Windellama Public School

Student Welfare and Discipline Policy

Windellama Public School believes that all students should be able to learn and develop in a safe and secure environment. There is a key understanding that all students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Our school's mission is to provide excellence in education, empowering students to achieve their potential, within an engaging, caring and inclusive environment. We aim to support students in becoming self-directed, responsible, lifelong learners who can create a positive future for themselves and for the wider community.

To achieve our mission, we aim to provide a safe, supportive and respectful, teaching and learning community that promotes student well-being. A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the school and the community based on shared responsibility and mutual respect.

Windellama Public School is committed to maintaining high standards of positive student welfare practices and effective discipline, working with our community to maximise the success of every student.

In addition, the Wellbeing Framework is a vital part of our student welfare philosophy and highlights the importance of implementing strategies that support the whole child. The Wellbeing Framework states:

"The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for further education, employment and adult life.

In recent years however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continue to change. We need to be responsive to numerous influences as we deliver public education now and into the future.

There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels so that where a child or young person lives and goes to school does not shape their learning outcomes.

In this context, our understanding of wellbeing needs to be contemporary and forward-focussed. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development."

The Wellbeing Framework for Schools

CONNECT	SUCCEED	THRIVE
Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	Our students will be respected, valued, encouraged, supported and empowered to succeed.	Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets- our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Learning Support Team
The school Learning Support Team (LST) consists of all staff and meet on a fortnightly basis. There is a referral form which staff complete when concerns about a student's wellbeing arise. These are prioritised and an agenda is generated where the referring teacher explains the concerns and a discussion follows, including an action plan, the stakeholders involved and any follow up necessary. The LST coordinator ensures the team is kept informed of the progress of support offered.

School Counsellor
The school counsellor is available to support student's wellbeing in the many facets of school life. Staff and parents are able to refer a student and are responsible for completing the referral form which is then prioritised. Senior primary students may self-refer.

Department of Education - Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect 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
- Respect 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 or dress code
- 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code

- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code

Schools take strong action in response to behaviour that is detrimental to self or others
or to the achievement of high quality teaching and learning.

Consequences for Serious Behaviour or Continued Inappropriate Behaviour:

Consequences for serious behaviour will be applied following an investigation into an incident or a review of data that indicates a pattern of concerning behaviours.

Suspensions

When making adecision to suspend a student, the Principal will follow the procedures consistent with the Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy*.

Suspensions involve students being excluded from attending the school for a specified period of time, as decided by the Principal. During the suspension period, the school will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the

responsibility of parents/carers. A suspension resolution meeting must be held prior to the student returning to school.

The school can issue two types of suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

1. Short Suspension of up to 4 days
2. Long Suspension of up to 20 days.

Note: The Principal must report such incidents that involve assaults, threats, weapons, illegal drugs and criminal activity to the School Safety and Response Unit. Principals are required to report inappropriate behaviour that includes: possession/use of weapons, fights or threats, reports of serious cyberbullying, or threats made over other telecommunication devices. Where the behaviour exists out of school hours and is deemed as possibly having a harmful effect on staff and students, the principal must notify police and take appropriate disciplinary action, including notifying the School Safety and Response Directorate.

Expulsion:
When making a decision to expel a student, the Principal will follow the procedures consistent with the Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy.*

Expulsions involve students being excluded from attending the school and are not permitted to return to the same school, except under exceptional circumstances (Reference sections 8.1 and 8.2: Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy*). Expulsions are implemented when there are "serious circumstances of misbehaviour" demonstrated by a student.

Policy Information Relating to Suspensions and Expulsions
The following information has been taken directly from the Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy* and provides key information points. Parents/Carers are advised to refer to the complete policy for more information.

<u>Suspension: Key Information Points:</u>

- *In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.*
- *Suspension is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies.*
- *It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.*
- *The school will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.*
- *Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.*
- *In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff.*
- *For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.*
- *Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed.*

- *The Department of Education and Training Suspension and Expulsion Procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.*

Short Suspension
Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- *Continued Disobedience. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.*
- *Aggressive Behaviour. This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.*

Long Suspension
If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider whether there has been:

- *Physical violence which results in injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault).*
- *Use or possession of a prohibited weapon, firearm or knife.*
- *Possession, supply or use of a suspected illegal substance.*
- *Serious criminal behaviour related to the school. This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.*

Principals may also impose a long suspension for:

- *Use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).*
- *Persistent or serious misbehaviour. This includes, but is not limited to:*
  - *repeated refusal to follow the school discipline code;*
  - *threatening to use a weapon in a way that might seriously interfere with the safety and well- being of another person;*
  - *making credible threats against students or staff; or*
  - *behaviour that deliberately and persistently interferes with the rights of other students to learn, or teachers to teach, including bullying, harassment and victimisation.*

Expulsion:
In serious circumstances of misbehaviour the principal may expel a student of any age from their school for continued misbehaviour.

Recognising and Reinforcing Student Achievement

In our endeavour to guide students towards self-discipline, the staff will employ consistent and caring behaviour, and use many and varied forms of positive reinforcement. Students should always be commended for doing the right thing, complying with the Behaviour Code for students and displaying the Schools' Values.

The school uses the following formal practices to recognise and reinforce acceptable student behaviour.

