



# Nowra Public School Student Welfare Policy

Revised December 2014

## Context

Good discipline is fundamental to the achievement of Government priorities for the public school system. Schools and their communities work together to provide quality learning environments which are:

- Inclusive
- Safe and secure
- Free from bullying, harassment and intimidation

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour in all NSW government schools have been developed to establish consistent expectations across the system in support of these aims.

These rules are based on a set of core values:

Integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy

## The Core Rules

All students in NSW government schools are expected to:

- Attend school every day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly, including when traveling to and from school
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti social behaviour of any kind, will not be tolerated.

## Statement of Purpose

Nowra PS is committed to a positive approach to student discipline. We promote practices that foster engagement in learning, set clear limits to recognize appropriate behaviour and apply consequences for inappropriate behaviour.

The school's discipline code revolves around students making choices and having a greater say in the nature and content of their learning. It centres on a shared commitment by teachers and parent(s) or carer(s) to help students to choose effective, responsible behaviours that will lead to happy, healthy and lawful students. Our goal is to strengthen students to accept the

responsibility for their choices and not to be afraid to face their mistakes; leading to socially responsible young people who are capable of making informed decisions.

## Whole School Values

Our whole school values are consistent with the core values established for Government schools and set as priorities for the public school system. The values address four areas:

**S**afely Behave

**T**ake Responsibility

**A**ctively Learn

**R**espect Everyone

## Rights and Responsibilities

Two key principles of equal importance underpin our discipline policy.

- **All students are entitled to learn. All staff are entitled to teach**
- **All students have basic rights. Everyone has the responsibility to respect the rights of others**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools are expected to maintain high standards of discipline. Collaboration between school staff, students and parent(s) or carer(s) is vital in achieving this aim. In accordance with this, children at Nowra PS have the following rights and responsibilities that relate to all activities.

| <b>Rights</b>   | <b>Responsibilities</b>  |
|---|--|
| Each child has the right to be safe.  | Each child has the responsibility to behave safely   |
| Each child has the right to be respected and to have their property treated with respect. | Each child has the responsibility to respect others and their property.  |
| Each child has the right to learn without interference.                                   | Each child has the responsibility to allow others to learn without interference.                                   |
| Each child has the right to participate in school activities.                             | Each child has the responsibility to allow others to participate in school activities.                             |
| Each child has the right to be treated fairly.  | Each child has the responsibility to treat others fairly.  |
| Each child has the right to accept responsibility for their behaviour and learning.       | Each child has the responsibility to follow all reasonable requests relating to learning and behaviour from staff. |

## **Initiatives to Encourage Positive Student Welfare**

Many school activities enhance personal and school pride. Teachers and community members help to develop prowess in many areas and the children are encouraged to perform, compete and/or excel in many different activities.

Students have the opportunity to represent the school in a variety of academic, cultural and sporting activities. As part of the Discipline Code this privilege may be withdrawn if the student's behaviour is deemed unacceptable, in particular if the behavior is unsafe to either the student him/herself, other students or staff.

### **Student Leadership**

Our school offers a broad range of leadership opportunities that provide for and encourage equal participation by boys and girls. Peer Support Programs such as Buddies, Doing Things Together Days, SRC and PeaceKeepers maximise the number and range of students undertaking leadership roles.

School Captains and Prefects are elected by teachers and students. The objectives for these leaders are to provide genuine leadership opportunities in areas including:

- Maximising student participation in decision making
- Ensuring equity and fairness while providing opportunities for students to demonstrate success e.g. organising school assemblies
- Developing skills in positive relationships, social responsibility, problem solving and dispute resolution

### **House Captains**

Election of House Captains is a formal process. All Year 5 students are eligible except those who have been elected as Prefects. Students are required to collect signatures from staff supporting their application. Successful students must participate in all sporting carnivals, PSSA Gala Days and assist with sports storeroom.

### **Buddies**

The basic aims for this program are:

- To provide a comfortable and smooth transition into the Primary Department from the Infants Department by enhancing feelings of familiarity and security, through the fostering and development of a special relationship with primary students
- To provide opportunities for primary children to foster leadership skills and empathy towards their younger peers

### **Cultural Activities**

All students are encouraged to join in activities that extend the individual and enhance the school's reputation and tone.

The school encourages participation in a number of local, district and regional cultural activities such as debating, public speaking, local eisteddfods, Choral Festival, Southern Stars and Performing Ensemble.

