

STUDENT WELLBEING AND DISCIPLINE POLICY K-6 2017

RATIONALE

Sutton Public School is committed to creating a caring school climate based on the values of our school and community. The school affirms that all members of the school community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment. Sutton Public is committed to creating a caring school climate based on the school and community values. The school encourages and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others.

This policy aims to promote high standards of behaviour and personal responsibility. All students are expected to take responsibility for their own behaviour. They are expected to show respect at all times and display behaviour that reflects well on themselves, their families and the school.

Sutton Public School has a holistic, whole-school approach to building quality behaviours. Strategies include;

- Creating a caring, safe and kind school environment
- Proactive prevention strategies
- Developing empathy and positive relationships
- Clear guidelines of acceptable behaviour and consequences
- Clear routines and responsibilities
- Clear focus on wellbeing for students and staff
- Review, reflection and planning for improvement

All students in NSW government schools are expected to

- Respect students, teachers, school staff and community members showing courtesy to all
- Attend school every day – unless legally excused
- Maintain a neat appearance and adhere to the requirements of the school's uniform policy
- Follow school and class rules and follow the directions of all teachers
- Strive for the highest standards in learning
- Resolve conflict respectfully, calmly and fairly
- Respect all property belonging to themselves, the school and others
- Not be violent or bring weapons or illegal substances into our schools
- Not bully, harass, intimidate or discriminate against anyone in our school

Behaviour that infringes on the safety or well-being of others such as hostile or aggressive behaviours, harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated (NSW Department of Education)

EXPECTATIONS FOR BEHAVIOUR

Sutton Public School encourages the growth and development of the whole person and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others. These six rules encapsulate the expected behaviours within all areas of the school and underpin our Fair Discipline Code. Teachers may also have additional rules for the classroom.

1. Hands Off. We keep our hands, bodies and feet to ourselves. There is no need to touch any other person unless in a supervised contact activity. It is not acceptable to physically harm another person. This includes pushing, shoving, kicking, throwing objects at, spitting and biting.

2. **Speak Politely and Listen.** We consider other people's right to have a fair go and be spoken to in a calm and considerate manner. It is not acceptable to use coarse language, show rudeness while another person is having a turn at speaking or to verbally abuse another person. Students are expected to listen to and adhere to all school staff's instructions.
3. **Be Safe.** Students are expected to behave sensibly at all times to ensure their own safety and the safety of others including travelling to and from school. Students are expected to be in bounds where they are supervised. It is not acceptable to behave in a way that could harm another person or oneself.
4. **Work and Play Well.** Students are actively encouraged to strive for their best work. It is not acceptable to waste valuable learning time.
5. **Care for Property.** Students are expected to look after personal and other students' belongings, and school equipment. It is not acceptable to vandalise or graffiti school or personal property.
6. **Listen and Do.** Students are expected to listen and do as asked by all school staff – follow instructions.

Each classroom clearly displays the class rules and expectations for students to follow. School rules and values are displayed in the class and around the playground. This reinforces acceptable behaviour and allows students to recognise their achievements.

SCHOOL VALUES

Schools in NSW share with families and the community the responsibility for teaching values. Sutton Public School values were derived from extensive consultation with students, staff and families. These values are taught explicitly as part of the school Pastoral and Values Education Program (PAVE). Sutton Public School Values are Integrity, Respect, Responsibility, Honesty, Caring, Loyalty, Courage and Friendship.

In addition to our Pastoral and Values Education Program (PAVE) our school implements a range of programs to support children in their understanding of quality behaviours, and development of personal growth. Programs that prevent bullying behaviours, promote an understanding of empathy, develop conflict resolution skills, build self-discipline and self-esteem and which reinforce achievement are embedded into school routines, learning and enrichment opportunities.

- Student Representative Council
- School Leadership Roles
- Sports House Leader Roles
- Peer Tutoring Programs
- Peer Mediation
- Peer Support
- Values Awards – Peer to Peer
- Kindness on Purpose Program

VALUES AWARDS

Students are able to nominate a peer to receive a Values Award when they recognise a student displaying one of our school values. Values Awards are issued at a whole school assembly from Peer to Peer with a photo of the nominated student being placed on the values banner. Values Awards are awarded for showing Integrity, Respect, Responsibility, Honesty, Caring, Loyalty, Courage or Friendship.

