



YANDERRA PUBLIC SCHOOL

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The Student Welfare and Discipline Policy of Yanderra Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

Student Welfare encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The policies, procedures and programs of this school stress the value of prevention and early intervention.

This policy is to be read in conjunction with NSW Department of Education and Training: Student Welfare Policy Statement - 1986, and with the two companion documents: Student Welfare-Developing School Policies and Programs and Student Welfare-Developing and Maintaining Effective Discipline. It also encompasses the current NSW Department of Education and Training perspectives covering Aboriginal Education, Girls' Strategies, Boys' Education, Multicultural Education, Computer Education, Mass Media in Education and Anti-Racism Policy.

Rationale

Australian society accepts that parents and families have the prime responsibility for the welfare of their children. Yanderra Public School shares that responsibility with the general community and a range of the community's social institutions. In sending children to this school, parents/guardians rightly expect that the students will learn in a caring community concerned for their welfare.

Every staff member at Yanderra Public School has responsibility for student welfare.

SCHOOL MOTTO

"Strive to Excel"

Rights and Responsibilities

At Yanderra Public School everyone has rights.

- Students have a right to maximise learning opportunities, to work and play in a secure, encouraging environment.
- Staff has the right to teach quality programs in a safe and supportive environment.
- Parents have the right to participate in the learning partnership.
- Visitors have the right to feel welcome in the school and be treated with good manners.

At Yanderra Public School everyone has responsibilities.

To ensure rights are protected and the school rules upheld:

1. Students:

- Show respect towards teachers, parents and other students
- Take responsibility for their own actions
- Work cooperatively to resolve problems
- Act in a safe and responsible manner
- Complete set tasks punctually, seek guidance when needed and demonstrate pride in performance
- Maximise learning programs through regular attendance

2. Teachers:

- Develop, implement and monitor quality learning programs for all students
- Provide collegial support for peers and work as a team towards identified school goals
- Encourage student self esteem and achievement
- Fairly allocate and use resources
- Enhance student safety through consistent discipline, punctual and visible playground supervision
- Effective home/school communication
- Effective dissemination of relevant information to colleagues

3. Parents:

- Support the school code of conduct, its rewards and sanctions
- Develop a cooperative bond with teachers to enhance student learning and social well being
- Actively pursue relevant student and school information
- Effective home/school communication

Policy Components

There are four major interrelated components of the Student Welfare and Discipline Policy:

1. Student Support Programs.
2. Learning Support Programs.
3. Student Achievement Award System.
4. Discipline System.

These systems are supported and overseen by the **Learning Support Team** and the **Student Welfare Committee**, which involves the Principal and teaching staff.

LEARNING SUPPORT TEAM
STUDENT WELFARE COMMITTEE

STUDENT SUPPORT PROGRAMS	LEARNING SUPPORT PROGRAMS	STUDENT ACHIEVEMENT AWARD SYSTEM	DISCIPLINE SYSTEM
<p><u>Student Leadership Program</u> School Leaders Ambassador Program</p> <p><u>Child Protection Program</u> Scope & sequence over two year cycle</p> <p><u>Students at Risk Intervention Program</u> Targeted Social Skills Games Program Stewart House Modified & Positive Behaviour Programs IEP, Transitions PLP's</p> <p><u>Social Skills Education and Anti-Bullying Programs</u> Stage Based Social Skills Programs Whole School Anti-Bullying Program</p>	<p><u>Learning and Support Teacher</u> Learning Assistance Program</p> <p><u>SLSO Support</u> As per SLSO guidelines</p> <p><u>Integration Support</u> Funded support for students with identified disability</p> <p><u>School Counselling</u> Assessment, counselling and professional learning support</p> <p><u>Curriculum</u> Home Reading Program Gifted and Talented Program NAPLAN Follow-up</p>	<p><u>Classroom Award Programs</u> Bee tokens, School awards</p> <p><u>School Assemblies</u> Principal awards, school awards and various awards.</p> <p><u>Celebration of Learning</u> Whole school community event Recognition of various student achievements. Gold medalions</p>	<p><u>Rights & Responsibilities</u> Students, Staff and Parents</p> <p><u>School Rules & Behaviour Code</u> <u>Playground Discipline System</u></p> <p><u>Playground</u> -Blue slips -Monitoring sheets -Reflection Room -Targeted Social Skills -Data Record</p> <p><u>Classroom</u> - Yellow Slips -Monitoring sheets -Reflection Room -Targeted Social Skills -Data Record</p> <p><u>Suspension & Expulsion Process</u></p>

AMBASSADOR PROGRAMS

One child is identified to represent the school at the Regional Ambassador for Public Education Day. This is done through student written nomination or by teacher nomination.

CHILD PROTECTION

Child Protection lessons are conducted across the school following NSW Department of Education and Training curriculum guidelines. The lesson content is based on the student's age and covers the areas of Recognising Abuse, Power in Relationships and Protective Strategies.

STUDENT AT RISK INTERVENTION PROGRAMS

Some students experience ongoing difficulties in the playground or classroom because of their inability to identify and follow school rules. This is not just the students whose inappropriate behaviour causes them to hurt or challenge other students, but includes those who are not able to form close or personal relationships. Some of these students may be timid and withdrawn, becoming isolated or excluded on the playground and to some extent in the classroom. The Learning Support Team considers a number of programs to support students who are at risk both on the playground and in the classroom. These include a set games area where children are encouraged to practise their social skills. Children who would benefit from a break from their home situation are referred to the Stewart House Program.

