMMUNITY ESSENTIAL AGREEMENT

St Michael’s Community Essential Agreement (Refer Appendix 1) was developed in 2011 in consultation with students and teaching staff and replaces previous playground and school rules.

The Community Essential Agreement applies to student behaviour in the classroom, on the playground, whilst the students are on school grounds before and after school and on all occasions students are representing the school on excursions and camps.

The Community Essential Agreement will be:
- displayed in classrooms and other areas around the school
- taught to the students regularly and explicitly
- presented to parents at Term 1 parent information evenings
- shared at assembly
- put into temporary relief teacher folders
- published on the school website
- used as a basis for discussion in class meetings.

CLASSROOM ESSENTIAL AGREEMENTS

- Each class will have its own class rules framed as essential agreements. These will be framed positively and negotiated with the students so as to promote ownership of agreements. The community essential agreement, IB learner profile, PYP attitudes and transdisciplinary skills will be used as a basis for the classroom agreement.
- Students will be expected to comply with the essential agreements. Teachers other than the class teacher (e.g. specialist teacher, relief teacher) will communicate their expectations of class behaviour, and implement their own consequences accordingly.
- Restorative Justice principles are to be practised in dealing with inappropriate behaviour.
- Staff are encouraged to be proactive in communicating their concerns (eg via diary notes, phone calls, email) to parents about their child’s inappropriate behaviour.

RESTORATIVE JUSTICE

Restorative Justice (Refer Appendix 2) is a process of fixing problems where those who are involved in a conflict are also involved in the solution, with a strong emphasis on fairness.

A restorative conference is a meeting with the individuals involved in an incident. It is used when dealing with more serious behaviour issues concerning relationships between students and/or damage to property. Restorative conferences are scheduled at a time that suits all parties involved. If a teacher needs to conduct a conference immediately (eg straight after lunch to deal with an ongoing playground issue), they may ask one of the behaviour management key teachers to supervise their class whilst the conference is in progress.

A restorative chat, using restorative processes, is held with students who are involved in less serious issues. They are usually held on-the-spot in an informal setting.
ALTERNATIVE TO RESTORATIVE JUSTICE APPROACH

In some situations the restorative justice approach may be modified or not appropriate. This may occur when there are minor breaches of the Community Essential Agreement (e.g. one-off incidences of running in the yard, not taking turns on the equipment). These can be dealt with on the spot by the teacher on duty. The teacher can ask the student to:
- sit out for a period of time
- walk around with the teacher
- other immediate consequence.

When students do not cooperate with the process, or in situations of serious concern, behaviour management will then involve a disciplinary approach for the issue concerned. For future issues, the students will again be invited to cooperate with the restorative justice process if appropriate. Where the agreed consequences of a restorative conference to not result in changed behaviour, a meeting with key behaviour management staff, the classroom teacher and parents may be called to discuss the issue and courses of action will be determined in consultation with all parties.

STUDENT DEVELOPMENT PLAN

- Student development plans may be implemented for identified students to target particular behaviours that require modification.
- The co-operation of the student’s parents will be sought in the implementation of such programmes.
- Support from the Principal/Deputy Principal/Special Education teachers will be given to teachers if this process is required.

INTERNAL SUSPENSION

- Internal suspensions will be given at the discretion of the Principal.
- A student who is internally suspended will spend their day at school in isolation, doing work set by the teacher. Recess and lunch breaks will be at times that do not coincide with regular recess and lunch times.
- Internal suspensions may be given automatically for gross extraordinary behaviour (e.g. aggression, physical harm).
- Internal suspension may be given for repeated breaches of classroom or the Community essential agreement.
- In cases where a student is immediately suspended during the school day, the student’s parents may be requested to collect their student from school at 3.30 p.m., or as soon as possible there-after, at which time a meeting will be held between the student and parent(s), Principal and relevant staff member.
- Following an internal suspension a meeting will be held with the student, parents, class teacher and Principal, and ongoing behavioural support will be available to the student if appropriate.
- The internal suspension will be recorded.
- Restorative Justice principles will be used as appropriate.
EXTERNAL SUSPENSION / SCHOOL EXCLUSION

- Repeated instances of misconduct, internal suspensions, or a single severe instance, may require external suspension by the Principal.
- The student will be excluded from school for a minimum of one day.
- Following an external suspension, a meeting will be held with the student, parents, class teacher and Principal to formulate a student development plan for the student.
- The school exclusion will be recorded in a centrally located register.