ACKNOWLEDGING GOOD BEHAVIOUR AND STUDENT ACHIEVEMENT

Good Behaviour and student achievement is recognised in the community through:

- Class rewards
- Merit awards presented at school assemblies
- Local print and social media
- School newsletters
- Parent/Teacher interviews
- Sending of students to Principal or Executive staff for commendation
- Sutton Superstars Banners
- Presentation Day Awards presented to students for
- ☐ Academic Achievement
- ☐ Sporting Achievement
- ☐ Service to the School
- ☐ Community Awards and Scholarships

SUTTON SUPERSTAR AWARDS

The Sutton Superstar Banner is the school's highest honour for maintaining a high standard of behaviour. We encourage all students to strive to receive this special award in each year of their education at Sutton Public School. Sutton Superstar Certificates will be awarded each term in recognition of a high standard of behaviour in all settings including the classroom, playground and at all school activities within a school term. Students will be awarded a Sutton Superstar Banner in Term 4 of the school year if they have been awarded three Sutton Superstar Certificates.

Student behaviour is monitored over a 5 week cycle. Students who maintain a high standard of behaviour during that period will be rewarded with 15 minutes extra play at the end of each cycle. Students will not participate in extra play if they have received a pink slip to record negative behaviour in the playground at level 3 or above or if they have been excluded from their classroom twice in that period. Instead, these students will work with an executive member of staff to reflect on negative behaviours and set goals for positive behaviour and successful learning in the next five week period in order to receive their next Sutton Superstar Certificate. Parents will be advised of this consequence and asked to support their child by encouraging improved behaviour.

Sutton Superstar Certificates will be presented by classroom teachers at the end of each term to recognise students who have maintained a high standard of behaviour. After receiving three Sutton Superstar Certificates within a school year, students will next receive a Sutton Superstar Banner. Students receiving this award will have demonstrated personal responsibility and followed the school rules. Students will continue to be awarded Sutton Superstar Certificates and Banners throughout their schooling at Sutton.

STUDENT OF THE MONTH

Each month, one student will be selected for Student of the Month from nominations submitted by staff members. Staff members are asked to submit nominations for those students that possess exemplary behaviour and exhibit model character traits and live the school values. Nominated students must display initiative inside and outside the classroom, consistently work hard and demonstrate a high standard of work, display courtesy and manners towards others at all times. Parents are invited to attend the assembly to watch their child receive the award. A student may only be nominated once during their years of schooling at Sutton.

EXPECTED STANDARDS OF 'INSIDE' BEHAVIOUR

- Respect your own and others' property
- Respect others' personal space and right to learn
- Sit properly on chairs or on the floor
- Walk sensibly and quietly about the room
- Be safe eg. carrying bags, property, scissors
- Keep the room tidy, store materials properly
- Follow class rules
- Use manners and appropriate language
- Follow teacher instructions

Steps for Inappropriate 'inside' behaviour (daily cycle Years K-2)

Step 1	Verbal reminder
Step 2	Rule reminder
Step 3	Move away from distraction
Step 4	Time out in another classroom
Step 5	Exclusion from classroom and loss of Sutton Super Star Certificate if excluded twice in a 5 week cycle.
Step 6	Parents called to discuss behaviour including possible suspension and loss of privileges

Steps for Inappropriate 'inside' behaviour (daily cycle Years 3-6)

Step 1	Verbal reminder	Verbal reminder of behaviour
Step 2	Rule reminder	Name on the board
Step 3	Move away from distraction	1 st cross against name
Step 4	Time in another classroom with time out slip for the rest of the session	2 nd cross against name
Step 5	If behaviour continues after returning, removal from the class for the remainder of the day with Executive.	3 rd cross against name Loss of Sutton Super Star extra playtime for that 5 week period
Step 6	Parents called to discuss behaviour including possible suspension and Loss of privilege	Loss of Sutton Super Star Award for the term

Teachers will follow the above step by step process monitoring student behaviour within the classroom. Individual teachers use a variety of means to reward/acknowledge students and manage student behaviour in the classroom, eg:

- Merit Certificates/stickers/table points/class reward
- Peg Charts
- Verbal and non-verbal acknowledgement
- Private meeting/interview with teacher
- Regular communication with parent
- Referral to School Counsellor

Teachers will complete a "Pink Slip" and pass onto executive staff for any breach of classroom rules at Step 4 or above. Executive staff will document details in the school database. Parents will be notified if a student is directed to spend a period of time outside of their own classroom.