- **Class Behaviour Continuum**– Class teachers employ a school behaviour system to reinforce positive behaviour and redirect negative behaviour.
- **Llama Tickets-** Positive behaviour acknowledgments. The Llama tokens are placed in a weekly draw for a recess buy-up voucher.
- **Merit Tokens** – Values awards are presented in all classes each week for effort, performance, citizenship and displaying the school's values. They may be awarded for reaching the highest behaviour on the class continuum or for receiving 10 Llama Tokens
- **Term Assembly** – Students in all classes receive awards based on the school's award system.
- **Annual Presentation** - Recognition of student achievements in all areas of school life. Trophies, book prizes, certificates and medallions are issued to students K-6.

Positive Behaviours Incentive Program

Statement of Purpose
Windellama Public School endeavours to promote a healthy, safe, ordered, supportive, secure and caring environment that is conducive to teaching and learning.

Students will abide by the Department of Education's Behaviour Code. Students will model and apply the "Departmental Core Values" of:

- Integrity
- Excellence
- Respect
- Responsibility
- Co-operation
- Participation
- Care
- Fairness
- Democracy

At Windellama Public School we believe that 'Work Conquers All'

Values to support the behaviour code:

We show

RESPECT

RESPONSIBILITY

EXCELLENCE

Llama Tickets and Merit Tokens

To assist teachers in achieving a positive learning environment, there is a **SCHOOL AWARD SYSTEM**.

- Children receive a Llama Ticket for displaying positive behaviour in the classroom and playground environment. There will be a weekly raffle on a Thursday morning, where all Llama Tickets are placed in a bucket and 2 students will receive a recess buy-up voucher for getting their name drawn out. This is a fast, effective way to influence and encourage positive behaviour within the school. Llama Ticket template will be kept in the staff room.
- Children receive a Merit Token for displaying exemplary behaviour and our school values (Respect, Responsibility, Excellence). Teachers award these in class only. The Merit Token template will be kept in the staff room.
- Merit Certificates for Bronze, Silver and Gold awards can be collected from the staffroom as needed.

Merit Token Levels

Level 1 Bronze Awards	• 1st Set of 10 Merit Tokens = 1st Bronze Merit Certificate and ribbon (RESPECT) • 2nd Set of 10 Merit Tokens = 2nd Bronze Merit Certificate and ribbon (RESPONSIBILITY). • 3rd Set of 10 Merit Tokens = 3rd Bronze Merit Certificate and ribbon (EXCELLENCE). • Record on student sheet • Class teachers to award at assembly
Level 2 Silver Award	• 4th Set of 10 Merit Tokens (40 tickets altogether) = Silver Merit Certificate and book • Record on student sheet • Class teachers to award at assembly
Level 3 Gold Award	• 5th Set of 10 Merit tokens (50 tickets altogether) = Gold Merit Certificate and Windellama PS pennant • The school pennants should be given to students who model exemplary behaviour. • Record on student sheet • Class teachers to award at assembly
Level 4 Platinum Award	• 6th Set of 10 Merit tokens (60 tickets altogether) = Platinum merit certificate and medallion • Principal to award at annual presentation assembly

Supporting Positive Behaviour

Supporting positive student behaviour requires a proactive, preventive, student-centred approach. Windellama Public School's Positive Behaviour program is underpinned by the NSW DoE 'Student Behaviour Strategy'.

At Windellama Public School, we strive to ensure positive behaviour is reinforced consistently in both the classroom and playground settings. To do this, we have implemented a Positive Behaviour Matrix and Behaviour Response Matrix. These documents outline the student expectations throughout the school and teacher responses.

Positive Behaviour Matrix

The Positive Behaviour Matrix outlines student expectations throughout the different school settings. The matrix aligns with the Behaviour Code for Students and the school values. This matrix encourages all staff and students to use consistent language across the school to discuss behaviour expectations.

Weekly Behaviour Focus

Each week on a Thursday morning (during a Staff Communication Meeting), a behaviour skill selected from the Positive Behaviour Matrix, will be the focus for explicit teaching and learning within the classroom. All classrooms will have a clearly displayed poster which features the focus for the week.

Behaviour Response Matrix

The Behaviour Response Matrix outlines positive and negative student behaviours throughout the school setting. The matrix aligns with the Behaviour Code for Students and the school values. This matrix provides a guide for teachers responding to behaviours across the school. It identifies and classifies the severity (minor/ major) of potential behaviours and gives teachers strategies to respond.