HSLO

The Home School Liaison Officer attends the school regularly and monitors children whose attendance is unsatisfactory. A school attendance process for all our students is adhered to by all staff, ie accurate roll marking, notification of children at risk.

POSITIVE BEHAVIOUR PROGRAMS

This program is for individual students with challenging behaviours and includes:

- a. Identification of students: classroom teachers or parents. These students are referred to the Learning Support Team for discussion.
- b. Observation strategies: where students may be observed in their classroom or the playground to determine the type of inappropriate behaviour they are exhibiting, and the triggers for this behaviour as well as the frequency of this behaviour.

TARGETED SOCIAL SKILLS

This in-school program has been developed to provide students who are experiencing difficulties both in the classroom and the playground. The program runs over 5 weeks and aims at providing students with knowledge, understanding and strategies to improve their behaviour.

LEARNING and SUPPORT TEACHER

The school has an allocated Learning and Support Teacher (LaST). This teacher provides support for targeted students, within the classroom and on a small group basis. The Learning Support Team develops a semester program which identifies students in need of specific support with their learning.

LEARNING AND SUPPORT FUNDING

Tied funds are provided for extra support as part of LaST program. Our funding is used to follow up students who did not reach benchmarks in both classroom programs and NAPLAN and provides extra tuition to these children in their area of need.

INTEGRATION SUPPORT

The school has a number of students with identified disabilities who have been allocated funding to support their learning. The funding is mainly used to employ School learning Support Officers within the classroom and playground, and also to provide teacher planning and training time.

HOME READING PROGRAMS

These are conducted by individual classroom teachers and are aimed at stimulating the desire of students to read at home to consolidate their skills. Books chosen are based on the needs of individual students. Books are based on an independent reading level (i.e. easy reading) for each child, to allow them to practise speed, fluency and phrasing. Comprehension is an important part of the program and parents are encouraged to ask questions that stimulate the students to recall the facts of the text, to infer what they think may be happening and to evaluate different aspects of the texts.

EXTENSION PROGRAMS

Extension activities include Performing Arts, School Concerts, Arts, Reading, Spelling Competitions, PSSA zone/regional trials.

NAPLAN FOLLOW UP

Each year the LaST teacher provides support for students who were identified through the NAPLAN as needing extra support. These students are identified by the Learning Support Team and have learning programs developed to support their needs.

STUDENT ACHIEVEMENT AWARD SYSTEM

Our Student Achievement Award System is designed to acknowledge and encourage each student in pursuit of personal excellence. This system operates in the classroom, on the playground and on the sporting field.

Students will receive recognition for a wide variety of reasons. These include:

- Making a valuable contribution to activities taking place within the school
- Displaying appropriate behaviour in the classroom and on the playground
- Diligence in class work and assignment work
- Valuable service in a particular area of the school
- Citizenship, displaying school values
- Following school rules

AWARDS

All awards are tended to by staff. It is the child's responsibility to post their awards. A tracking system ensures that all records are monitored at the following levels: Principals Awards and higher.

AWARD CELEBRATION

Each of the silver award recipients shares a morning or afternoon tea with the Principal each term. This is by invitation only and children receive a personal letter of congratulations.

Children need to present the last unstamped awards for trading.

GOLD MEDALLION 2 gold awards	This medallion is the highest award and will only be presented at Presentation Day. It guarantees the child an invitation to the special Principal's Afternoon Tea.
↑	
GOLD Award (3 silver awards)	This special award is presented at the Whole School Assembly and guarantees the child an invitation to the special Principal's Afternoon Tea.
↑	
SILVER AWARD (3 Principal Awards)	This award is presented at the Whole School Assembly and guarantees the child an invitation to the special Principal's Afternoon Tea.
↑	
PRINCIPAL'S Award (3 school awards)	This award is presented at assemblies.
↑	
School Award (10 Bee stamps or tokens) 1 Bee Booklet	This award is presented in the classroom by the class teachers.

Discipline System

Our purpose is to provide quality education and equitable welfare for all, within a supportive whole school community.

1. Quality Education

We will maintain high standards, provide opportunities for excellence and aim for personal bests in everything we do. We will continuously seek improvement as we move through recognisable stages of development.

2. Welfare For All

We will promote lifelong learning within a safe and harmonious environment which reflects our core values and Department of Education and Training policy.

3. Community

We will encourage a culture within Yanderra Public School where we will continue to be a welcoming school where emphasis is placed upon strengthening whole school partnerships.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

At Yanderra Public School, we encourage good discipline and effective learning by:

- Providing appropriate curriculum to meet the needs of each student
- Supporting children to achieve success in learning
- Having a small number of easily understood rules which are fair, clear and consistently applied
- Establishing classroom rules
- Providing programs that develop self-discipline, communication and conflict resolution skills and social instruction
- Providing opportunities for student participation and decision making
- Developing and implementing policies and procedures to protect the rights, safety and health of all community members
- Valuing and acknowledging differences
- Discussing with parents their role in promoting acceptable student behaviour

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Positive reinforcement of student achievement and behaviour is one of the basic principles of the Yanderra Public School Student Welfare Policy. However, there will be times when adverse consequences will need to be applied particularly when injury or disruption to others and their property is involved. When serious breaches of discipline occur, parents will be involved in developing strategies to address the issue.

