



Leonay Public School

Student Welfare and Discipline Policy



RATIONALE

The motto of Leonay Public School is “To do your best” and be a thriving, dynamic school, a centre of growth and learning. Student welfare is a high priority and we believe that students, teachers and parents need to recognise and respect the rights and responsibilities of all.

AIMS

Our school will:

- Provide a happy and safe environment in which students can learn effectively and strive towards their full potential
- Encourage students to respect themselves and property
- Promote and reinforce self-discipline and citizenship
- Implement appropriate and challenging experiences to meet student needs and experience success
- Strengthen the home-school partnership and keep parents well informed of practices

NSW DEPARTMENT OF EDUCATION AND COMMUNITIES

CORE EXPECTATIONS FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW Government schools are provided with 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 have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and caregivers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and successful education of their children.

The Department is committed to supporting Principals and school staff in the implementation of these expectations through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning our schools.



CONTENTS



Page 3

- NSW CORE EXPECTATIONS AS RELATED TO LEONAY PUBLIC SCHOOL EXPECTATIONS
- STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING
- STUDENT BEHAVIOUR

Page 4

- EXPECTED STANDARDS OF BEHAVIOUR AT LEONAY PUBLIC SCHOOL

Page 5

- EXAMPLES OF INAPPROPRIATE BEHAVIOUR
- PRACTICES TO RECOGNISE AND REINFORCE POSITIVE STUDENT BEHAVIOUR
- STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Page 6

- AWARDS / REWARD SYSTEM
- MERIT AWARDS

Page 7

- SUN PROTECTION

Pages 8 & 9

- ACTION ON INAPPROPRIATE BEHAVIOUR – CLASSROOM & PLAYGROUND

Pages 10 & 11

- LEONAY PUBLIC SCHOOL POSITIVE BEHAVIOUR FOR LEARNING LEVEL SYSTEM

Pages 12 & 13

- SUSPENSION and EXPULSION
- SOCIAL MEDIA

Page 14

- STUDENT MOBILE PHONE POLICY & PROCEDURES

Pages 15 to 18

- ANTI – BULLYING POLICY & PLAN

NSW CORE EXPECTATIONS AS RELATED TO LEONAY PUBLIC SCHOOL EXPECTATIONS

Be Safe
<ul style="list-style-type: none"> • Attend every school day, unless you are legally excused • Behave safely, considerately and responsibly, including when travelling to and from school
Be Respectful
<ul style="list-style-type: none"> • Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy • 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 <ul style="list-style-type: none"> • Treat one another with dignity and respect
Be a Learner
<ul style="list-style-type: none"> • Be in class on time and prepared to learn

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

At Leonay Public School, we actively encourage good discipline and effective learning in the following ways:

- Ensure student welfare is a priority
- Teach school expectations and responsibilities, implement award systems and consequences for inappropriate behaviour at the beginning of each year and revisit when necessary
- Reinforce with students, a set of class expectations at the beginning of each year
- Recognise and promote student achievement within the school and community
- Monitor student progress and behaviour and involve the Learning Support Team when required
- Cater for the needs of individual students through appropriate curriculum and special initiatives
- Implement programs such as Peer Support, which develop co-operative skills and appropriate behaviour
- Inform parents about student progress and incidents of inappropriate behaviour

STUDENT BEHAVIOUR

All students are expected to behave in a safe, positive, respectful and responsible manner at all times. Clearly, parents and teachers have a commitment to provide opportunities for students to take responsibility for their own actions. 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.

