

BELAIR PUBLIC SCHOOL

Student Wellbeing and Anti-Bullying



THE CORE RULES

All students at Belair Public School are expected to:

- ◆ Respect the rights of other students, their teachers and school staff and community members
- ◆ Follow school and class rules and follow the directions of their teachers
- ◆ Strive for the highest standards in learning
- ◆ Behave respectfully to all members of the school community and show courtesy to all students, teachers and community members
- ◆ Resolve conflict respectfully, calmly and fairly
- ◆ Comply with the school's uniform policy
- ◆ Attend school every day (unless legally excused)
- ◆ Respect all property
- ◆ Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- ◆ Not bully, harass, intimidate or discriminate against anyone in our schools

EFFECTIVE LEARNING AND TEACHING

The exit outcome is optimum learning for all students.

- ◆ All classroom programs are inclusive and meet the needs of individual students.
- ◆ The principles of *Quality Teaching (DEC 2004)* are integral to each teacher's classroom practice as evidenced in their programs.

THE SCHOOL DISCIPLINE POLICY

The exit outcome is positive self-esteem and self regulation

We believe that good discipline is best achieved by adopting a model of responsibility training which guides our decisions when supporting students to modify their behaviours.

THE SCHOOL ANTI-BULLYING POLICY

The exit outcome is for all students to show respect and accept difference

The Anti-Bullying Policy is supported by explicit teaching and learning activities, clear pathways for notification and positive resolution.

FOCUS BEHAVIOURS AND CORE VALUES

The school has a set of focus behaviours. Each year class guidelines are devised from these. Additional individual goals are also established to reinforce the focus behaviours. Each grade emphasises a particular behaviour. Each behaviour meshes with a core value.

Grade	Focus Behaviour	Core Value
Kindergarten	Care	Care
Year 1	Courtesy	Respect
Year 2	Common Sense	Responsibility
Year 3	Friendship	Co-operation, Participation
Year 4	Sportsmanship	Fairness
Year 5	Leadership	Democracy, Integrity
Year 6	Citizenship	Democracy, Integrity

Focus Behaviours are defined by each grade at the beginning of the year and are published in the Stage Information Booklets.

Age-appropriate behaviours are communicated at parent teacher interviews and sharing sessions. They form the criteria for assessing student development at the end of the year as follows:

- behaviour is beyond age-appropriate level – little help needed
- behaviour is at age-appropriate level – some help needed
- behaviour is not yet at age-appropriate level – more help/time needed

The basic expectation for students is that they will need some help to behave appropriately.

Issues arising outside the school between students and having an impact on those students or others within the school will be subject to School Welfare and Discipline procedures.

POSITIVE WELFARE PRACTICES

At Belair Public School we focus on the

- Implementation of welfare practices which focus on staff and parents being key in the support and encouragement of change and improvement by students for their own behaviour patterns.
- Establishment of positive learning environments by staff where students can feel at ease to take risks in their learning and in their development of relationships.

Through such Social Skill Development Programs as

- Program Achieve: a systematic teaching of the skills of Getting Along, Resilience, Confidence, Organisation and Persistence.
- Leadership Program and development of grade criteria by students and the subsequent use of criteria as a basis of discussion at the point of need.
- Personal Development Units K–6.
- Use of social programs to build skills such as Sharing, and Taking Turns at class level.
- Use of co-operative learning strategies to build team work skills.

Through the conscious building of Inclusivity

- The Belair “welcome” assigning buddies to new students.
- Buddy system for Kindergarten.
- Learning to value the difference of ability/disability through discussion and/or literature.
- Learning to value difference by articulating strengths and improvements on Merit Awards.
- HSIE units develop knowledge and understanding of other cultures.
- Invitations to families to share cultural backgrounds with class groups.

We show our recognition of student achievement through

- verbal praise
- written praise
- tokens of acknowledgement; stamps, stickers, informal class awards,
- Merit Awards, Principal’s Awards and Kids Care Awards
- presentation of all awards at assemblies
- acknowledgement of awards and membership of groups in newsletter
- recognition of sportsmanship and fair play



Belair Public School Back to School Welfare Program

Each year students in all classes will be involved in a series of lessons in the early part of Term 1.

The lessons follow a similar sequence across the school, with age appropriate content which focuses on.

1. Team Building
2. Core School Rules and Consequences
3. Classroom Rules, Consequences and Buddy Classroom Process
4. Focus Behaviours and their related Core Value
5. Anti-Bullying – The forms bullying might take; why people may bully others; strategies to confront/overcome bullying
6. Program Achieve – Building Resilience
7. Additional stage based resilience strategies

Key ideas from these programs will be revised during the year at points of need, during Personal Development lessons and as part of special programs.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

- Staff will manage students in a safe and positive manner.
- Choice of inappropriate behaviour is seen as a teaching opportunity.
- Inappropriate behaviour will be investigated by staff using the principles of Procedural Fairness.
- Inappropriate behaviours may warrant communication to parents.
- An alternate playground plan may be used to de-escalate and refocus student behaviour. This action places the student in a supervised office area out of the school playground for a determined (recess/lunchtime) time frame or may involve direct playground supervision by an executive or teacher's aide.
- Violent behaviours will be dealt with in accordance with DoE policy for suspension and expulsion.

Students are informed of behaviour expectations and consequences for inappropriate behaviour during Personal Development and Welfare lessons taught in Term One. Flowcharts outlining consequences for inappropriate behaviour are on display in each teaching space in poster form.