Classroom: The class teacher is, in the first instance, responsible for classroom behaviour. The following strategies are not meant to replace a teacher's own management procedure, but to provide a support for teachers when and if they feel they require support and the behaviour warrants it.

1.) Non Verbal Cue

2.) **First Warning:** issued to student exhibiting undesirable/inappropriate behaviour

3.) **Second Warning:** issued if behaviour continues and indicates timeout in own classroom.

4.) **Third Warning:** Time Out in other classroom, Yellow slip (referral to Principal). This slip is retained for records. Students who display continued poor classroom behaviour may be placed on a level. Parents are notified of this.

Playground

➤ The supervising teacher on playground duty is to carry the Playground bag and is to record undesirable/inappropriate behaviour. Depending on the severity of the offence, the child will walk with the teacher for timeout and this behaviour must be recorded on the blue slip. If the behaviour is violent

or dangerous, the teacher on duty will send for principal immediately. The student will be removed from the playground. An emergency card is kept in the Playground bag.

➤ All incidents are logged on the blue slip. This allows the Principal to monitor students' behaviour on the playground and ensures that where possible all infringements of school rules are documented. The Principal decides whether or not a student attends Reflection room and/ or is placed on a level. Students with a blue slip will be entered onto a Data Record at the Principal's discretion. Incidents will be dealt with as per flow chart.

REFLECTION ROOM

➤ All reflection sessions will be decided by the Principal based on the school discipline code and DET guidelines. Students who have their names recorded or receive a blue slip, for disobeying school rules will have their names entered onto a Data Record. These students will usually go to the reflection Room to discuss their behaviour and to be cautioned about the consequences of continued inappropriate behaviour. While at Reflection Room, the students will complete a Reflection Room Sheet appropriate to their age and ability. This sheet is retained.

➤ The Principal will contact the student's parents via a formal letter informing them of their child's inappropriate behaviour and consequences. This letter is saved with the Data Records.

TARGETTED SOCIAL SKILLS

Students who are identified as being at risk, due to their continued inappropriate behaviour on the playground, may be nominated for inclusion in a Targeted Social Skills Program (See Student at Risk Intervention Programs).

SCRIPTURE

- All students who attend scripture are expected to display appropriate behaviour.
- Classes needing extra support or requested by scripture teacher will be supervised by class teachers.
- If a student chooses not to act appropriately, they are withdrawn from the group and sit with the supervising teacher. A letter of apology is written and given to the scripture teacher the next week.
- If inappropriate behaviour continues, parents will be contacted to discuss the matter further.

EXCURSION SAFETY

➤ Students who put their own, staff and other students' safety in jeopardy will be monitored before major excursions, special events or PSSA sports. This system will allow the Principal and the Learning Support Team to make informed decisions about the WHS issues of taking these students off the school premises for excursions, special events or PSSA Sport. In some cases this will mean that a student may not be allowed to go. This process is called the Excursion Safety.

EXCURSION SAFETY PROCESS:

(Refer to Excursion policy guideline No.8 &9, point 10.1 and 7.1)

1. Discussion of suitability of student attendance when discussing the excursion.
2. Child's parents notified that they will be going through this process by class teacher.
3. Child will be referred to LST by class teacher, within a suitable timeframe so that LST have time to assess and manage the risk.
4. LST complete a risk assessment and a management plan to minimise the potential of harm for staff, students and community.
5. Principal and staff to determine student attendance.
6. Parents notified of result.

SPECIAL EXCURSIONS

➤ If an event is deemed to be a special excursion this must be indicated on the excursion note and agreed upon by the Principal. This is a privileged event and therefore any child wishing to attend must not have reached level 3 in that year. This will be reviewed by the school Principal and is at the Principal's discretion. If the event occurs in semester 1 the previous year's levels will be considered.

SUSPENSION, EXCLUSION AND EXPULSION FROM SCHOOL

➤ All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Yanderra Public School will maintain high standards of student behaviour. Extreme levels of unacceptable behaviour may result in suspension, exclusion or expulsion.