EXPECTED STANDARDS OF BEHAVIOUR AT LEONAY PUBLIC SCHOOL

Core Expectations	In the Classroom Setting	All Settings
Be Safe	<ul style="list-style-type: none"> • I sit properly in my place • I push my chair in when I leave my desk • I place my bag in the allocated spot • I walk sensibly around the room • I enter and exit the room in sensible manner • I will use all equipment properly and at the correct time 	<ul style="list-style-type: none"> • I wear uniform • I walk • I can be seen • I keep my hands and my feet to myself • I report any problems • I ask permission to leave
Be Respectful	<ul style="list-style-type: none"> • I listen and speak politely and use appropriate language • I help others and share with them when appropriate • I take care of school property, my property and the property of others • I am honest and truthful • I take responsibility for my own actions • I allow others to learn without interruption and support my fellow students by being a safe, respectful learner • I allow the teacher to teach without interruption and support all teachers by being a safe, respectful learner 	<ul style="list-style-type: none"> • I am kind to others • I listen and speak politely and use appropriate language • I help others and share with them when appropriate • I respect my property and the property of others • Be honest
Be a Learner	<ul style="list-style-type: none"> • I raise my hand and wait my turn to speak • I concentrate on the given task • I complete tasks in the given time • I complete and hand in home tasks on time • I seek to produce quality work to the best of my ability • I work cooperatively with others • I focus on my own learning and behaviour 	<ul style="list-style-type: none"> • I actively participate in all activities • I am organised and prepared • I do my best • I cooperate with others • I listen courteously and attentively • I raise my hand and wait to share • I focus on my own learning and behaviour

EXAMPLES OF INAPPROPRIATE BEHAVIOUR

Inappropriate Behaviour	Possible Consequences
<ul style="list-style-type: none"> • Refusal to comply with instructions given by teachers • All forms of insolent or disruptive behaviour • Use of offensive or threatening language • All forms of violence • Possession, use, or threat to use prohibited weapons • All forms of harassment and bullying • Stealing or damage to property • Truancy • Possession and / or use of prohibited substances 	<ul style="list-style-type: none"> • Issuing a white slip (classroom or playground) • Notification and involvement of parents • Detention • Monitoring of progress / conduct • Exclusion from selected school activities • Guaranteed conduct targets (Behaviour Management Card) • Compensation / restitution for damages • Notification of police • Suspension from school • Exclusion from school

PRACTICES TO RECOGNISE AND REINFORCE POSITIVE STUDENT BEHAVIOUR

We recognise and actively encourage positive student behaviour with:

- Public recognition of achievement at assemblies and in newsletters
- Visits to other teachers/classes
- Verbal praise and encouragement
- Leadership roles eg Sports House Captains, SRC Representatives, Peer Support Leaders
- Extrinsic awards eg stickers, stamps

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Positive discipline is an essential part of a schools' behaviour management plan. In formulating a behaviour management plan, school communities must acknowledge and describe practices to foster good discipline.

For example:

- The consistent use of good behaviour management technique such as:
 - giving simple instructions
 - expecting students to comply and follow directions
 - regularly acknowledging students for complying with expectations and directions
 - avoiding the use of ridicule, embarrassment or 'put-downs'
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising work
 - refocusing and redirecting attention when students become restless or inattentive
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions
- Differentiating the curriculum to meet the needs of each student.
- The development of a school discipline code based on Positive Behaviour for Learning model – a number of easily understood expectations which state the appropriate behaviour, can be monitored and consistently and fairly applied.
- Supporting students in achieving success in learning.
- Staff modelling of consistent, caring and controlled behaviour.

- Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
- The provision of integrated programs which develop self-discipline, self review, communication and responsible decision making, such as:
 - social skills programs
 - peer learning
- Encouragement of respect for teachers as professional educators.
- The provision of appropriate support programs, such as counselling and remediation.
- Liaison with community agencies to build support for students.
- Recognition and understanding of particular needs within the local community.
- Ongoing monitoring of classroom and playground data through regular discussions.

AWARDS / REWARD SYSTEM

Each classroom will have their own reward system in place throughout the year working towards 2 students from each class receiving a Principal's Medal each term.

In Week 7, the classroom teacher will nominate 2 students from their class that have demonstrated outstanding safe, respectful learner behaviour across all settings based on their class reward system. Library and Music teachers will nominate one student each per term from any of the classes they are teaching during that time. All nominations will be ratified at a whole staff meeting.

An invitation will be sent to parents inviting them to attend the Week 10 Monday morning assembly to receive their Principal's Medal and certificate.

Students who receive a Principals Medal during Terms 1 and 2 will attend a Principal's morning tea at the end of Semester 1 and be allowed to wear mufti clothes on that day.