### **Doing Things Together Day**

The whole school is divided into small groups, comprised of students from every year from Kindergarten to Year 6. Staff plan and prepare activities that are generally themes based e.g. NAIDOC, Mathematic and Science activities. The emphasis on all activities is team building.

Each group is scored on their ability to cooperate and work together. The day provides leadership opportunities for Stage 3 students as they are responsible for the group throughout the day.

### **Sport and Recreation Camps**

This Stage 3 excursion promotes:

- social / living skills
- co-operative learning skills
- developing leadership qualities

### **PeaceKeepers**

PeaceKeepers is a program intended to teach children peer mediation skills. The program is run on the K-2 site during lunchtimes. Students from Stage 3 are trained to participate in the program.

The primary focus of the program is for PeaceKeepers to help with problems that Infants students may be experiencing between themselves and/or peers on the playground. Skills developed through participation in the program include:

- Conflict resolution
- Social skills training
- Peer Mediation
- Organising and managing fun activities

### **School Assemblies**

Assemblies are held on a three week rotational basis – Whole School Assembly, Primary Assembly and Infants Assembly. Details assemblies are advertised in the Plunkett Post and on the school's website.

The Whole School Assembly promotes student leadership as the captains and prefects are responsible for planning, organising and hosting the assembly.

A class is rostered, on a rotational basis, to coordinate and host site assemblies.

# Strategies for Promoting Acceptable Behaviour

Nowra PS is a PBS school and this systems approach underpins all student welfare programs in the school.

The four components to promote acceptable behaviour are:

- School rules
- Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- Strategies and practices to recognise and reinforce student achievement
- Strategies and practices to manage inappropriate student behaviour

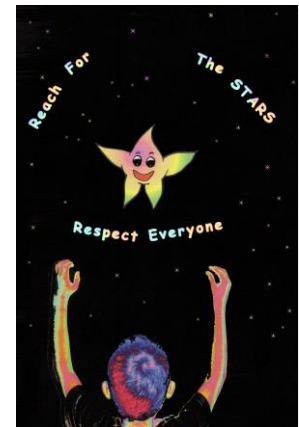
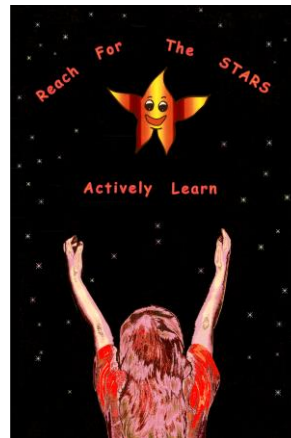
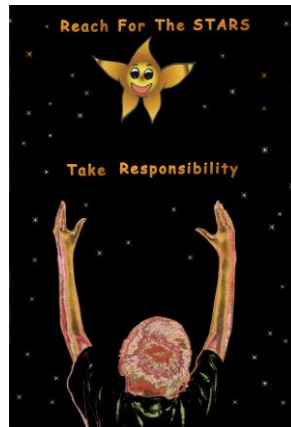
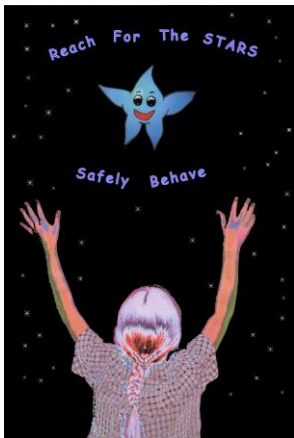
The school wide STAR Values underpin these components

**S**afely Behave

**T**ake Responsibility

**A**ctively Learn

**R**espect Everyone



School values are reinforced in the following ways:




- explicit and systematic teaching – see matrix on following page
- posters
- discussion in classrooms
- assembly
- leadership initiatives
- in the school newsletter The Plunkett Post