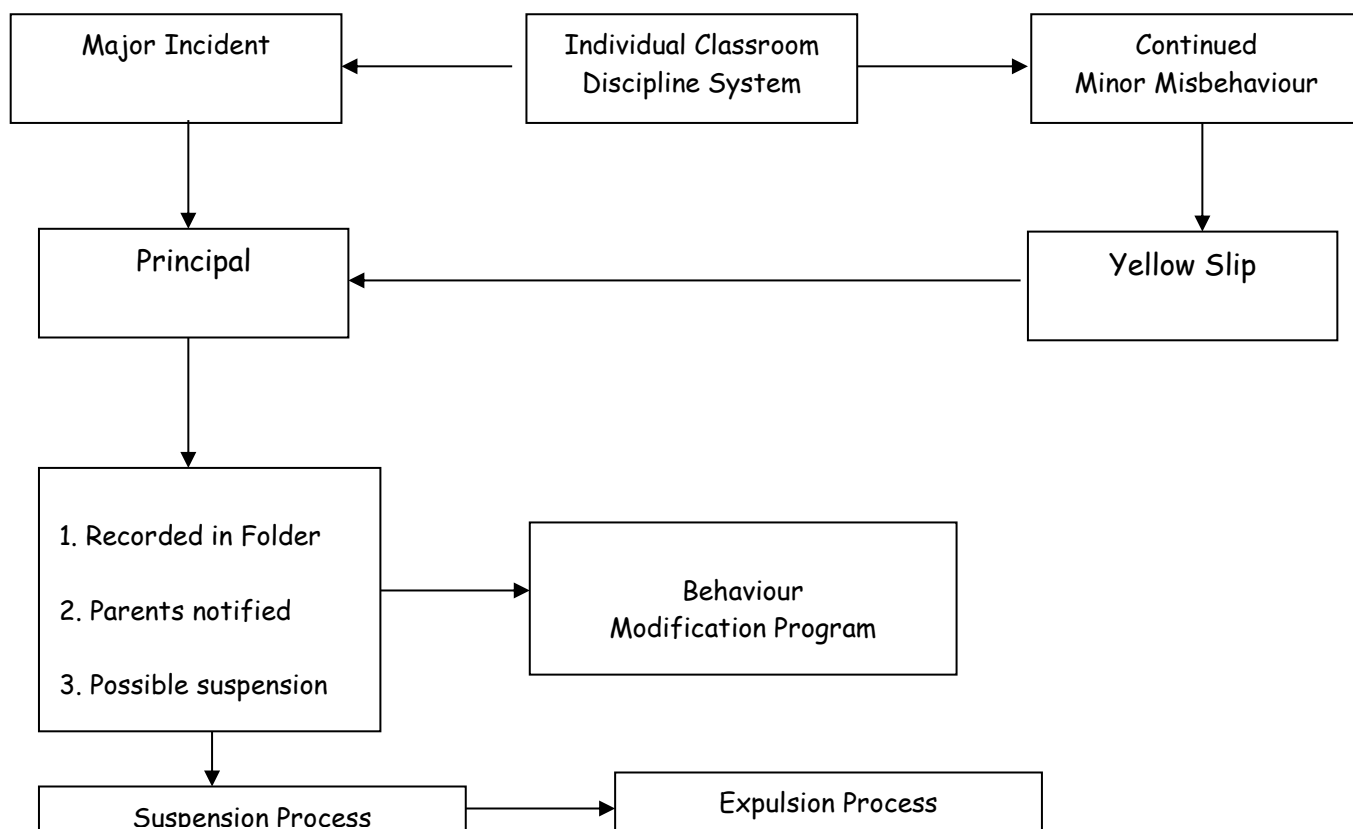
➤ The Principal will suspend, consistent with the procedures set by the Department of Education and Training, "**Procedures for the Suspension and Expulsion of School Students**".

➤ Suspension means that students are not allowed to return to school for a period of time. The purpose of suspension is to allow students time to think about and accept responsibility for what they have done. It also gives the school time to make plans to improve the student's behaviour. This task is more effective when parents or caregivers work with the school to help solve the problem. Principals may impose a short suspension of up to and including four school days or a long suspension of up to and including twenty school days.

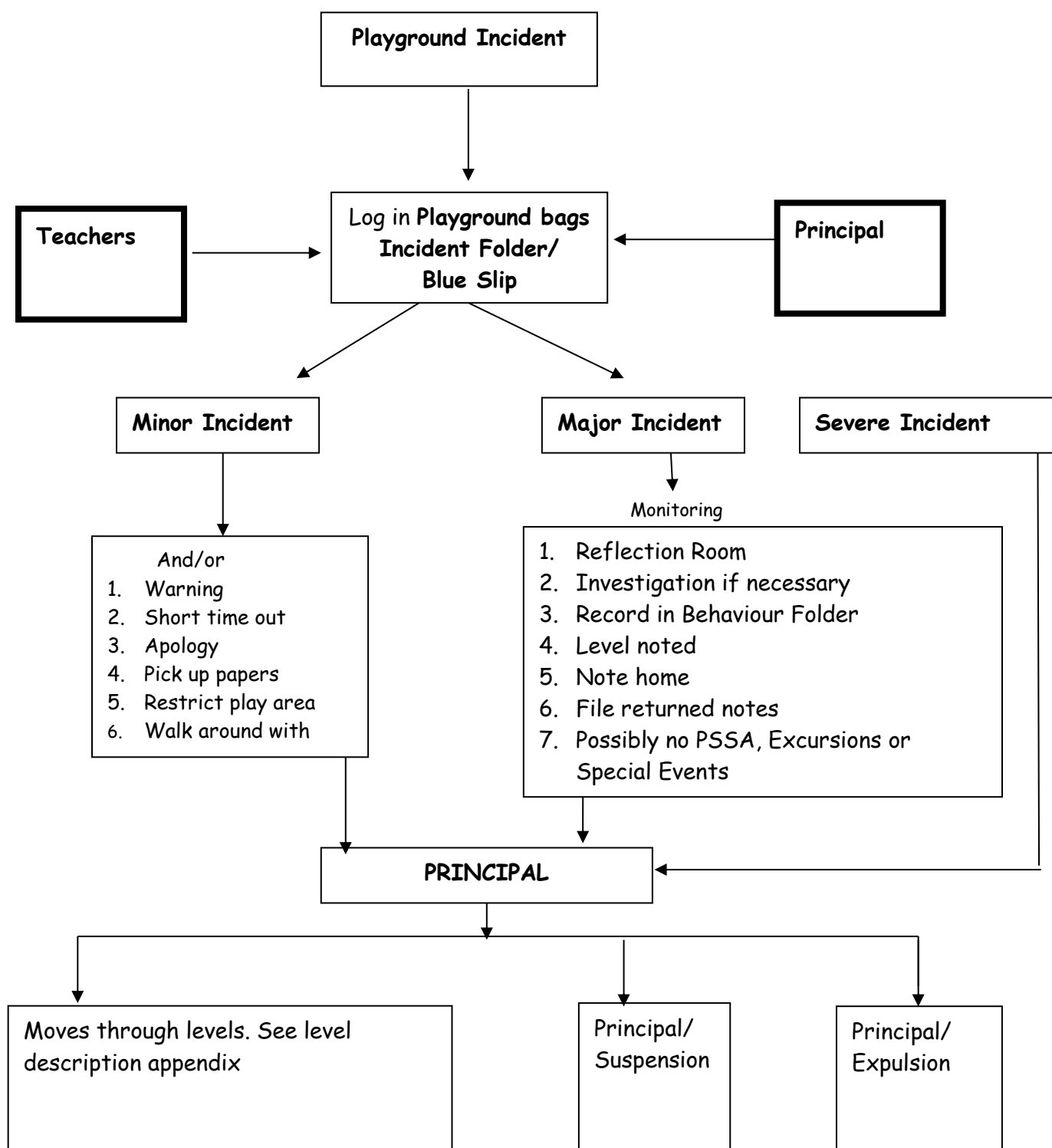
➤ One of the features of the Departmental policy is procedural fairness, which includes access to an appeals process against individual suspension or expulsion.