Students who receive a Principals Medal during Terms 3 and 4 will attend a Principal's morning tea at the end of Semester 2 and be allowed to wear mufti clothes on that day.

All students who receive a Principal's Medal will have their names published in the newsletter at the end of each term.

MERIT AWARDS

Reward	Guidelines to achievement
Merit Awards	- Recognition at fortnightly assemblies, based on academic achievement or outstanding class/playground behaviour
Student of the Month 1 student per class	- Recognition at school assemblies at the beginning of each month, based on achieving the school focus area identified prior to the assembly.
Class Captain 2 students per term	- Recognition at school assemblies at the beginning of each term, to provide an opportunity to develop leadership skills

SUN PROTECTION

Leonay Public School has a policy of “No hat, play under cover”

All students are expected to wear a wide-brimmed school hat, as per our uniform policy, for all outside activities. Without a hat, students are to remain in the shaded areas or under covered walkways during recess and lunch times. Hats are essential for sport participation.

Other measures include:

- * ensuring that there are adequate shade areas
- * having outside activities at appropriate times of the day
- * closely monitoring and modifying, if necessary, outdoor events during times of extreme heat
- * having topics within subject areas such as PDHPE teaching about the need for sun protection

ACTION ON INAPPROPRIATE BEHAVIOUR – CLASSROOM and PLAYGROUND (white slip)

Teachers will use discretion to ensure consequences are fair and effective when dealing with students who break the expectations.

Inappropriate Behaviour	Extreme Inappropriate Behaviour
<p>White slip issued (classroom, playground), reason explained to student, teacher records on Student Welfare Record and keeps tally, timeout, parent contact if necessary and/or slip sent home, acknowledged and signed</p> <p style="text-align: center;">↓</p> <p>no immediate improvement</p> <p style="text-align: center;">↓</p> <p>student sent to supervisor, timeout with supervisor</p> <p style="text-align: center;">↓</p> <p>no immediate improvement</p> <p style="text-align: center;">↓</p> <p>student sent to principal, timeout with principal, parents contacted by class teacher, supervisor or principal</p> <p><u>AFTER THREE SLIPS IN A 10 WEEK PERIOD</u></p> <p>Student placed on detention</p> <p>“Student Welfare Committee- Parent Contact Letter” sent home, signed by Executive member supervising detention</p> <p>Supervisor to contact parents / carers</p> <p style="text-align: center;">↓</p> <p>no consistent improvement over two weeks</p> <p style="text-align: center;">↓</p> <p>Meeting of class teacher and supervisor with parents, behaviour discussed, strategies developed in consultation with Student Welfare Committee, behaviour monitoring card may be implemented</p> <p style="text-align: center;">↓</p> <p>no consistent improvement over two weeks</p> <p style="text-align: center;">↓</p> <p>Student Welfare Committee meet decide upon course of action</p>	<p>White slip issued (classroom, playground) immediately, reason explained to student, student sent to supervisor, parent contacted and asked to acknowledge and sign slip</p> <p style="text-align: center;">↓</p> <p>supervisor decides upon severity, discusses it with class teacher, supervisor may call an immediate Student Welfare Committee meeting</p> <p style="text-align: center;">↓</p> <p>Student Welfare Committee meet and decide upon course of action</p>

ACTION ON INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM AND PLAYGROUND

Any student's inappropriate behaviour deemed by a staff member to be of an extremely serious nature will be immediately referred to the class supervisor and to the Student Welfare Committee for action. The Student Welfare Committee will consist of the Principal and Executive staff.

Step One – a white slip (classroom, playground) is issued to the student for failing to comply with PBL expectations, student does a time-out session. The reason for the slip will be discussed with the student and recorded on the slip. The classroom teacher will keep a record of the slips. The parent / carer may be contacted but will be asked to acknowledge and sign the slip.

Step Two - continued inappropriate behaviour, the student is sent to the class supervisor to discuss behaviour.

Step Three – continued inappropriate behaviour, the student is sent to the principal to discuss behaviour, parents are contacted by class teacher, supervisor or principal.