# NOWRA PUBLIC SCHOOL BEHAVIOUR EXPECTATION MATRIX

## S.T.A.R.

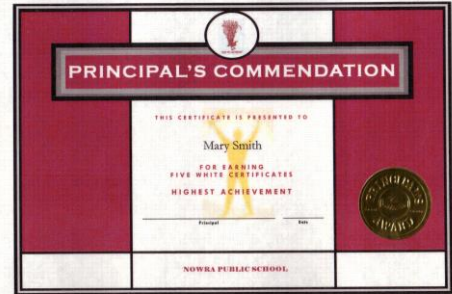
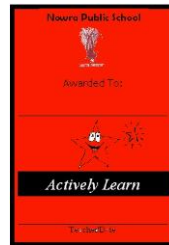


|                     | Whole School  | Playground   | Canteen   | Toilets  | Assembly  | Travel to, between and from School  | Excursions and Out of School Activities  |
|---------------------|---|--|---|--|---|---|--|
| Safely Behave       | <ul style="list-style-type: none"> <li>Follow directions</li> <li>Ask permission before entering or leaving rooms or buildings</li> <li>Return equipment</li> <li>Walk</li> </ul>   | <ul style="list-style-type: none"> <li>Walk in designated areas</li> <li>Play in designated areas</li> <li>Think before you act</li> <li>Wear a school hat</li> <li>Stay in bounds</li> <li>Use equipment correctly</li> </ul>       | <ul style="list-style-type: none"> <li>Walk</li> <li>Leave promptly after being served</li> </ul>  | <ul style="list-style-type: none"> <li>Flush and wash</li> <li>Leave food and drink outside</li> <li>Walk</li> </ul>   | <ul style="list-style-type: none"> <li>Be on time</li> <li>Stay in your class</li> </ul>  | <ul style="list-style-type: none"> <li>Wait for directions from a teacher before moving to the bus</li> <li>Walk on footpaths and crossings</li> <li>Follow directions</li> <li>Stay calm and seated in lines and while in transit</li> </ul> | <ul style="list-style-type: none"> <li>Stay within designated areas</li> <li>Be aware</li> </ul>   |
| Take Responsibility | <ul style="list-style-type: none"> <li>Follow school rules</li> <li>Get involved in all activities</li> <li>Follow classroom rules</li> <li>Clean up after yourself</li> <li>Be a good school ambassador</li> <li>Support others</li> </ul>   | <ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Return borrowed equipment</li> <li>Move to lines quickly and sensibly</li> </ul>   | <ul style="list-style-type: none"> <li>Wait patiently</li> <li>Order lunch before 9:00am</li> <li>Make healthy choices</li> </ul>   | <ul style="list-style-type: none"> <li>Use facilities as intended</li> <li>Use toilets during break times</li> <li>Report damage or problems to staff</li> </ul> | <ul style="list-style-type: none"> <li>Be prepared</li> <li>Use audience behaviour</li> <li>Enter and exit in an orderly manner</li> <li>Wait quietly</li> </ul>  | <ul style="list-style-type: none"> <li>Follow road/bus safety rules</li> <li>Wait for a teacher to escort/dismiss you</li> <li>Get on and off at your bus stop</li> </ul>   | <ul style="list-style-type: none"> <li>Maintain a tidy appearance</li> </ul>   |
| Actively Learn      | <ul style="list-style-type: none"> <li>Do your best</li> <li>Use the 6 L's</li> <li>Have a Go!</li> <li>Be on time</li> <li>Be prepared to learn</li> <li>Get involved in all activities</li> <li>Complete all set tasks</li> <li>Enter and exit the classroom quietly</li> <li>Allow others to work uninterrupted</li> </ul> | <ul style="list-style-type: none"> <li>Learn and agree on game rules before starting to play</li> <li>Learn new games or skills</li> </ul>   | <ul style="list-style-type: none"> <li>Order your lunch</li> <li>Buy only for yourself</li> <li>Leave the area after your purchase</li> </ul>                                       |  | <ul style="list-style-type: none"> <li>Participate in all activities</li> <li>Use the 6L's</li> </ul>   |    | <ul style="list-style-type: none"> <li>Participate</li> </ul>  |
| Respect Everyone    | <ul style="list-style-type: none"> <li>Use and expect manners</li> <li>Wear school uniform</li> <li>Be friendly and helpful to others</li> <li>Look after your own, others and the school's property</li> <li>Keep work areas clean and tidy</li> <li>Conserve resources</li> </ul>   | <ul style="list-style-type: none"> <li>Include others in games</li> <li>Keep the playground clean</li> <li>Be understanding of others</li> </ul>  | <ul style="list-style-type: none"> <li>Use manners</li> <li>Wait your turn</li> </ul>   | <ul style="list-style-type: none"> <li>Give others' privacy</li> <li>Use quiet voices</li> </ul>   | <ul style="list-style-type: none"> <li>Listen politely to speakers and performers</li> <li>Acknowledge the traditional owners of the land</li> <li>Face the flag</li> <li>Stand tall to sing the National Anthem</li> </ul> | <ul style="list-style-type: none"> <li>Follow the directions of teachers, adults and drivers</li> </ul>   | <ul style="list-style-type: none"> <li>Follow instructions of staff, helpers and umpires.</li> <li>Play by the rules</li> <li>Be a good sport</li> </ul> |

## Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect

Linking merit cards to focus areas of behaviour promotes an emphasis on positive behaviours.