WINDELLAMA PUBLIC SCHOOL POSITIVE BEHAVIOUR MATRIX

School Rules	All Settings	Classroom	Office	Assembly	Toilets	Playground	Excursion
Respect Honouring rules, regulations and the rights of others.	◊ Listen attentively ◊ Speak politely to everyone ◊ Use good manners ◊ Be honest ◊ Remove hats indoors ◊ Wait patiently and quietly ◊ Be friendly ◊ Hands and feet to ourselves	◊ Respect the right of others to learn ◊ Take turns ◊ Share equipment ◊ Listen attentively ◊ Speak quietly ◊ Respect others personal space ◊ Care for your classroom environment and others' belongings ◊ Respect teacher judgement and demonstrate respectful behaviour at all times.	◊ Wait quietly at the counter ◊ Ring the bell once if no one is there ◊ Speak quietly ◊ Use good manners	◊ Look at and listen attentively to each presenter ◊ Celebrate the efforts of others ◊ Use appropriate applause ◊ Stand up straight and sing the National Anthem and School Song with pride	◊ Be considerate of the privacy of others	◊ Take turns ◊ Share equipment ◊ Avoid conflict ◊ Use manners ◊ Include others in your games	◊ Listen attentively to teachers, parent helpers or guest speakers ◊ Follow instructions carefully ◊ Use good manners
Responsibility Being dependable, doing the right thing and not expecting others to do things for you.	◊ Right place, right time ◊ Move safely around the school ◊ Walk quickly, quietly and directly during class time ◊ Report problems to teachers ◊ Care for the school environment ◊ Wait with your parents at pick-up time.	◊ Walk sensibly around the room ◊ Always be seated correctly ◊ Keep passageways clear ◊ Use classroom equipment correctly and safely	◊ Walk quickly, quietly and directly back to class	◊ Enter and exit safely ◊ Sit in an orderly manner ◊ Listen carefully to instructions ◊ Only enter the hall if supervised	◊ Right place, right time ◊ Use soap and toilet paper correctly ◊ Leave the toilets as soon as you have finished ◊ Enter and leave quietly	◊ Take a S.T.A.N.D against teasing/ bullying ◊ Always wear a hat ◊ Follow duty teachers' instructions ◊ Stay in bounds ◊ Move safely in the playground ◊ Use playground equipment correctly ◊ Keep the playground tidy	◊ Always have a teacher or parent insight ◊ Always stay with your group ◊ Always be seated quietly on the bus ◊ Leave the environment clean and tidy ◊ Be responsible for your learning
Excellence Understanding it is all about striving to be the best you can be	◊ Do our best ◊ Be an active participant ◊ Be a team player	◊ Come prepared ◊ Be responsible for your learning ◊ Be an active participant ◊ Ask for help ◊ Complete all set tasks to the best of your ability	◊ Wait your turn ◊ Be clear, polite and display excellent behaviour	◊ Give and accept praise ◊ Display excellent behaviour towards both students and all staff members	◊ Let the teacher know if I see something that is not right	◊ Know the rules of games ◊ Be a team player	◊ Come prepared ◊ Be an active participant.

Windellama Public School Behaviour Response Matrix

	Respect Honouring rules, regulations and the rights of others.	**Responsibility** Being dependable, doing the right thing and not expecting others to do things for you.	**Excellence** Striving to be the best you can be
Positive Behaviour	Care for people, property and the environment Hands and feet to yourself Act and speak in kind ways Be safe Acknowledge diversity	Follow instructions Right place right time Be prepared Listening attentively If you're concerned, tell a teacher	Commit to personal best Manage emotions Ignore distractions Be a problem solver Build positive relationships
Teacher Managed	**Minor Behaviour in the Classroom**	**Minor Behaviour in the Playground**	**Possible Strategies for Minor Behaviour**
	Including but not limited to: ➢ Disruptive (talking not playing attention) ➢ Off Task – not working ➢ Interruptions ➢ Moving around room without permission ➢ Unsettled transitioning between activities ➢ Teasing or mocking peers ➢ Misuse of school property, computers and/or internet	*Including but not limited to:* ➢ Out of bounds ➢ No hats ➢ Littering ➢ Running repeatedly on concrete ➢ Playing in the toilets or at bubblers ➢ Deliberate disobedience ➢ Name calling ➢ Playing with sticks or climbing trees ➢ Unsafe play ➢ Bossy / controlling behaviour ➢ No hat, no play (Terms 1 & 4) ➢ Inappropriate behaviour in or around the school	*Including but not limited to:* ➢ Ignore and provide wait time ➢ Attend to and praise ➢ Refer behaviour to Positive Behaviour Matrix ➢ Provide choice and consequence of behaviour ➢ Verbal and/or Nonverbal signal ➢ Modification of environment (i.e. time out, quiet area or change seating positions, etc.) ➢ Modification of learning activities (at the time of minor behaviour) ➢ Send to buddy teacher ➢ Record/ communicate incidences and contact parents/ carers ➢ Contact or meet with parent/ carer
Principal Managed	**Major Behaviour in the Classroom**	**Major Behaviour in the Playground**	**Possible Strategies for Major Behaviour**
	Including but not limited to: ➢ Repeatedly defiant or excessive non-compliance ➢ Leaving class without permission ➢ Defacing school property ➢ Rudeness and profanity towards staff or students (i.e. swearing) ➢ Verbal and physical confrontation ➢ Truancy ➢ Dangerous behaviour (i.e. fighting, climbing, spitting, biting) ➢ Cyber-bullying via phone, computer, internet, social networks e.g. Facebook ➢ Bullying, harassment or racism	*Including but not limited to:* ➢ Deliberate damage of school or another students property ➢ Stealing ➢ Insolence to staff member ➢ Dangerous play ➢ Physical aggression ➢ Bullying, harassment or racism ➢ Rudeness and profanity towards staff or students (i.e. swearing) ➢ Dangerous behaviour (i.e. fighting, climbing, spitting, biting) ➢ Excluding others repeatedly ➢ Absconding	*Including but not limited to:* ➢ Contact or meet with parent/ carer ➢ Time with Principal ➢ Playground Separation Card ➢ Referral to Learning and Support Team ➢ Record incidents on EBS ➢ **Yellow Card:** If there is a situation not urgent but that requires assistance, please send a child with a yellow card to the office. An available teacher, SLSO or Principal will assist. ➢ **Red Card:** If there is a situation in any setting where a serious incident involving violence, extreme aggressive behaviour, weapons, drugs or absconding has occurred send a RED CARD straight to the office/principal.
Principal Managed	**Serious Behaviour in All Settings**		**Possible Strategies for Major Behaviour**
	➢ Absconding ➢ Assault/ Violence ➢ Criminal Behaviour ➢ Weapon at school	➢ Repeat defiance ➢ Repeat disruption ➢ Theft ➢ Ongoing bullying and harassment	➢ Principal to assess risk and take appropriate action (i.e. suspension or risk assessment required)

Classroom Behaviour Program

The Classroom Behaviour Program is based on a whole school approach. It includes a behaviour management flowchart and classroom procedures that align with the Behaviour Code for Students, the school and department core values.