Step Four – **When three white slips are received by a student over a 10 week period, the action for dealing with persistent inappropriate behaviour will be invoked.**

ACTION ON PERSISTENTLY INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM

AFTER THREE SLIPS IN A 10 WEEK PERIOD

Step One- Student placed on detention. Student Welfare Committee- Parent Contact Letter will be sent home by the executive member supervising detention. Supervisor contacts the parent / carer.

Step Two- If behaviour persists, the student will be placed on a Behaviour Management Program. Parent/Caregivers will again be contacted requesting an interview to discuss the Management Behaviour Program with the class teacher and supervisor before the student is placed on the program. After a reasonable amount of days with positive comments (as determined by the supervisor) the student will be removed from the program. Parent/Caregivers will be informed when this occurs.

Step Three- If no improvement is shown or if behaviour deteriorates further, the Student Welfare Committee will review the case to decide upon the appropriate course of action. This may include invoking the Department of Education and Communities, "Suspension and Expulsion Policy."

ACTION ON EXTREMELY INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM

Step One – a slip is issued to the student for failing to comply with PBL expectations and is sent immediately to the supervisor.

Step Two - supervisor decides upon severity discusses it with class teacher who may call an immediate Student Welfare Committee meeting.

Step Three – The Student Welfare Committee will review the case to decide upon the appropriate course of action. This may include invoking the Department of Education and Communities, "Suspension and Expulsion Policy."

Note:-

Detention means that the student is removed from the playground for playing time.

Leonay Public School Positive Behaviour for Learning Level System



Level / Award	Achieved by	Consequences	Consequences if a white slip is issued at this level	Consequences if 3 white slips are issued over a 10 week period at this level	Consequences of extreme Inappropriate behaviour at all levels
Principal's Medal and certificate	2 students per class each term. Library and Music teachers to nominate 1 student from K-6 each per term.	<p>*Principal's Medal presented Wk 10 Monday morning assembly</p> <p>*Terms 1 and 2 students attend Semester 1 morning tea and mufti dress</p> <p>*Terms 3 and 4 students attend Semester 2 morning tea and mufti dress</p>			
Green	Starting Level	*Working on class reward system	* if a slip is received the parent informed Slip signed Class teacher to monitor behavior	*move to yellow level	* white slip issued * Student Welfare Committee meet and decide upon course of action
Yellow	First warning level	<p>* 1 day detention, behaviour monitored for 2 school weeks, if no slip student returns to previous level</p> <p>* may receive class awards</p> <p>*may participate in the full range of activities where appropriate</p>	* if in the two week period, the child receives a slip, they move automatically to orange level	*another detention, student moves to orange level (Assistant Principal/supervisor to contact parents/carers)	

Orange	Second warning level	<p>* 1 day detention, counselling from executive member on detention</p> <p>* placed on 2 week behaviour monitoring card, no slip after 2 school weeks student returns to yellow level</p> <p>* may receive class awards</p> <p>*cannot participate in outside school activities during the 2 week period on the behavior monitoring card</p> <p>* suspended from leadership role for 2 weeks</p>	* student placed on behaviour monitoring card for a further 2 school weeks at orange level	<p>*if they receive another detention, they remain on orange, they may move to red at the discretion of the Student Welfare Committee and in accordance with DoE policy, based on interventions put in place.</p> <p>(Assistant Principal /supervisor to contact parents/carers)</p>	
Red	Suspension	<p>* Short suspension as dictated by DoE Policy, 1 to 4 days, Management Plan for behaviour and Risk Management for return to school</p> <p>* After returning to school, reviewed after 2 weeks by Student Welfare Committee, no slips, return to orange level</p>	Student Welfare Committee meet and evoke steps in discipline policy	Student Welfare Committee meet and evoke steps in discipline policy	

SUSPENSION and EXPULSION

At the higher end of disciplinary action are the procedures specified in the Department of Education and Communities document ‘Suspension and Expulsion of School Students – Procedures.’

There will be cases of inappropriate behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

Principals have authority, consistent with the provisions of the Suspension and Expulsion policy to suspend or expel a student from a particular school. They will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

Suspension allows students time 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. It also allows time for school personnel to assist with successful re-entry. This may include access to appropriate support staff.