In the case of persistent breaches of classroom rules, a student will be referred to an executive member of staff to complete a behaviour reflection sheet. The executive member of staff will document details of the behaviour on the school's database. Parents will be notified as soon as possible.

In cases of severe behaviour, steps may be skipped with students being referred directly to the Principal. Department of Education suspension and expulsion guidelines will be enforced as required in managing student behaviour.

EXPECTED STANDARDS FOR 'OUTSIDE' BEHAVIOUR

At recess and lunch times

- Use the toilet, wash hands and eat before playing
- Cease play when the bell rings, wash and move briskly to line
- Sit and only eat in designated eating areas
- Accept responsibility for rubbish and lunchboxes
- Do not share food

Out of Bounds Areas

NB: Out of sight of teacher on duty is usually an 'out of bounds' area.

- Any classrooms without permission
- Outside fence line
- Under buildings
- Behind classrooms, hall, shed and after school care buildings
- Beyond tree line or down the bank on back oval

In the playground

- Play only in designated areas
- Use sports equipment properly and return after use
- Wear hats at all times. A broad brimmed hat in terms 1&4, beanies are acceptable in terms 2&3.
- No sticks to be played with (unless digging in sandpit)
- Sport shed open for equipment borrowing first half of lunch only
- Share the playing area with others
- Play by the game rules with others
- Observe good sporting behaviour

Asphalt Area

The asphalt area includes pirate ship, grass area between basketball court and administration block, COLA and playground equipment near bottom oval

- Pirate ship and other equipment not to be used before school in the mornings, until a teacher is on duty at 9am (not before school in winter)
- Balls are not to be kicked
- No handball games in the COLA before school.

Playground Equipment

- No playing tips or chasing games around or on equipment
- No perching or sitting on top of bars, monkey bars
- No going backwards up slides (only down)
- Hands must grip bars at all times when swinging (no swinging from knees)
- No more than 2 people on the cargo net
- No trains in slides- go down only on bottom-feet first

EXPECTED STANDARDS FOR "ON THE GO" BEHAVIOUR

At School

- In lines, stand in the appropriate place quietly
- Enter classrooms only with permission
- Walk briskly and quietly to rooms in lines
- Keep to the appropriate paths and steps
- Sit quietly in designated bus lines in the afternoon

Travelling to and from school by bus or car

- Respect property
- Obey the driver of the vehicle
- Stay seated (wear seat belt if provided)
- Don't throw things in vehicle or from vehicle
- Keep all of your body inside the vehicle
- Treat others with respect
- Use a quiet voice

Travelling to and from school by bicycle or on foot

- Know and obey road rules
- Wear a helmet
- Be aware of traffic and pedestrians
- Go directly home unless otherwise told
- Do not ride a bike in the school playground

Sport, excursions and activities that may occur outside of regular classroom activities and often outside of school grounds

- Participate to the best of your ability
- Respect property
- Observe appropriate school rules while on excursions
- Follow all instructions given by supervisors and teachers
- Wear appropriate uniform or designated clothing
- Respect other people, including parents and public
- Show good sportsman

RECORDING AND RESPONDING TO INAPPROPRIATE PLAYGROUND BEHAVIOUR

Consequences for Minor Behaviours on the Playground			
Step/Level	Immediate Action by Playground Teacher	Follow up by the Executive Team	
Level 1-Minor →	<ul style="list-style-type: none"> • Teacher Discussion • Reminder of correct behaviours • Pink Slip Level 1 		
Level 1-Minor Second offence	<ul style="list-style-type: none"> • Teacher Discussion • Reminder of correct behaviours → • Pink Slip Level 1 	<ul style="list-style-type: none"> • Stage Executive will follow up with the student and enter Data • Daily Announcements for Staff to monitor playground 	



Level 1-Minor Third offence	<ul style="list-style-type: none"> Teacher Discussion Reminder of correct behaviours Pink Slip Level 2 	<ul style="list-style-type: none"> Stage Executive will follow up with the student and enter data Daily Announcements for Staff to monitor playground 	<ul style="list-style-type: none"> Attend lunchtime session off playground with Executive Complete reflection Parents notified
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Level One Behaviours