Students are encouraged to become valued members of our school and community by a system of merits. Students can earn merit cards in five areas of behaviour focus and one general area.



A student who earns five merits in any of the behaviour focus areas is awarded with a "Special". However, merits submitted for Specials can only be accepted if dated no later than the previous 12 months. Students who earn 5 Specials then achieve an excellence award.

For those exceptional students who earn five White Certificates they will be awarded the Principal's Commendation Award.

Recipients of a White Certificate will be invited to attend a celebration of their achievement. This usually involves a morning tea or barbeque hosted by the Principal.

Further strategies used to promote positive student behaviour include:

- posters in the classrooms promoting positive behaviour and anti-bullying
- Six Ls
- hat lotto
- assemblies
- PeaceKeepers
- SRC
- Buddies
- Doing Things Together day
- Mufti Days
- Shine Awards

## Strategies and practices to recognise and reinforce student achievement

Student achievement is recognised by:

| Classroom  | Playground  | Whole School   |
|--|---|--|
| Merit System<br>Class Awards<br>Comprehensive reporting<br>UNSW competitions | Celebration Activities<br>Hat Lotto<br>PeaceKeepers | Assembly<br>Class Awards<br>Merit System<br>Newsletter<br>Foyer Display<br>Honour Boards<br>Web page<br>White Certificate Celebration<br>Presentation Day<br>Leadership Programs |

Positive student achievements including Class Awards and Excellence Awards are recorded on RISC.





# Nowra Public School

## Student Discipline Policy

### Strategies and practices to manage inappropriate student behaviour

A high standard of behaviour is expected of all students in the classroom, playground or when traveling to and from school. The school aims to provide consistency in ensuring all students meet expectations and parental support is sought in maintaining the standards. Following school rules and developing skills to promote self-discipline and respect is a high priority at our school.

There is an emphasis on promoting appropriate behaviours through praise, rewards, encouragement and reinforcement of desired behaviours.

While the emphasis is on positive reinforcement to promote acceptable behaviours, strategies are in place to deal with unacceptable behaviours.

The consequence for breaches of the Discipline Code may include:

- discussion with student regarding their behaviour
- notation in the Red Book for playground incidents
- lunchtime detention
- White Note (Classroom Incident Referral Form) – see Classroom Discipline Procedures
- parental contact and involvement
- counseling
- mediation
- teacher mentor assigned to student
- restitution
- requiring students to carry out repairs or compensate for damage they have caused
- Individual Behaviour Plans or case management involving the Learning Support Team
- Suspension or exclusion from school

**Note 1: Parent(s) or carer(s) will be formally notified, in writing (White Note) or by phone call of serious breaches of the School Rules and Discipline Code and of the penalty that is being imposed. No more than one white note for the same behaviour is to be given in one day.**

**Note 2: A student may be excluded from an excursion should his/her behavior leading up to that excursion be of such a nature that it imposes a possible risk to the safety of that student, other students or staff. This decision will be made in consultation with the teacher, the supervisor and the principal. The decision will be notified to the parent in a timely manner.**

## **Classroom discipline procedures:**

A whole school approach to discipline and behaviour management is important for providing consistency for students.

Positive reinforcement of acceptable behaviours is promoted in all classrooms. Should a student demonstrate inappropriate behaviours the following steps will apply:

- verbal reminder of appropriate behaviour
- name on board (warning)
- time out in class (first cross)
- sent to Buddy Class for time out (second cross)
- sent to Stage Supervisor (third cross)

Steps:

- If a 'Time Out' in class is imposed the student will be directed to the designated area within the classroom
- If the student returns from 'Time Out' and they continue to display inappropriate behaviours they will be sent to their Buddy Class for 'Time Out'. The Buddy Class is usually the class next door. The student will be sent to the Buddy Class Teacher for a maximum of ten minutes.
- If the student continues to demonstrate disruptive behaviours they will be sent to the Stage Supervisor. If the student continues to display inappropriate behaviours the Stage Supervisor may refer the matter to the Principal to resolve the issue. If a student is sent to the Stage Supervisor a White Note will be sent home.
- If a student refuses to leave a classroom to go to the Stage Supervisor the teacher may send for the on-site or non-teaching executive for assistance.