Classroom Readiness Chart

All classrooms across the school will display and use the Classroom Behaviour Chart. This chart reflects the Behaviour Code for Students and the school values. Students are able to move their names up or down on the chart depending on their behaviour in class. Teachers are to follow the instructions and questions on the chart when speaking to students.

Classroom Behaviour Management Flowchart

The Classroom Behaviour Management Flowchart is to be used by teachers to make a decision based student behaviours in their classroom. Teachers are to follow the steps on the chart to ensure consistent practice across the school. All students start on the Ready to Learn portion of the chart. The teacher will indicate whether a student's behaviour has moved up or down throughout the day. The use of the chart is to ensure the student is able to see how their day is tracking and correct their behaviour where applicable.

Positive Reinforcement

The teacher will ensure that a high level of specific praise will be given for all on task, positive behaviour. (See the Llama Ticket and Merit Token incentive programs for further detail).

Minor/ Major Behaviours and Management Strategies

The teacher will ensure high expectations are maintained in the classroom setting, through adhering to the behaviours and strategies found in the Positive Behaviour Matrix and Behaviour Response Matrix. (See the Positive Behaviour Matrix and Behaviour Response Matrix for further detail).

Yellow and Red Management Cards

Yellow Card: If there is a situation not urgent, but that requires assistance please send a child with a yellow card to the office. An available teacher, SLSO or Principal will assist.

Red Card: If there is a situation in the classroom where a serious incident involving violence, extreme aggressive behaviour, weapons, drugs or absconding has occurred send a RED CARD straight to the office/principal.

Please note: If the Principal is not on site, the issue must be managed by the teacher on duty, with the second teacher to supervise all students.

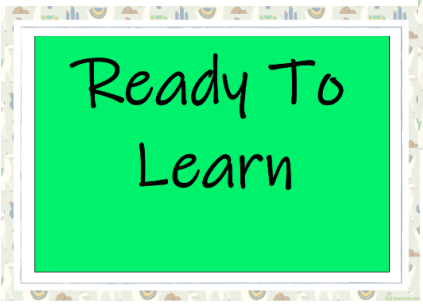
Recording Behaviour

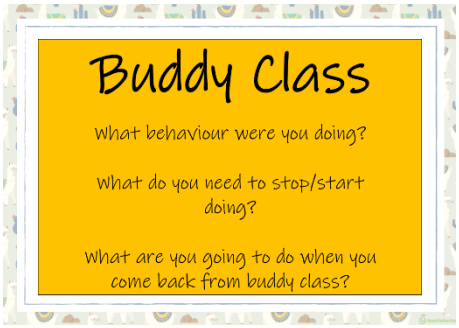
Teachers are encouraged to record positive and negative behaviours in their day books and on EBS as required. Please record the date, time, student action and outcome that occurred.

If a student is sent to a buddy class they are to complete a reflection form and the teacher is to document the incident as soon as possible.