Consequences for Inappropriate Classroom Behaviour may include such strategies as:

- Verbal warning and reminder of class expectations
- Time out within the class
- Time out in a buddy class
- Completing unfinished work during recess or lunch
- Follow up with the Stage Assistant Principal
- Phone call home

Physical violence will be dealt with using the DoE's Suspension and Expulsion procedures.

PLANNING ROOM FOR INAPPROPRIATE PLAYGROUND BEHAVIOUR

The planning room provides an opportunity for students to reflect on their behaviour, take ownership of it and develop a plan to engage in more positive behaviours in the future.

Consequences of a first visit to the Planning Room

- A letter is sent home with the student Planning Room sheet
- Work with the school to seek a permanent solution

Consequences of a second visit to the Planning Room

- A letter is sent home with the student Planning Room sheet
- Placed on a behaviour card, and/or
- Spends time with a teacher or removed from active play in the playground, and/or
- Be placed on an alternate playground plan, and/or
- Writes a letter of apology, and/or
- Performs civic duties e.g. papers, and/or
- Work with the school in seeking a permanent solution
- Students on this level may need to be accompanied by a parent on excursions

Loss of privileges after a third visit in five weeks

1. No privileges for five weeks, including loss of badge for Year 6 students, to start after the third visit.
2. First week of the five weeks is spent on an alternate playground plan.
3. The next week, the first week in the playground, the student will be on a support card.
4. If this is successful then for the remaining three weeks the student only misses out on privileges but has no more alternate playground plans or support cards.
5. A student starts afresh following the five weeks of missed privileges.



Belair Public School Anti-Bullying Policy and Notification

Objectives – Policy Statement

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department.

Audience and Applicability

The policy applies to all student bullying behaviour, including cyber bullying, that occurs in NSW government schools and pre-schools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

At Belair Public School we believe:

- Every person has the right to be treated as an individual and with dignity.
- Every person has a right to feel safe.
- Every person has a right to be able to learn, free from anxiety.
- Bullying is not acceptable in our school.

What is the definition of Bullying?

Bullying is **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying is not just someone hurting you or saying or doing something that upsets you. Bullying is when a person or group of people do things to hurt you or make you feel bad **lots of times**.

Bullying happens in different ways. Sometimes bullies pretend to do things in fun or as a joke, but if you don't like it, it's bullying.

Physical hurting- hitting, kicking, pinching, poking.	Name Calling or saying nasty things about you or your family.	Taking things from you or asking you for food or money all the time.
Hiding your bag or taking your things.	Not letting you join into groups or games/ stopping your friends from playing with you.	Telling stories behind your back and whispering things about you.
Sending nasty texts, emails or messages using social media		

Responsibilities

All members of the school community contribute to the prevention of bullying by modeling and promoting appropriate behaviour and respectful relationships.

School Staff Responsibilities

- Respect and support students.
- Model and promote appropriate behaviour.
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying
- Be familiar with the school **Code of Conduct** and management system, including the contents of this policy.
- Respond to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour, outbursts and poor school attendance.
- Seek advice and support from colleagues when unsure as to how to respond to and address specific bullying incidents.
- Encourage students to report situations of bullying by: listening carefully and avoiding giving judgments when reports are made, and remaining calm and understanding of the student's/parent's/colleague's concern.
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

School Executive Responsibilities

Members of the school executive contribute to the prevention of bullying by modeling and promoting appropriate behaviour and respectful relationships.

School Executive have a responsibility to:

- Respond in a timely manner to incidents of bullying (refer to DoE definition).
- Notify parents/caregivers of students being bullied.
- Notify parents/caregivers of students accused of bullying.
- Provide support and monitor student behavior in collaboration with staff.

Student Responsibilities

A strong anti-bullying stance by students contributes in a major way to making the school a safe place. Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Behave as responsible digital citizens.
- Follow the School Anti-Bullying Policy.
- Behave as responsible bystanders.

Parents and Caregivers

Parents and Caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible on-line behaviour.
- Be aware of the School Anti-Bullying Policy and assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying consistent with the School Anti-Bullying Policy.
- Report incidents of school related bullying to the school (refer to definition).
- Work collaboratively with the school to resolve incidents of bullying when they occur.
- Allow the school to collect information and manage the situation and be aware it is not appropriate for parents to approach alleged bullies or victims.

The School Community

All members of the Belair Public School community have the responsibility to

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the School's Anti-Bullying Policy through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Other behaviour and management policies at Belair Public School form part of this program:

- *Code of Conduct*
- *You Can Do It Program and Program Achieve*
- *Child Protection*
- *The Complaints Handling Policy*
- *Prevention of Bullying in the Workplace (intranet only)*
- *Bullying: Preventing and Responding to Student Bullying in Schools Policy*
- *ARCO support staff Member*
- *Social Skills Program-whole class and small groups- "Friendship Program".*
- *School Counsellor Support*
- *Parent/Caregiver Contact*
- *Buddy System-Year 6 and Kindergarten*
- *Buddy Classroom-support*
- *Planning Room*
- *Suspension and Expulsion procedures*



Belair Public School Anti-Bullying Policy

Bullying Notification

Please complete and return this page to school if your child is experiencing issues with bullying at Belair Public School.

My Name _____

Class _____

The person(s) bullying me _____

*How often does it happen?	Every day	<input type="checkbox"/>	Most days	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>
*Where and when does it happen?						
*What is happening?						
*Have you done something to try and stop this happening? Yes/No If yes-what have you done? If no-why haven't you done anything?						

Signed _____
(Student)

Signed _____
(Parent/Caregiver)

Date _____

Thank you for completing this notification. You have taken an important step to solve your problem.