TERMINATION OF ENROLMENT

- Repeated instances of serious misconduct, together with a failure by the student to accept any responsibility for behavioural change throughout the process mentioned above, may result in the conditions of the student’s enrolment being reviewed by the Principal, and in extreme cases, the student’s enrolment being terminated.

SUPPORT FOR CLASSROOM TEACHERS

Teachers will be supported in the implementation of the behaviour management policy in the following ways:

- The Principal, Deputy Principal and Upper Primary and Junior Primary coordinators are responsible for supporting staff in resolving behaviour management issues. This may include providing short-term immediate release for the classroom teacher, supervision of students withdrawn from the classroom, conducting Restorative Justice meetings and attending parent meetings.
- All staff new to St Michael’s will receive training in Restorative Justice and current staff will receive refresher training as required.
BEHAVIOUR MANAGEMENT OVERVIEW

<table>
<thead>
<tr>
<th>behavioural issue</th>
<th>managed by</th>
<th>where</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>classroom issues</td>
<td>teacher</td>
<td>ongoing in the classroom</td>
<td>classroom essential agreement and consequences in place</td>
</tr>
<tr>
<td>playground</td>
<td>yard duty teacher</td>
<td>on the spot in the playground using an immediate consequence or a restorative chat</td>
<td>Enter incidents into ‘yard duty incident log’</td>
</tr>
<tr>
<td>serious playground issues that need more time</td>
<td>yard duty teacher, classroom teacher and behaviour management key staff as required</td>
<td>classroom or administration office</td>
<td>On-the-spot or scheduled conference as soon as possible Enter incidents into ‘yard duty incident log.’</td>
</tr>
<tr>
<td>ongoing classroom and playground issues</td>
<td>classroom teacher with support of behaviour management key staff</td>
<td>classroom or administration office</td>
<td>scheduled conference or an immediate conference (if a behaviour management key teacher is available to support the class teacher eg supervise the teacher’s class)</td>
</tr>
<tr>
<td>sudden, serious issues</td>
<td>Principal, behaviour management key staff and classroom teacher</td>
<td>administration office</td>
<td></td>
</tr>
</tbody>
</table>

CLASS MEETINGS

Class meetings are an opportunity for classroom communities to solve problems, clarify issues, share concerns, discuss ideas for school improvement for submission to the student representative council (SRC) and to discuss behavioural issues that arise from time to time in the classroom. Classroom meetings are also sometimes called ‘circle time’.

Meetings can be either open or closed meetings. Open meetings give students the opportunity to put items on the meeting agenda, share their ideas, feelings and needs. A
closed meeting is conducted by the teacher and usually addresses a serious issue. Another teacher or member of the leadership team may assist to run the meeting.

Effective classroom meetings will have:

- **a clear purpose**, such as to discuss class activities, or a meeting to discuss a concern that affects an individual, the class or the whole school (such as rubbish in the school yard).
- **a regular fortnightly meeting schedule** and time limit (15 – 20 minutes). Whole group meetings can also be informed by mini-groupings which then feed into a whole class meeting. The meeting schedule should coordinate with the SRC meeting (odd weeks) schedule and fortnightly assemblies (even weeks).
- **a seating arrangement** that promotes eye-contact and discussion between class members. A circle or semi-circle is effective and student can practise moving into this arrangement and rearranging the classroom if required.
- **an agenda and rules.** The rules act as a reminder that the meetings are a forum to help one another. This means that all participants will respect and listen to one another and work together on solutions for concerns. The agenda can be posted in the classroom for students to add to in the days leading up to the meeting. Minutes are taken to ensure a correct record of the meeting is kept, which is then referred to at the next and subsequent meetings.
- **facilitation.** In the junior primary, the teacher may be the facilitator of the meeting. In middle and upper primary, students can share the role of facilitator. Strategies for facilitating the meeting need to be discussed by the class and can be displayed in the classroom as a prompt. Strategies include:
  - use of open and direct questions such as, ‘Are you saying...?’, ‘Do you mean...?’ ‘Can you explain that a little more?’
  - use of pop-sticks to limit the participation of more vocal members and encourage the hesitant
  - use of a talking stick, which gives the right to speak to the holder of the stick.

The following texts are available in the library with further information about class meetings:
Rogers, Bill (1997), *Cracking the Hard Class*, Scholastic Australia PL, Gosford.

**SCHOOL ASSEMBLY**

School assemblies may be used as a forum for the SRC to raise issues of concern. Classes may forward issues to the SRC who will talk about them during school assembly. Classes may also put items on the assembly agenda about which they would like to address the school.