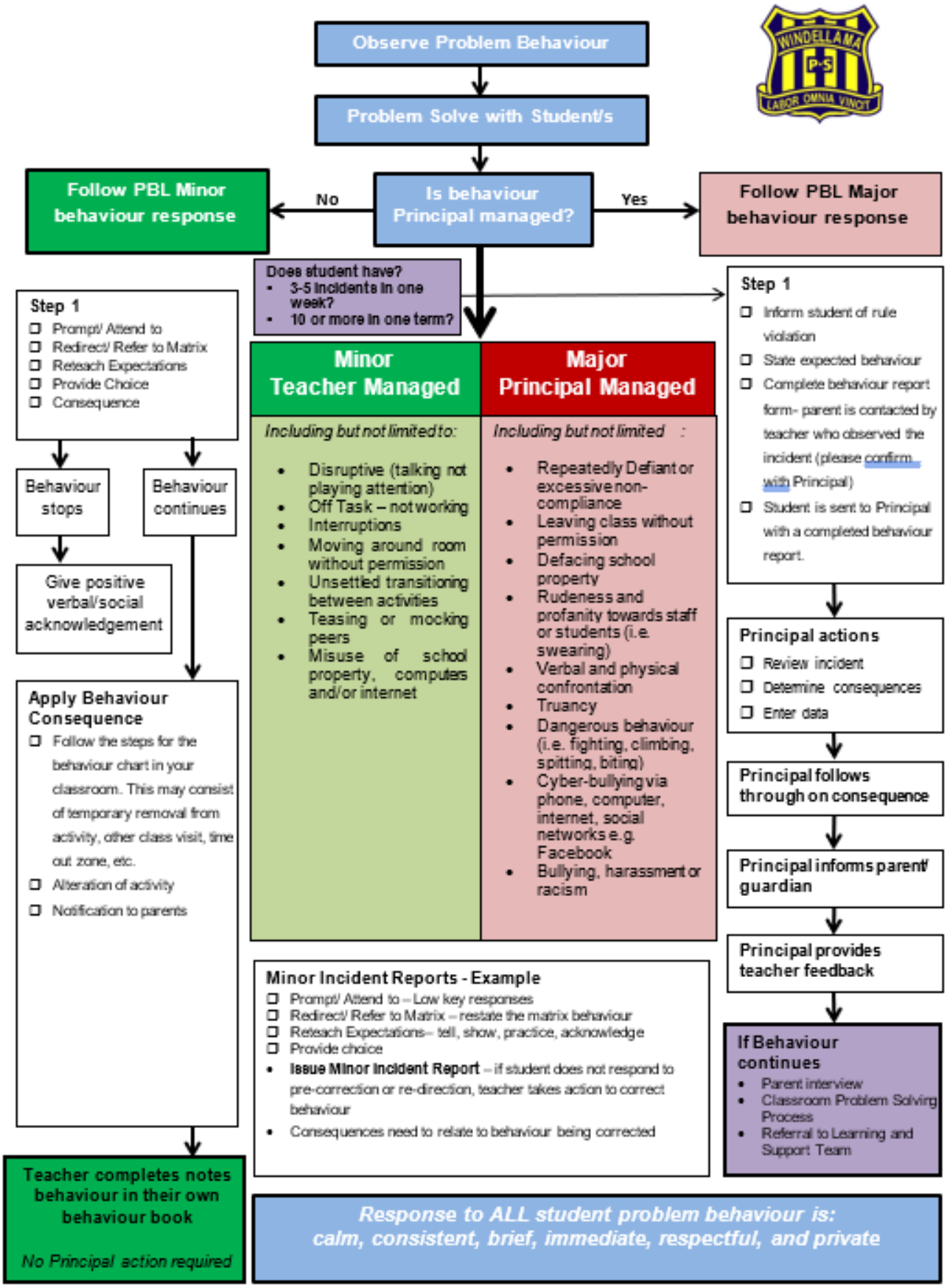
Reflection Worksheet

These worksheets are to allow the student to reflect on the incident that occurred and work on creating a plan to prevent it from happening again. This worksheet is to be discussed with the student who was sent to a Buddy Class upon their return. This allows the teacher to speak with the student about the inappropriate behaviour, determine a further course of action and identify any concerns or problems the student may be facing. These reflection forms are to be kept with the class teacher.





Classroom Behaviour Management Flowchart



Behaviour Report

Name of student/s involved in incident:

Name:_____ Class:_____

Name:_____ Class:_____

Name of witnesses:

Name:_____ Class:_____

Name:_____ Class:_____

Date the incident took place:_____

Location of incident:_____

Details of incident:_____

_____

_____

_____

_____

_____

Action taken by teacher:_____

_____

_____

☐ **Parent Contacted**

☐ **Referred to Principal**

Signed:_____ **Date:**_____

Behaviour Report

Principal to complete:

Action taken:_____

_____

_____

_____

_____

_____

☐ **Parent Contacted**

Parent Contact Notes:

_____

_____

_____

_____

_____

_____

Signed:_____ **Date:**_____

☐ **Behaviour Recorded in EBS Central**

Junior Class	Junior Class

Senior Class	Senior Class

Amended February 2021

Reflection Sheet

Draw what happened.

Circle how that made you feel.

Circle the school value/s you broke.

Respect	Responsibility	Excellence

What was the consequence?

What could you do next time?

Reflection Sheet

What happened?

How did that make you feel?

What values did you break and how?

Respect	Responsibility	Excellence

What was the consequence?

What you could do next time?

Playground Behaviour Program

The Playground Behaviour Program is based on a whole school approach. It includes a behaviour management flowchart that aligns with the Behaviour Code for Students, as well as the school and department core values.

Management Strategies

Playground Teacher Clip Boards

- To be carried by teacher on duty at all times.
- Teachers are to manage all minor incidents on the playground using the Playground Behaviour Management Flowchart's strategies. These incidents must be managed in a timely manner.
- If a major incident occurs on the playground, teachers must fill out a Behaviour Report and pass on to the Principal as soon as possible so that they incident can be resolved.
- Teachers on duty are responsible for taking their clipboards out on duty with medical slips, a pen, behaviour monitoring sheet/reports and Llama tickets in them.
- Clipboards will contain red and yellow playground cards to signal for assistance needed from the office. **Yellow Card:** If there is a situation not urgent, but that requires assistance please send a child with a yellow card to the office. An available teacher, SLSO or Principal will assist. **Red Card:** If there is a situation on the playground where a serious incident involving violence, extreme aggressive behaviour, weapons, drugs or absconding has occurred send a RED CARD straight to the office/principal.
- NO STUDENT IS TO BE SENT TO THE FRONT OFFICE WITHOUT A MEDICAL SLIP FILLED OUT.

Playground Behaviour Management Flowchart

The Playground Behaviour Management Flowchart is to be used by teachers to make a decision, based student behaviours in the playground. Teachers are to follow the steps on the chart to ensure consistent practice across the school.

Positive Reinforcement

The teacher will ensure that a high level of specific praise will be given for positive behaviour in the playground with a Llama Ticket. (See the Llama Ticket incentive program for further detail).