➤ Yanderra Public School works in partnership with parents in assisting the student to rejoin the school community. This includes the provision of counselling and access to special behaviour programs. As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

Classroom Discipline Flowchart



Playground Discipline Flowchart



SUPPORTING DOCUMENTATION AND GUIDELINES

The following procedures and guidelines are presented in order that Yanderra Public School conforms to Department of Education and Training guidelines.

SUPERVISION OF STUDENTS

School staff is aware of their duty of care to all students and recognize their responsibilities as outlined in memorandum 98/139 (S.122): Care and Supervision of School Students.

GENERAL PRINCIPLES OF SUPERVISION

- Children are permitted in classrooms and storerooms only under direct teacher supervision.
- During recess, lunch, before and after school, students are restricted to designated play areas under direct teacher supervision.
- Alterations to regular supervision arrangements will be made by the Principal/Duty Roster supervisor.
- Although duties are rostered, all staff is responsible for the general well being of students.
- Punctuality to duty ensures safety of students.
- At all times, teachers are mobile, visible and approachable.
- Parents are informed of school times as part of the enrolment procedure and via the Parent Information booklet provided to each new family.

LUNCHTIME

- Students are directly supervised while eating lunch.
- Canteen is accessible on two days.
- Library is accessible for quiet activities, reading and borrowing on one day.
- Students may choose to play safe, cooperative games on the playground.

GENERAL PLAYGROUND SAFETY

- Students are not permitted to play in these areas: Classrooms, Library, Bike Racks, Sport Shed, Car park, Driveways, Canteen Verandah, Toilets, and Behind Buildings.
- For everyone's safety, games that involve tackle football, fighting, tackling, playing with sticks, stones or objects, are not allowed. Students are to walk on concrete areas. Bullying and teasing will not be tolerated. Students should use the Five Finger Friend strategy and report all incidents to the teacher on duty.
- Students are to report accidents immediately to the teacher on duty. If they are not badly hurt and are able to walk, they are to go to the teacher on duty, who will attend to them and/or send them to Sick Bay. If they are seriously injured and not able to walk, they are to call for help. If a student sees another student who is injured, sick or distressed they are to tell the nearest teacher immediately.
- Students must wear a hat when outside. Students without hats must play or sit in designated shaded areas only. They are not to join in games in direct sunshine. Students are encouraged to wear a school hat and sunscreen at all times.
- If balls go out of the playground, the teacher on duty must be informed and will deal with the issue.
- Incidents of violence mean instant withdrawal from play.
- Students are expected to play in the correct areas, obey the school rules. Students are expected to attempt to resolve minor conflict issues themselves.

WET WEATHER SUPERVISION

- Decisions regarding wet weather are made by the Principal/Duty Teacher.
- If wet weather is called, duty is to take place in sheltered area and classroom.
- Should rain begin during playtime, the teacher on duty should move the students undercover or into a classroom as required.

EXTREME WEATHER

- Refer to Evacuation policy

STUDENT TRAVEL

- Students travelling on buses or in cars must behave safely, respect the needs and comfort of other passengers, respect property, and follow instructions about safety.
- Students riding bikes or scooters to school are required by law to wear safety helmets.
- Bikes/scooters must be wheeled, not ridden, through the school grounds.
- At the conclusion of the day students are to proceed sensibly to designated areas for collection by parents or guardians.

SPORTING AND EDUCATIONAL EXCURSIONS

(See Excursion Policy)

MAJOR EXCURSIONS

(See Excursion Policy)

SUPERVISION DURING TEACHING & LEARNING ACTIVITIES.