**An executive referral note may be issued at the discretion of the classroom teacher after consultation and approval from the Stage Supervisor. When an executive referral note is issued this must be recorded on RISC.**



**NO**

**IS THE INCIDENT MAJOR?**

**YES**

**NOWRA PUBLIC SCHOOL BEHAVIOUR REFERRAL FLOW CHART**

- Verbal Warning
- Restate Expectation

Behaviour ceases  
No further action

- Name on board
- Link to STAR Values

Behaviour ceases  
No further action

- Cross next to name
- Time Out in classroom

X

Behaviour ceases  
No further action

- Cross next to name
- Time out in Buddy Class - Ten minute maximum
- Teacher to record on RISC

XX

Behaviour ceases  
No further action

Phone appropriate staff when sending a student to Time Out or to the Stage Supervisor

- If behaviour continues after Time Out student sent to Stage Supervisor
- Follow Major Referral Incident

XXX

If a student refuses to go to Time Out class phone Stage Supervisor or off-class executive.

- Stage Supervisor determines course of action. Matter may be referred to the Deputy Principal / Principal
- Executive record additional information on RISC
- Notify parents of major incident by phone or by White Note – executive to discuss with teacher
- Teacher informed of the action to be taken
- Aboriginal Education Officer informed where appropriate

**Duty of Care – Students in Time Out must be supervised  
Do not send students to a casual teacher for Time Out – refer to stage supervisor**

## **Safety on Excursions**

Parent(s) or carer(s) will be notified of serious breaches in the Discipline Code or if their child demonstrates persistent inappropriate behaviours.

When organising an excursion it is expected that the teacher responsible for the organisation of that excursion places the safety of students and staff at the forefront. 'Each child has the right to be safe' and 'each child has the responsibility to behave safely' are fundamental to the school's Welfare Policy.

In determining the risks that are posed to the safety of students and staff the organising teacher will also consider the behaviour of students in consultation with the stage Assistant Principal who will also consult with the Principal. In particular students who have been showing inappropriate behaviours in the school environment which may pose a risk to safety while on excursion will have their attendance at the excursion considered very carefully. In particular if a student has been suspended, received 3 detentions or 3 executive referrals in any 10 week period leading up to the excursion, he/she may be excluded from the excursion depending on the nature of the referrals/detentions/suspension.

## **Detention**

Detention is only a consequence for playground incidents.

It is the responsibility of the teachers on playground duty to be proactive and support students to make appropriate choices and encourage sensible play.

Steps:

1. Inappropriate behaviour is discussed with the student and rules and expectations restated.
2. If the teacher deems it necessary the student may be given a short period of time out.
3. If after the time out the student demonstrates inappropriate behaviour again their name is recorded in the Red Book and in Sentral by the reporting duty teacher
4. An assistant principal or supervising teacher allocated to detention duties will review the Red Book and determine what follow up is required.
5. Should a student be placed on detention the assistant principal or supervising teacher will ensure the student is notified.
6. The assistant principal or supervising teacher will discuss the behaviours that led to the detention and the consequences of the detention.
7. On the Primary site the assistant principal or supervising teacher will support the student to complete a "Thinking Sheet". The purpose of this sheet is to encourage the student to reflect on their behaviours. The assistant principal or supervising teacher will provide the student with an opportunity to discuss strategies to resolve conflict and make more appropriate choices.
8. The student takes the sheet home and must return it once it has been signed by their parent/carer. If the student does not return the signed sheet, extra days of detention will be imposed.
9. If the signed sheet is not returned in five days the assistant principal or supervising teacher will contact the student's parent/carer.

## **Suspension Procedures**

In accordance with the NSW DET Policy Statement the Principal has the authority to suspend or expel a student. In doing so, the Principal will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

Suspension is most effective when it highlights the parents' or carers' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of the child (NSW DET Policy Statement).