Minor/ Major Behaviours and Management Strategies

The teacher will ensure high expectations are maintained on the playground, through adhering to the behaviours and strategies found in the Positive Behaviour Matrix and Behaviour Response Matrix. (See the Positive Behaviour Matrix and Behaviour Response Matrix for further detail).

Recording Behaviour

Minor incidents are to be recorded on the playground monitoring sheet. If incidents are ongoing, an Individual Behaviour Record may be required.

If a student has been involved in a major incident (as identified on Behaviour Response Matrix/ Playground Behviour Management Flowchart) on the playground, the teacher is to fill out a Behviour Report immediately and send the students involved and the report to the Principal.

Please note: If the Principal is not on site, the issue must be managed by the teacher on duty, with the second teacher to supervise all students.

Behaviour Report

Name of student/s involved in incident:

Name:_____ Class:_____

Name:_____ Class:_____

Name of witnesses:

Name:_____ Class:_____

Name:_____ Class:_____

Date the incident took place:_____

Location of incident:_____

Details of incident:_____

Action taken by teacher:_____

☐ **Parent Contacted**

☐ **Referred to Principal**

Signed:_____ **Date:**_____

Behaviour Report

Principal to complete:

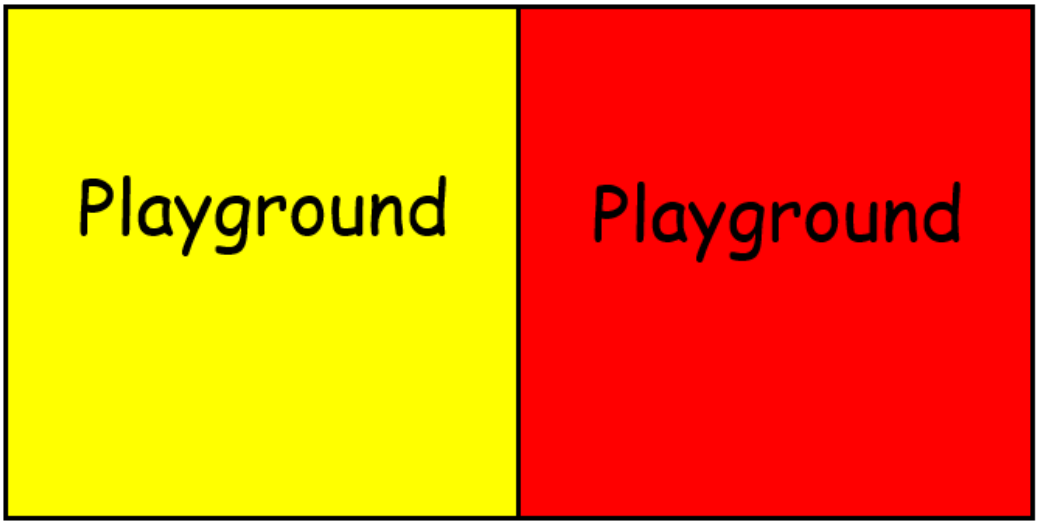
Action taken:_____

☐ **Parent Contacted**

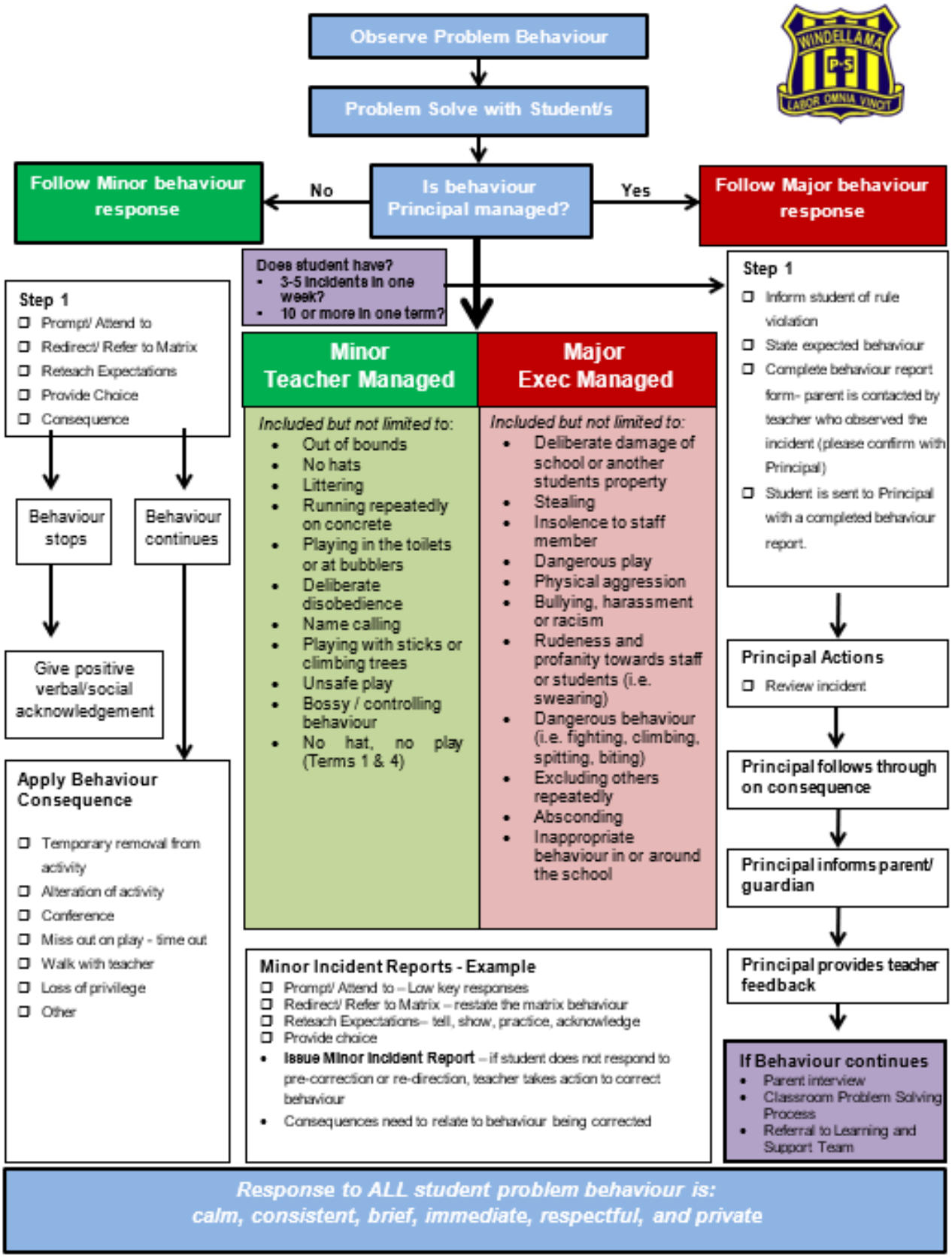
Parent Contact Notes:

Signed:_____ **Date:**_____

☐ **Behaviour Recorded in EBS Central**



Playground Behaviour Management Flowchart



Minor Playground Incidents

Date	Time	Location	Student/s Involved	Witness/es	Incident	Action Taken	Staff Initial

WINDELLAMA PUBLIC SCHOOL INDIVIDUAL BEHAVIOUR RECORD

CODES – LOCATION

P – Playground
CL – Classroom **A** – Assembly
E – Excursion **L** – Lines

CODES - BEHAVIOUR

1 – Physical Assault
2 – Verbal Abuse
3 – Wilful offence against property
4 – Continued play after time
5 – Negative Behaviour other (note)
6 – Continued Disobedience
7 - Incomplete work/task avoidance
8 - Disruptive Behaviour in class/activity
9 – **POSITIVE** (provide detail in comment and action taken)

NAME: _____ **DOB:** _____

WK/ term	DATE	YEAR	LOCATION	CODE/S	COMMENT/CONSEQUENCE	STAFF MEMBER (initials)
W T						
W T						
W T						
W T						
W T						
W T						
W T						
W T						
W T						
W T						

Windellama PS Anti-Bullying Policy

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. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Conflict or fights between equals or single incidents are not defined as bullying.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

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

Statement of Purpose:

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that interferes with teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, staff, parents and members of the wider community have a shared responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community
- Actively work together to resolve incidents of bullying behaviours when they occur.

Responsibilities and Delegations

Principals must ensure that the school implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, parents, caregivers, and the community
- includes strategies for:
  - ☑ developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying
  - ☑ developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour
  - ☑ maintaining a positive climate of respectful relationships where bullying is less likely to occur
  - ☑ developing and implementing programs for bullying prevention
  - ☑ embedding anti-bullying messages into each curriculum area and in every year
  - ☑ developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
  - ☑ developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
  - ☑ empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
  - ☑ developing and publicising clear procedures for reporting incidents of bullying to the school
  - ☑ responding to incidents of bullying that have been reported to the school quickly and effectively
  - ☑ matching a planned combination of interventions to the particular incident of bullying
  - ☑ providing support to any student who has been affected by, engaged in or witnessed bullying behaviour
  - ☑ providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
  - ☑ identifying patterns of bullying behaviour and responding to such patterns
  - ☑ monitoring and evaluating the effectiveness of the Plan
  - ☑ reporting annually to the school community on the effectiveness of the Plan
- includes procedures consistent with *DN10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the Incident Reporting Policy* (Intranet only)
- includes procedures for contacting the child wellbeing unit or Community Services where appropriate
- includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate
- includes contact information for appropriate support services such as Kids Helpline
- includes information on departmental appeal procedures and the Complaints Handling Policy
- is promoted and widely available within the school community and published on any school website
- is reviewed with the school community at least every three years.

School staff

School staff have a responsibility to:

- 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 according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and Caregivers

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens, develop and monitor responsible on-line behaviour.
- 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 of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

The School Community

All members of the 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 Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

Implementation

Overview

Bullying behaviours are recorded and this enables the executive to identify repeated and recurring bullying. Individualised ant bullying programs will be implemented as deemed appropriate.

Strategies to Prevent Bullying

At Windellama Public School we have strategies in place to effectively teach the skills and understandings that will lead to eliminating bullying behaviours. Strategies are taught across key learning areas and are consistently reinforced through school practices that promote respectful relationships.