- All students require direct supervision. At all times, a trained teaching staff member should supervise students.
- When Practicum teachers are at the school, they must have a trained teacher in attendance for the whole time they are practising their teaching. They are to do playground duty with their supervising teacher but cannot be solely responsible for students during this time.

HOMEWORK POLICY

- Refer to Homework policy

Anti Bullying

DEFINITION:

Bullying is the willful, conscious desire to hurt, threaten or frighten another person. Bullying can include physical aggression, verbal harassment as well as indirect actions such as excluding others from activities, damaging a person's property or spreading malicious rumours.

Bullying behaviour can be:

- **Verbal** e.g. name calling , teasing, abuse, put-downs, sarcasm, insults, threats
- **Physical** e.g. hitting, punching, kicking, scratching, spitting.
- **Social** e.g. ignoring, excluding, alienating, making inappropriate gestures.
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, inappropriate use of electronic media (SMS, facebook and social networking sites and emails)

Bullying is not tolerated in NSW government schools. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying.

Yanderra Public School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in their school environment.

AIMS:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To be alert to the signs and evidence of bullying and display responsibility by reporting it to staff whether as an observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer group support and cooperation at all times.

STRATEGIES FOR IMPLEMENTATION:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- Clarify at the start of each year the school's policy on anti-bullying.
- Provide school community with anti-bullying brochure and regularly place information in the newsletter.
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving as part of Personal Development KLA.
- Teachers and Principal regularly remind students and staff to report incidents of bullying.
- Model positive ways of resolving conflict, eg working co-operatively within the classroom/playground
- Public recognition and reward for positive behaviour and resolution of problems.
- Training of one staff member as Anti Racists Contact Officer (ARCO).
- Parents encouraged to contact the school if they become aware of a problem.
- Prompt investigation and action for bullying incidents.
- Development of a register of bullying incidents to track offenders.

INTERVENTION AND PROCEDURES:

1. Once identified, each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
2. Students and staff identified by others will be informed of allegations.
3. Both bullies and victims will be offered counselling and support.
4. If student bullying persists, parents will be contacted and consequences implemented consistent with the school Welfare and Discipline Policy.
5. If staff bullying persists, the Principal will commence formal disciplinary action.
6. Consequences for students will be individually based and may involve:
 - Exclusion from class
 - Exclusion from the playground
 - School suspension
 - Withdrawal of privileges
 - Ongoing counselling from appropriate agency for both bully and victim.

Incidents relating to bullying will be recorded. Actions taken to address the incident will be noted. A review of bullying incidents will occur at the end of each term in order to identify if additional resources or support are needed.

ANTI-BULLYING Plan: Responsibilities

<u>Students</u> have a responsibility to: <ul style="list-style-type: none">• Behave appropriately, respecting individual differences and diversity• Follow the school anti-bullying plan• React to incidents of bullying according to school procedure	<u>Parents</u> have a responsibility to: <ul style="list-style-type: none">• Support their children in all aspects of their learning• Be aware of the school anti-bullying plan and assist their children in understanding bullying behaviour• Support their children in developing positive responses to incidents consistent with the school plan
<u>Schools</u> have a responsibility to: <ul style="list-style-type: none">• Develop an anti-bullying plan which clearly identifies unacceptable behaviours and strategies for dealing with bullying• Inform all stakeholders about the anti-bullying plan• Provide students with strategies to respond positively to incidents including responsibilities as bystanders• Communicate the importance of the parental role in supporting their children• Follow up complaints of bullying, harassment and intimidation	<u>Teachers</u> have a responsibility to: <ul style="list-style-type: none">• Respect and support students in all aspects of their learning• Model appropriate behaviour• Respond in an appropriate and timely manner to incidents of bullying according to the school plan

ANTI-BULLYING Plan : If bullying occurs:

<p style="text-align: center;">ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED</p> <p>The student should be encouraged to -</p> <ul style="list-style-type: none"> • Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive • Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, teacher, parent, peer). • Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily • Complete a Bully report sheet <p>Other 'self protective' strategies that might be suggested include:</p> <ul style="list-style-type: none"> • Staying away from the bully, or places where bullying occurs. • Be with friendly, supportive friends. 	<p style="text-align: center;">ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED</p> <p>Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.</p> <p>Therefore, the following suggestions should be made:</p> <ul style="list-style-type: none"> • If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully. • Refuse to join in with the bullying. • Support students who are being bullied - just standing by them can be enough. • Tell an adult if you are concerned about the bullying. • It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.
<p style="text-align: center;">THE ROLE OF STAFF</p> <p>Teachers to regularly remind students to report incidents. Reporting is not dobbing.</p> <p>If a student reports bullying, or you witness bullying incidents yourself, you will:</p> <ol style="list-style-type: none"> 1. Listen and acknowledge the seriousness of the report no matter how trivial it may first appear. 2. Refer the incident via the School Bullying Record sheet to the Assistant Principal or Principal. 3. Follow up with suggested playground or classroom programs if appropriate. 	<p style="text-align: center;">THE ROLE OF PARENTS</p> <p>The following suggestions are made to parents through print materials and at Parent Information meetings.</p> <ol style="list-style-type: none"> 1. Take an active interest in your child's social life and in what is happening at school 2. Encourage your child to bring friends home and to accept and tolerate differences in others 3. Build your child's self-confidence by recognising and affirming his positive qualities and by valuing him. 4. Discuss with your child the school's expectations about behaviour and ways to respond if his/her rights are infringed 5. Encourage constructive responses : physical bullying or persistent teasing should be reported, hitting back or retaliating with name -calling won't solve the problem 6. Set an example : be firm, but not aggressive in setting behaviour limits, be positive in what you say/do 7. Be alert for signs of distress : unwillingness to attend school, dropping off in academic performance, damaged clothing and frequent loss of personal property, loss of confidence and uncharacteristic mood changes and withdrawal from social activities. 8. ACT: If your child is being bullied at school, report it to a teacher, or the Principal. <p style="text-align: center;">Your report will be followed up.</p>