Suspensions are classified under two categories:

- Short Suspension: 1 – 4 days
- Long Suspension: 5 – 20 days

If a student receives more than two short suspensions in one year the Director must be advised. If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension the Director will be notified. If not already involved the school counselor will be notified and become involved in the student's case management.

Principals will suspend any student who commits the following offences:

- Possession of a suspected illegal substance
- Violence resulting in injury
- Possession of a weapon
- Persistent disobedience
- Criminal behaviour

Parent(s) or Carer(s) will receive verbal notification of the suspension where possible. This will be followed up with written notification.

Expulsion from a school requires an agreement from another school to accept the student. Only the Minister can expel a student from the government system.

## **Right of Appeal**

Students and parent(s) or carer(s) may appeal if they consider that correct procedures have not been followed, or that an unfair decision has been reached. Appeals can be made to the Director. If the student, parent(s) or carer(s) require assistance to lodge an appeal they should be referred to the Warilla Office.



# NOWRA PUBLIC SCHOOL ANTI-BULLYING POLICY

## Policy statement against bullying:

Schools are responsible for providing a safe and supportive learning environment where all students can participate equally without discrimination or fear (4.0.1, 5.0.2). The school recognises that bullying occurs and that it needs to be dealt with swiftly and with due thoughtful procedural fairness (6.2.1). The school needs to build a strong supportive culture so that bullying and anti-social behaviour is not acceptable under any circumstances (5.0.1).

The school encourages effective communication strategies whilst working together to change inappropriate bullying behaviours (5.0.4).

## Affects of bullying:

Bullying:

- Devalues, isolates and frightens
- Affects an individuals ability to achieve
- Has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the on lookers or by standers (5.0.3)

## What is bullying?

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure (5.1.1).

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others (5.1.2).

Bullying behaviours can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones (5.1.3)

## 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 (5.2.1). Inappropriate behaviour that prevents teaching and learning at the school and interferes with the well being of students will not be accepted (5.2.2).

Nowra Public School aims to eliminate bullying of any person at the school by developing a school environment, which promotes tolerance and respect, and accepts differences in others. It is the

responsibility of students, staff, families and the community to contribute to the development of a happy, safe school based policy on the principle that **NOBODY WANTS BULLYING**.

It is important for staff, students, parents/caregivers and community to be aware that we have a shared responsibility in managing bullying at our school (5.2.3). Students, teachers, caregivers and members of the wider school community can expect:

- That students will be safe at school, free from fear of bullying, harassment and intimidation
- To be involved in the collaborative development of the school Anti-bullying Plan
- To know what is expected of them and others in relation to the Anti-bullying Plan
- All students will be provided with appropriate support when bullying occurs (5.2.4)

Students, teachers, caregivers and members of the wider school community have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community
- Contribute to the development of the Anti-bullying Plan and support it through words and actions
- Actively work together to resolve incidents of bullying behaviour when they occur (5.2.5)

Students can expect that:

- Their concerns will be responded to by school staff
- Be provided with appropriate support
- They will take part in learning experiences relating to issues relative to bullying and harassment as listed in the PDH/PE Syllabus and other KLAs (5.2.7)

Staff need to be treated with dignity and respect and in return staff treat parents/caregivers, colleagues and students in the same manner.

### **Responsibilities:**

#### ***Students have a responsibility to:***

- Behave appropriately, respecting individual differences and diversity
- Follow the school Anti-bullying Plan
- Respond to incidents of bullying according to their school Anti-bullying Plan (5.2.8)

#### ***Parents and caregivers have a responsibility to:***

- 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 to bullying consistent with the school Anti-bullying Plan
- Support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan (5.2.9, 6.2.5)

#### ***Nowra Public School has a responsibility to:***

- Develop an Anti-bullying Plan through consultation with stakeholders to identify unacceptable behaviours and strategies to deal with those behaviours at school
- Inform stakeholders of the School Discipline Code and the Anti-bullying Plan
- Provide students with strategies to respond positively to bullying behaviour including responsibilities of by-standers

- Provide stakeholders with information on appropriate behaviour strategies that promote appropriate behaviour and consequences for inappropriate behaviour
- Communicate to stakeholders that they have an important role in resolving incidents of bullying behaviour involving their children
- Follow up complaints of bullying, harassment and intimidation (5.2.10, 6.2.2)