1. Teaching our school rules of Respect, Responsibility, and Excellence

2. Teaching classroom rules and practices.

3. Running programs to teach socially appropriate behaviour and strategies to cope with conflict:
   - ☑ Values Education including the DoE Core Values
   - ☑ You Can Do It
   - ☑ Conducting morning meetings to discuss any difficulties students may be having as well as to implement social skills programs
   - ☑ Cooling Conflicts
   - ☑ Mentoring Program
   - ☑ Anti-bullying Program
   - ☑ Peer support programs- including Vertical Groups
   - ☑ Structured Active Play Program
   - ☑ **NSW Department of Education resources**
     - ☑ Peer mediation support materials (intranet only)
     - ☑ Racism. No way!
     - ☑ Anti-racism education (intranet only)
     - ☑ Legal Issues Bulletins (LIB)
       - *LIB 35: The use of mobile phones, portable computer games, recording devices and cameras in schools and TAFE NSW Institutes*
       - *LIB 42: Legal issues arising for staff subject to cyber bullying and related behaviour*
       - *LIB 55: Transgender students in schools legal rights and responsibilities*
     - ☑ Anti-bullying (intranet only)
     - ☑ Digital Citizenship
     - ☑ School A-Z: Practical help for parents – bullying advice for parents
   - ☑ **Some websites to use as teaching tools include:**
     - ☑ www.bullyingnoway.com.au
     - ☑ www.cybersmart.gov.au
     - ☑ www.det.wa.edu.au/education/cmis/eval/curriculum/ict/cyberbullying/

4. Identification of bullying practices which are most prevalent in the school through -
   a. Learning Support Team discussion
   b. surveying the students and parents of the school
   c. accessing behaviour data
   d. accessing information collated on playground sheets
   e. communication meetings with staff.

5. Communication to parents, caregivers and the community. Programs occurring in our school are regularly reported to the wider community through the newsletter (fortnightly with the behaviour focus), the school website and specific notes.

6. An Anti-bullying Program is implemented throughout the year. The program aims to develop skills which enable victims to attempt to solve the problems themselves. Posters are used to reinforce the strategies and to outline the steps that can be taken eg.
    - ☑ tell someone
    - ☑ ignore isolated teasing
    - ☑ be confident and assertive
    - ☑ say “No” or “Stop it Now”.
    - ☑ avoid troublemaking behaviour
    - ☑ respond in an unexpected way
    - ☑ network
    - ☑ change routines
    - ☑ Professional Learning for teachers and other school staff at Staff Development Days, after school workshops, etc.

7. Sanctions for bullying and harassment are clearly outlined to students.

8. The Policy and Program are available to parents of the school.

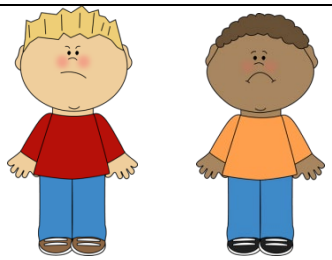
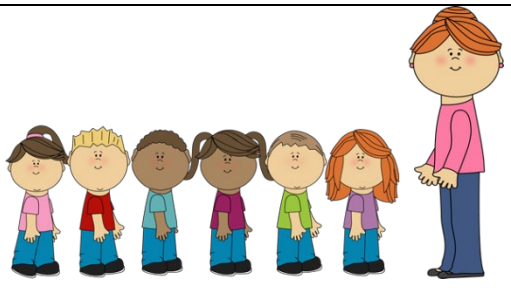
9. Teachers maintain the focus by revisiting the program during the year through Art, Literature, Music, Debating, etc.

10. The effectiveness of the strategies is monitored through observation, surveys, playground sheets & records of bullying incidents.

11. Staff actively supervise students in classrooms and the playground. This means being mobile on the playground and listening to all student concerns.

12. Staffs are trained in the NSW Department of Education Anti-Bullying Policy and the school’s Anti-Bullying Policy.

At Windellama Public School we make a S.T.A.N.D.

Stay Calm	
Try to Ignore	
Ask Them to Stop	
Never Fight	
Duty Teacher	

Procedures for students/ parents to report bullying:

- Students are to report bullying to their classroom teacher or the playground duty teacher.
- Teachers ask for a recount of events from both students.

- Use logical reasoning to determine whether the report is of bullying, poor social skills or rule-breaking, bearing in mind that bullying is when there are repeated incidents.
- Every teacher will develop their own classroom strategies for reporting bullying
- If a parent feels that their child is getting bullied a t school, they are encouraged to contact the school and speak to the child's teacher and/or the Principal.

Procedures for teachers following bullying report/ intervention plan for students:

- The teacher dealing with the incident is to follow up the case.
- Teachers are to address incidents of bullying quickly and efficiently, on notification, using the school's discipline policy.
- Playground duty teachers are to report incidents to classroom teachers after dealing with the incident.
- At staff meetings, specific cases of potential bullying behaviour can be raised. If it is determined that it is an ongoing issue between students resulting in bullying, the classroom teacher and/or the principal will discuss an appropriate plan to deal with the problem.
- Interventions for students may include: meetings with both students, parent phone calls, students being excluded from a specific area of the playground for a period of time or suspension.
- The teacher dealing with the issue will follow up the case to ensure that the bullying has stopped and both students are following school rules.

Monitoring and evaluating anti-bullying policy:

- Windellama Public School will conduct an annual survey of the school community to collect information about bullying at the school. The effectiveness of this anti-bullying plan will be evaluated at staff meetings at different intervals throughout the year.

- This anti-bullying plan can be amended, where appropriate, to reflect changes in the school and current teaching and learning practices.