Students must be suspended for the following behaviours as defined in the Department of Education and Communities ‘Suspension and Expulsion of School Students - Procedures.’

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.

When the student:

- uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children’s toys such as plastic imitation guns that are clearly intended to be toys;
- uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act 1988**);
- uses or possesses a firearm of any type (including live ammunition and replica firearms).

*Note – “reasonable excuse” includes ceremonial Kirpans carried by Sikhs for religious purposes.

Possession, supply or use of a suspected illegal substance:

This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.

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. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Subject to factors outlined in 6.3.1 of the procedures, 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 wellbeing of another person;
- making credible threats against students or staff;
- behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

Students may receive a short suspension of up to and including 4 days 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 policy such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

Aggressive Behaviour

This includes, but is not limited to; hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

If a student is suspended, the school will work in partnership with the parents in assisting the student to return to school. This will include the provision of counselling and access to special behaviour programs.

SOCIAL MEDIA

The purpose of this policy is to help ensure that Leonay Public School is a safe, respectful learning environment.

Social media sites like Facebook, Twitter, Youtube, Instagram, Flickr and others are used by an increasing number of students. The words, images, sounds or virtual actions that occur in these sites can be public. What students do online may have consequences in the real world.

Actions and words of students using technology could harm others at this school and may be considered as Cyberbullying. This includes other students, teachers, other staff, parents or friends. Student conduct online, that is likely to harm others connected with the school, may be subject to disciplinary action, whether or not that conduct happens at school, at home, or elsewhere.

Students concerned about their conduct online, or that of others, are encouraged to talk to their parents or a teacher about the matter.

STUDENT MOBILE PHONE POLICY & PROCEDURES

Mobile phones are personal property and any student bringing one to school does so at their own risk.

We do on the other hand understand that for safety reasons parents /carers may like to have their child walk to and from school with a mobile phone.

Whilst every effort is taken to ensure student phones are locked away in a secure location; the school does not accept responsibility for the security of the phone.

Students wearing Smart Watches must adhere to this policy as well.

Mobile Phone Procedures for Students

Students must:-

- provide the school with a letter of approval from their parent/carer each year
- switch their phone off before entering the school grounds
- hand their phone in upon arrival from 8.30am
- collect their phone at 3pm
- only switch their phone on after leaving the school grounds

Consequences for Breaching this Policy

Students who fail to hand their phone in or use their phone during the school day, will be breaching school rules, and will be dealt with under the School's Student Welfare and Discipline policy.

The student will have their phone confiscated, locked away, and returned to them at 3pm.

Any photos or videos taken at school by them will need to be deleted at the end of the day under the supervision of an Assistant Principal and the Principal.

Parents will be phoned by an Assistant Principal to inform them of their child's breach of this policy.



Leonay Public School Anti – Bullying Policy and Plan



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.

At Leonay Public School, students have the right to feel safe, happy and protected in their learning environment. Everyone has the right to an education and needs to take responsibility for their learning and behaviour.

Audience and Applicability

The policy applies to all NSW government schools and preschools.

The policy applies to all student bullying behaviour, including Cyber bullying, that occurs in NSW government schools and preschools, 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.

Definition

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. Cyber bullying 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, or sexuality. 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.

Responsibilities

Leonay Public School Principal must ensure that the school Anti-bullying Plan:

- is developed collaboratively with school community
- develops a shared understanding and statement
- empowers the whole school community to recognise and respond appropriately to bullying
- develops and implements programs for bullying prevention
- develops and implements support for any student who has been affected by, engaged in or witnessed bullying behaviour

- monitors and evaluates the effectiveness of the plan, and reports annually on its progress
- defines procedures for reporting bullying incidents to the school
- matches interventions/consequences to the particular incident of bullying
- identifies patterns of bullying behaviour and responds to such patterns
- includes procedures for reporting of assaults, threats, intimidation or harassment
- includes procedures for contacting the Child Wellbeing Unit, Police School Liaison Officer and Kids Helpline
- is reviewed within the community every 3 years

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

Leonay Public School students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- demonstrate safe behaviours in all school settings
- attempt to deal with bullying using strategies learnt
- behave as a responsible digital citizens
- follow the school's Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying as defined in the school's Anti-bullying Plan.