**ROLE OF COMMUNITY CARER**

The community carer does not have responsibilities for student behaviour management. The community carer may refer students to teaching staff or key behaviour management staff. Refer to **Community Carer Policy and Procedures** document for a description of the community carer’s role.
## Appendices

Appendix 1 – Community Essential Agreement

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Examples of this agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We will:</strong></td>
<td>We will:</td>
</tr>
<tr>
<td>play and move safely around the school</td>
<td>play within the designated junior or upper primary area</td>
</tr>
<tr>
<td></td>
<td>play within the boundaries</td>
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<td></td>
<td>walk around corners and designated outside areas</td>
</tr>
<tr>
<td></td>
<td>walk inside buildings and corridors</td>
</tr>
<tr>
<td></td>
<td>not bully others</td>
</tr>
<tr>
<td></td>
<td>not play in the toilets</td>
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<tr>
<td></td>
<td>ensure chasing games don’t interfere with other’s games</td>
</tr>
<tr>
<td></td>
<td>not play chasing games in the playground</td>
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<tr>
<td></td>
<td>not tackle in football or soccer</td>
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<td></td>
<td>play with balls at recess and lunch time only</td>
</tr>
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<td></td>
<td>move under shelter if it begins to rain</td>
</tr>
<tr>
<td></td>
<td>eat lunch and recess before we play</td>
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<tr>
<td></td>
<td>wear a hat in Terms 1 and 4 (‘no hat, play in the shade’ policy)</td>
</tr>
<tr>
<td>take responsibility for the school and its resources</td>
<td>keep the school tidy</td>
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<tr>
<td></td>
<td>use the equipment safely and responsibly</td>
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<td></td>
<td>put rubbish in the bins or our lunchbox, not in our pockets</td>
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<td>treat others with respect</td>
<td>use courteous language</td>
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<td></td>
<td>obey the directions of staff members</td>
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<td></td>
<td>include others in our play</td>
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<td></td>
<td>take turns with the play equipment, cricket pitch and ball hoops</td>
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<td></td>
<td>take responsibility for returning borrowed sports equipment</td>
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<tr>
<td></td>
<td>report any damage or loss to a teacher</td>
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<td></td>
<td>wear the correct school uniform and present ourselves tidily</td>
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<tr>
<td></td>
<td>be well behaved outside the school on excursions</td>
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<tr>
<td></td>
<td>report unsafe behaviour to a teacher</td>
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<tr>
<td>do our best so that everyone can learn</td>
<td>give our best effort in all we do</td>
</tr>
<tr>
<td></td>
<td>persist in our tasks and activities</td>
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<tr>
<td></td>
<td>listen to instructions</td>
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<td></td>
<td>respect the right of others to learn</td>
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</table>
SUMMARY OF RESTORATIVE JUSTICE

RESTORATIVE JUSTICE DEFINITION

Restorative Justice is a range of processes that advocates that the people most effective at finding a solution to a problem are the people who are most directly impacted by the problem, creating opportunities, for those involved in a conflict to work together to understand, clarify and resolve the incident and work together towards repairing the harm caused.

RESTORATIVE PRACTICES PHILOSOPHY

Human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them. We maintain that the punitive and authoritarian to mode and the permissive and paternalistic for mode are not as effective as the restorative, participatory, engaging with mode.

PRINCIPLES OF RESTORATIVE JUSTICE

- Wrongdoing hurts victims, communities and offenders.

- All parties should be part of the response to the wrongdoing, including the offender, the community and the victim if s/he wishes.

- The victim is central in deciding how to repair the harm.

- Wrongdoing is seen as an act against another person or the community. It is the offender who must make things right with the victim and the community.

- Restoration or repairing of harm replaces punishment for its own sake. Restitution is the rule not the exception.

- Results are measured by how much repair has been done, not by how much punishment is inflicted.

- Offenders are definitely accountable for their individual choices, but communities are also accountable for the conditions which may exist that contribute to the wrong doing.

Centre for Restorative Justice
**Behaviour Reflection Sheet**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

What happened: ____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
My breaches of the Community Essential Agreement were:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
In order to repair relationships I need to________________________________________
__________________________________________________________________
___________________________________________________________________________
In order to change my behaviour I also need support with___________________________
I will agree

to______________________________________________
___________________________________________________________________________
___________________________________________________________________________
Child signature___________ Parent Signature_________ Teacher Signature_______
Appendix 4

Restorative Justice Conference

To the parent of ___________________________ Date ___________________

A Restorative Justice conference was held today. This conference was led by Mr John Dow, Deputy principal, and Mrs Tegan Howard, Community Carer.

Your child took part in the conference as someone involved in the wrong-doing.