APPENDICES:

1. Rules
2. Matrix
3. Action Consequence Sheet
4. Level System
5. Explanation of awards

Appendix 1 School Rules:



Be Safe



Be Respectful



Be a Learner



Yanderra Public School 3Be's

	In Classrooms, Library, and Computer Lab	In the playground	At assembly or special events	Moving around	Excursions/ PSSA	On the bus
Be Safe	by *Keeping hands and feet to yourself *always walking *using and carrying equipment safely *sitting correctly on your chair *telling the teacher about unsafe behaviour *being in the right place at the right time	by *sitting down to eat *staying in boundaries *not playing roughly *not hurting others *wearing your school hat *running only on the grass *telling the teacher about unsafe behaviour	by *staying seated unless directed *following instructions *telling the teacher about unsafe behaviour	by *always walking *using the pathways staying in your class lines *telling the teacher about unsafe behaviour *staying on the left side of stairs and pathways	by *staying with your group *following instructions *playing safe games *not touching things that don't belong to you *playing by the rules *telling the teacher about unsafe behaviour	by *sitting in your seat *following drivers instructions
Be Respectful	by *putting your hand up to speak *following instructions *using good manners *respecting other people's things *working quietly *using 5Ls *being responsible for your actions *allowing others to work *wearing full school uniform	by *following instructions *using good manners *putting rubbish in the bin *taking care of property *being kind to others *playing by the rules *being honest *being responsible for your actions *speaking kindly to others	by *being quiet *using 5Ls *removing your hat *singing and standing appropriately for the School Song and National Anthem *responding appropriately *being responsible for your actions	by *walking quietly *using good manners *listening to the teacher *not disrupting other classes *being responsible for your actions	by *wearing full uniform *using good manners *being a good sport *being friendly *accepting the umpire's decision *being responsible for your actions	by *speaking quietly and politely *allowing access to the aisle for other bus travellers *leaving the bus clean and tidy
Be a Learner	by *coming to school every day *always doing your best *asking for help appropriately *listening to the teacher *being prepared *joining in *finishing your work *using your 5 finger friends *being punctual *co-operating	by *listening to others *helping others *listening to advice *letting the teacher know if you need help *using your 5 finger friends to solve problems	by *participating appropriately *using 5Ls *recognising the achievements of your peers	by *listening to the teacher *being observant	by *listening carefully *actively participating	by *using your 5 finger friends *listening to the teacher and driver



Yanderra Public School 3Be's

	At the Canteen	At the Toilets	At the Fixed Equipment
Be Safe	by *waiting patiently in line *moving away from the area once you have been served	by *moving away from the toilets once you have finished *washing your hands *not playing or climbing in the toilets	by *always walking *always using the equipment correctly *wearing your hat *not hurting others *playing the game safely *telling the teacher about unsafe behaviour
Be Respectful	by *using your manners *waiting for your turn quietly *using the bins for your rubbish	by *using the toilets and equipment for the correct purpose *respecting everyone's privacy	by *taking turns *obeying the rules *taking the care of equipment *being responsible for your actions *speaking kindly Following the teacher's instructions
Be a Learner	by *knowing what you want *listening to the people serving	By *going to the toilets in break times *practicing good hygiene	by *listening to others *being observant *letting the teacher know if you need help *being aware of your and other people's personal space



ACTION = CONSEQUENCE

The Three Bee's:

Be Safe, Be Respectful,
Be a learner

Littering, running on asphalt,
misusing school equipment, poor
sportsmanship, lying, teasing, being
in the wrong place, play fighting, no
hat, inappropriate language

Rough play, racial intolerance,
interfering in games, unacceptable
body gestures, ignoring an
instruction

Disrespect to staff, damage to
school equipment, directed swearing
at a child, stealing, provoked low
level aggressive behaviour, bullying,
persistent timeout behaviour,
defiant behaviour, degrading
comments

Violent and aggressive behaviour,
gang bullying, failure to accept
consequences of LEVEL 1-3
behaviours, persistent LEVEL 1-3
behaviours

Persistent bullying. Severe violent
acts - pre-planned, gang, unprovoked.
Directed swearing at any staff
member. Severe verbal and/or
physical aggression towards any
staff and/or students, possession of
weapons or illegal drugs, malicious
damage to school property and/or
others' property.