Leonay Public School 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's 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's Anti-bullying Plan
- report incidents of school related bullying behaviour to the school as per the plan
- work collaboratively with the school to resolve incidents of bullying when they occur

Leonay Public School Community has a 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.

PLAN**Leonay Public School's Student Welfare Programs to prevent Bullying are based on:**

- the implementation of the Positive Behaviour for Learning program within the school community
- strategies to promote good discipline and effective learning (Student Welfare and Discipline Policy)
- the implementation of this K-6 Student Welfare and Discipline Policy including rewards and consequences

- the explicit teaching of social skills through the K-6 PBL program. This includes discussion of school expectations, rewards and consequences. It also allows classroom rules and behaviour expectations to be negotiated with students.
- the teaching of social skills and the development of interpersonal relationships and self esteem through units of work in PD/H/PDE
- an active Student Representative Council (SRC) which gathers opinions, ideas, attitudes and concerns from the student community
- student leadership programs which provide an opportunity for our students to behave responsibly as leaders
- the participation by Stage 2 and 3 students at camps which provide students with an opportunity to develop social skills
- Peer Support program which encourages friendships between older and younger students
- the Learning Support Team which provides additional support to students with a range of special needs, including academic, social, emotional and behavioural needs
- the implementation of specific behaviour management and social skills programs to meet individual student needs, negotiated with the student, teacher, supervisor, other support staff, and parents/caregivers
- the emphasis on protective strategies through Child Protection lessons
- the inclusion of programs to develop appropriate use of technology to become a responsible digital citizen.

Reporting Procedures

Reporting and dealing with bullying incidents is the responsibility of all members of the school community. Reporting concerns should occur in the following ways:

Students must:-

- as a target, report all incidents of bullying to a teacher
- as a bystander, report all incidents of bullying to a teacher
- report all incidents of bullying to their parents/caregivers
- remember to keep telling until their issue is heard and dealt with

Staff must:-

- respond to all student and parent/caregiver concerns and clarify that it is bullying
- record the details of the concern and identify the students involved on the Behaviour Incident Reporting folder on Staff Shared or on Synergy
- report the incident to their supervisor
- as a supervisor, record the incident, notify parents/caregivers, and report the incident to the Student Welfare Committee for intervention
- as a principal, record and report incidents of assault, threat, intimidation or harassment to the relevant authorities

Parents / Caregivers must:-

- respond to their child's concerns
- report the concern to their child's teacher
- discourage retaliation of any kind

Monitoring Procedures

Ongoing monitoring of student behaviour through the Behaviour Incident Recording system on Staff Shared and through our white slip system. Our Learning and Support Team meets regularly to review the data and implement intervention programs to deal with adverse student behaviour. Data will be shared with the Learning Support Team and Student Welfare Team for analysis and intervention.

Consequences and Dealing with Bullying Behaviour

Students who fail to meet our school expectations by bullying, will be subject to the disciplinary procedures as outlined in our Student Welfare and Discipline Policy.

Intervention & Support

Students associated with acts of bullying, or students perceived as being at risk, will be supported by the following personnel and programs:-

- Student Welfare Committee to implement behaviour monitoring programs
- School Counsellor to collaborate with Learning Support Team and Student Welfare Committee on the development, implementation and monitoring of individual support programs
- Learning Support Team to establish individual student needs and plan intervention strategies

Reporting to the Child Wellbeing Unit

In NSW, police, teachers, health workers and other people who work with children are required, by law, to notify the Department of Family and Community Services' Helpline when they have reasonable grounds to suspect children are at 'risk of significant harm'. Significant harm is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or wellbeing. The Principal, as the work place manager, is responsible for notifying the Child Wellbeing Unit. The Child Wellbeing Unit helps agencies to identify at risk children and respond to their needs.

This policy will be distributed and viewed annually by staff and students. Reviewed biannually by the school community.