***Nowra Public School Teachers have a responsibility to:***

- 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 Anti-bullying Plan (5.2.11)

**Whole School Strategies (6.1.1, 6.1.2, 6.1.3):**

Each group within the school community has a specific role in preventing and dealing with bullying (5.2.6). Focus on behaviour change through whole-school involvement by, reporting, education, intervention, community involvement and peer mediation. This partnership is central to success of the partnership (4.0.5). Strategies to support change include:

- Survey – staff, students and parents/caregivers
- Identifying issues from the survey, using a school map identify areas that students and staff consider areas where and when bullying may occur
- The well-being, safety and health of students inform school policies, programs and practices (4.0.4)
- Inform the school community of Anti-Bullying procedures via the school newsletter
- Information regarding Departmental appeal procedures will also be outlined (6.2.6)
- Regular reinforcement of school rules and policy regarding bullying at the school assembly
- Staff Training and Development (6.2.6)
- Teaching and learning will occur in context of Student Welfare (4.0.3)
- Developing by-stander skills – “Don’t be a bully bystander” (6.2.6)
- Peer mediation
- Whole school anti-bullying activities
- Strategies will be reinforced constantly through school practices that promote respectful relationships
- Encourage a climate of “It’s OK to tell” rather than “Don’t dob”
- All stakeholders will be provided with clear procedures to intervene, access support and report incidents of bullying (5.0.5, 6.2.6)
- Implementation of a Bully Register
- Classroom Bully Boxes
- Parent awareness workshop which could include strategies for assisting their child/children e.g. Burnside information sheets (5.0.6)

Strategies to empower the school community will be promoted through explicit teaching of strategies to students, support for parents/caregivers via the school newsletter, and information sessions. These strategies are designed to eliminate bullying behaviour through education.

Whole school anti-bullying activities have been developed to teach strategies to identify bullying behaviours, develop strategies to prevent bullying and understand how to access support. All lessons are stage appropriate and do cross curriculum areas.



For students who continue to display bullying behaviours, more intensive instruction will be offered – this may include individual or small group instruction with a specialist teacher.

## **Managing Bullying**

### **Procedure and Process:**

Continual review of the whole-school Anti-bullying Policy will include:

- Collating staff, student and parent/caregiver surveys
- Procedural documentations – Bully Register
- Parent feedback (complaints or phone calls) will be recorded in the Bully Register
- Students displaying bullying behaviours, victims of bullying or those identified as “at risk” of being bullied to be referred to the Student Welfare Team

### **Management of Bullying Incidents:**

*Strategies to prevent bullying are outlined in the following steps. The steps support the school's Disciplinary Policy (5.0.5, 6.2.3).*

#### **Step 1:**

Incident reported to teacher – this may be directly reported to the teacher, reported via the Bully Box or parents/caregivers raising concerns.

#### **Step 2:**

Interview the victim of the bullying/ students involved in the incident in a non-threatening manner.

Provide support for the victim. Offer strategies outlining the correct action to take if bullying reoccurs. Strategies include telling someone, walking away, standing tall etc.

#### **Step 3:**

If necessary, the name of the bully/bullies will be recorded in the Red Book. It is important to follow the guidelines of what constitutes bullying.

#### **Step 4:**

As a preventative measure when a student's name is placed in the Red Book the student will participate in a discussion group to identify that their behaviour is an act of bullying. Strategies are offered in an attempt to change the behaviour. Further, strategies that raise awareness about how their behaviours impact on others are identified, as it is important that everyone is safe in the school environment.

Teachers will model positive practices and activities that promote respect, empathy and develop confidence and assertiveness.

Students whose names appear in the Red Book will be advised that if they re-offend their parents/caregivers will be notified in writing of the incident.

## **Continual Bullying:**

A student whose name continually appears in the Red Book for bullying will be referred to the Student Welfare Committee to develop strategies to prevent further incidents of bullying. This may lead to contact with the parent/carer requesting an interview. During the interview parents/caregivers will be actively encouraged to work in collaboration with school staff to support

behavioural changes. The student and their parent/caregiver will be advised if repeated incidents of bullying occur this may lead to a suspension (this will be determined by the principal).

Should a suspension be imposed for playground bullying the student will be placed on a restricted playground program upon return to school (6.2.4).

**Evaluation:**

An evaluation cycle that includes interviews, surveys and monitoring of the detention records (5.0.5).