BLUE

TIME OUT

LEVEL ONE TO LEVEL THREE

LEVEL FOUR

LEVEL FIVE

- Praise.
- Stickers/ stamps/ Bee Token
- Awards.
- Rewards - extra privileges.
- Reminder of rule.
- Redirection.
- Verbal warning.
- Time-out.
- Name may be raised for discussion by staff.
- Kept in at lunch "Reflection room".
- Name recorded in Behaviour Folder
- Sent to Principal.
- A letter sent home.
- Loss of privileges.
- Parent interview.
- Restitution
- Monitoring card (3 to 10days)
- In school relocation.
- Suspension.
- Return to school - agreement with parents and school staff.
- Long suspension.

Principal/ or delegate reserves the right to take other action as deemed appropriate at the time.

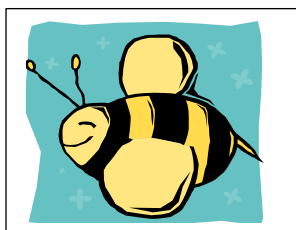


Yanderra Public School **Behaviour Levels**

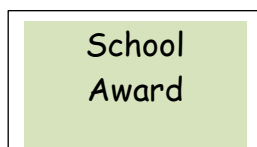


Level	Behaviour	Consequences
Blue	Starting level for all students	Tokens received and awards in recognition of following the school rules: <i>Be Safe, Be a Learner, Be Respectful</i>
Level 1	<ul style="list-style-type: none"> repeated minor breaches of school rule Unacceptable behaviour <p><i>If repeated unacceptable behaviour continues, with no apparent effort to improve, placement will be made to Level 2.</i></p>	<ul style="list-style-type: none"> Behaviour recorded in Folder. General warning and rule reminder given to the child. Referral to class teacher for guided reflection. One session in "reflection room". Daily Behaviour Monitoring card K-2 = 3 days 3-6 = 5days Full participation in school activities. Parent/s notified and informed of the next step if the behaviour continues. Teacher/ parent interview may be requested.
Level 2	<ul style="list-style-type: none"> Repeated Unacceptable behaviour, with little or no effort made into improving. Level 2 behaviour <p><i>If repeated unacceptable behaviour continues, with no apparent effort to improve, placement will be made to Level 3</i></p>	<ul style="list-style-type: none"> Behaviour recorded in Folder. Referral to Principal 2 days in "Reflection Room". Daily Behaviour Monitoring card K-2 = 3 days 3-6 = 5days Possible restricted play. Restricted privileges (discos, talent quests/ office duties) Parent/s notified and informed of the next step if the behaviour continues. Teacher/ parent interview may be requested. School leaders position suspended or removed for the year if placed on level 2 or higher. 3 days of consecutive good behaviour merits return to blue level (K-2) 5 days of consecutive good behaviour merits return to blue level (3-6)
Level 3	<ul style="list-style-type: none"> Persistent Unacceptable behaviour, with little or no effort made into improving. Level 3 behaviour <p><i>If repeated unacceptable behaviour continues, with no apparent effort to improve, placement will be made to Level 4</i></p>	<ul style="list-style-type: none"> Behaviour recorded in Folder. Referral to Principal. 3 days in "Reflection Room". Daily Behaviour Monitoring card K-2= 3 days 3-6 =5days Restricted play. Restricted privileges (as of level Two) and no school representation. Possible restrictions on school camps/ excursions. Parent/s notified and informed of the next step if the behaviour continues. Possible placement on individual behaviour management plan. Teacher/ parent interview may be requested. 3 days of consecutive good behaviour merits return to blue level (K-2) 5 days of consecutive good behaviour merits return to blue level (3-6)
Level 4	<ul style="list-style-type: none"> Continued Persistent Unacceptable behaviour, with little or no effort made into improving. Level 4 behaviour Warning of suspension 	<ul style="list-style-type: none"> Behaviour recorded in Folder. Referral to Principal/ LST 4 days in "Reflection Room". Daily Behaviour Monitoring card (<i>Between 3 and 10 days</i>) Restricted play. Lose of all privileges: Including excursions and school camps, whilst in reflection and completion of monitoring card. Possible placement on individual behaviour management plan. Parent/s notified and informed of the next level. Parents will receive a warning of suspension letter. Parent Interview Requested <i>Between 3 to 10 days of consecutive good behaviour merits return to blue level (K-6)</i>
Level 5	<ul style="list-style-type: none"> Continued Persistent Unacceptable behaviour, with little or no effort made into improving. Level 5 Behaviour Suspension 	<ul style="list-style-type: none"> Suspension options as per DET Guidelines. Re-resolution meeting to determine re-entry conditions Daily Behaviour Monitoring Card (10 days) <i>10 days of consecutive good behaviour merits return to blue level (K-6)</i>

Bee Awards Flow Chart

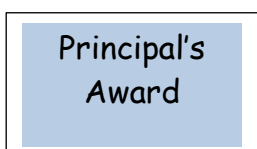
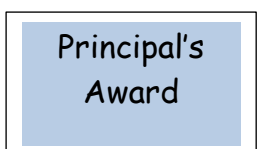
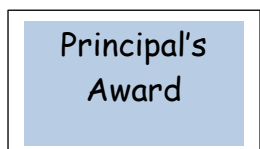


Bee Chart with 10 stamps = 1 School Award



3 School Awards = 1 Principal's Award

3 Principal's Awards = 1 Silver Award



3 Silver Awards = 1 Gold Award



2 Gold Awards = Gold Medallion

(Gold Medallions are presented at the end of year Assembly)