This involved:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

These behaviours took place ___________________________________________________.

During this conference, the victim had an opportunity to discuss how the wrongdoing/offence has affected them and others.

Your child was given the opportunity to understand and be accountable for the resultant effect of his/her behaviour/s.

There was also an opportunity for all those involved to find ways to repair the harms caused. In this case, that meant:

- __________________________________________________________________________
- __________________________________________________________________________

- and agreed consequence if it does occur again

Please sign a copy of this and return it to the school and contact the undersigned if you have any questions about this process.

Yours sincerely,

John Dow

Deputy Principal
### Appendix 5 Yard duty log

<table>
<thead>
<tr>
<th>Date</th>
<th>Recess</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>Notes</th>
<th>Teacher</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Students' names/classes</td>
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</table>
## Appendix 6 Student development plan

Student development plan for  

<table>
<thead>
<tr>
<th>Specific learning and behaviour goals</th>
<th>Indicators – how would we know this was happening?</th>
<th>Strategies – how can this be helped?</th>
<th>Who can help?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

### Consequences
If goals are achieved:

<table>
<thead>
<tr>
<th>Consequences</th>
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<tbody>
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If goals are not achieved:

<table>
<thead>
<tr>
<th>Consequences</th>
<th></th>
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</table>

- Student signature
- Parents signature
- Monitor signature

Review date: Monitored by:

Monitor signature
Appendix 7 Behaviour management flow chart

In the classroom

Behaviours of concern
- breaking classroom agreements
- disruptive behaviour
- incomplete work
- annoying others
- offensive language
- theft

Serious behaviours may lead to an immediate Step 4 consequence.

Step 1 – reminder/warning
Step 2 – time-out in the classroom
Step 3 – time-out in another classroom plus reflection sheet, communication with parents (via reflection sheet, email etc)

Repeated behaviours of concern

Step 4 – sent to front office for an interview with member of leadership team (Principal, deputy-principal, JP and UP coordinators, teacher/librarian)

Further possible consequences
Time out in the front office (DPs office or withdrawal room)
Restorative conference if required with letter home to parents
Communication with parents by leadership team
Student development plan
Other negotiated outcomes

Further action discussed with classroom teacher which may include:
- referral to Community Carer
- meeting with parents
- classroom observation by member of leadership team or learning support staff or Community Carer.
Incidents of rough play, and or where a child has been injured are to be reported to the child’s classroom teacher.

Community Carer may be involved to counsel student or for other proactive intervention

Yard duty teacher to
- apply logical consequence
- conduct restorative chat
- sit student out
- have student walk with the teacher

Record incident on the yard duty log sheets with students name and class, date, duty area and time.

Behaviours of concern
- aggressive behaviour
- rough play, unfair play
- tackling in footy
- offensive language
- annoying behaviour (eg: taking another’s hat)
- defacing school property
- misuse of toilets (large quantities of paper in bowl, spit balls)
- sticks used as weapons
- disputes over play equipment, game rules
- teasing
- not following teacher instructions

Refer child to front office for an interview with member of leadership team (Principal, deputy-principal, JP and UP coordinators, teacher/librarian)

Repeated behaviours of concern

Time out in the front office (DPs office or withdrawal room)
Restorative conference if required with RJ letter home to parents
Communication with parents by leadership team

Serious behaviours may lead to an immediate Step 4 consequence. Contact the front office via the walkie-talkie.
Appendix 9 Behaviour management flow chart

Bullying is:
- repeated behaviour
- conducted by a seemingly more powerful person or a group
- against someone seemingly less powerful,
- behaviour which intimidates, hurts, embarrasses or upsets.
It can be verbal, physical or social.

Bullying flow chart

Staff responsibilities
- protect all students from harm and separate wrongdoer(s) and victim
- separately interview all people involved using “What happened?” as an opening question or ask students to write an account of what happened
- record all interviews and file
- provide support for all people involved
- contact parents of children involved
- conduct Restorative Justice conference where appropriate

Bullying behaviour always has a Step 4 consequence of referral to the leadership team who may conduct the investigation (outlined above)

Advise member of leadership team (Principal, deputy-principal, JP and UP coordinators, teacher/librarian)

Further possible consequences for wrong-doer(s)
Time out in the front office (DPs office or withdrawal room)
Restorative conference if required with letter home to parents
Communication with parents by leadership team
Student development plan
Other negotiated outcomes as per school policy.

Further action discussed with classroom teacher which may include:
- Community Carer may be involved to counsel student or for other proactive intervention
- observation/monitoring by member of leadership team, learning support staff or other staff as needed.