- ☐ Playing after the bell
 - ☐ Playing during eating time
 - ☐ Leaving rubbish after eating
 - ☐ Sharing food
 - Out of Bounds – in classrooms, outside fences, behind classrooms. Beyond tree line
 - ☐ Use sports equipment incorrectly
 - ☐ Not wearing a hat and playing in the sun
 - ☐ Playing with sticks
 - ☐ In sports shed without permission
- (sport shed is open for equipment borrowing first half of lunch only)
- ☐ Playing on fixed equipment without a teacher present
 - ☐ Playing tips or chasing games around or on equipment
 - ☐ Not following safety rules for fixed equipment

Consequences for Major Behaviours on the Playground

Step/Level	Immediate Action by Playground Teacher	Follow up by the Executive Team	
Level 2: Minor Verbal or physical	<ul style="list-style-type: none"> Teacher Discussion Reminder of correct behaviour Timeout 10mins in playground Pink Slip Level 2 		
Level 3: Repeated Minor Verbal or Physical	<ul style="list-style-type: none"> Teacher Discussion Reminder of correct behaviour Timeout 10mins in playground Pink slip Level 3 	<ul style="list-style-type: none"> Attend session with Executive and 2 days off playground (Total 3 days) Complete reflection before re-entry to playground Parents Notified Loss of Sutton Super Star Award for current 5 week cycle 	



Level 4: Intentional aggressive physical/verbal/emotional	Off playground for remainder of session →	<ul style="list-style-type: none"> Attend session off playground with Executive and 4 days off playground (Total 5 days) Complete reflection before re-entry to playground Parents Notified Principal or nominee involved Loss of Sutton Super Star Award for current 5 week cycle 	
Level 5: Repeat Level 4 offence	In-school Timeout /Suspension Loss of Sutton Super Star Awards for remainder of term		
Level Two Behaviours Pushing during a game Pushing in lines Saying something unkind to another student		Level Four Behaviours Intentionally hitting another student Spitting, biting, pinching another student Swearing at another student or adult school Intentionally saying something very hurtful	

Teachers will follow the following step by step process for monitoring student behaviour within the playground. Teachers will complete a "Pink Slip" and pass onto Executive staff for all breaches of playground rules. The executive member of staff will document details of the behaviour on the school's database and determine the appropriate consequence for behaviour at Level 3 or above.

In the case of persistent breaches of playground rules, or behaviour at Level 3 or above, a student will also be referred to an executive member of staff to reflect on negative behaviours and set goals for positive behaviour in the next five week period. Parents will be notified of this consequence as soon as possible and asked to support their child by encouraging improved behaviour.

In cases of severe behaviour, steps may be skipped with students being referred directly to the Principal. Department of Education suspension and expulsion guidelines will be enforced as required in managing student behaviour.

THE BEHAVIOUR MATRIX

The matrix supports a school life that fosters responsible students who respect and care for each other and their surroundings, giving them the integrity to stand up for what they believe in and the courage to have a go. The purpose of the Behaviour Matrix is to:

- develop an explicit link between the Student Wellbeing, Good Discipline and Effective Learning Policy, learning assets and the school values.
- create consistent language and expectations in all school settings for staff and students
- articulate school community expectations in various settings around the school
- help deliver explicit instruction and demonstration to students of expected and acceptable behaviour.

Sutton Public School Behaviour Matrix

I am *responsible*
and
have *integrity*.

I am *respectful*,
caring and
friendly.

I am *honest* and
have *courage*.

INSIDE

Listen and do:

- Follow the classroom and school rules
- Be on time
- “5 star listening”
- Raise your hand to speak

Speak politely:

- Use inside voices
- Use clear and polite language
- Knock before entering
- Allow others to have a different opinion.

Play/Work well:

- Produce quality work
- Use time wisely
- Be considerate of others
- Enter and exit the room quietly

Care for property:

- Return resources after use
- Use all resources correctly
- Report all damage or loss of resources
- Ask permission to use equipment

Hands off feet off:

- Keep my hands, feet and body to myself and stay safe

Be safe:

- Be in the right place, right time
- Ask permission to leave the room
- Stand up for myself and others
- Tell the truth

OUTSIDE

Listen and do:

- Listen to teachers
- Follow instructions
- Follow school rules
- Be on time
- Speak honestly when solving problems

Speak politely:

- Use clear and polite language
- Speak honestly

Play/Work well:

- Be a good sport
- Use the bathroom in breaks
- Play in the correct areas
- Fair and friendly games
- Act in a trustworthy way
- Stand up for myself and others

Care for property:

- Bring your property from playground
- Leave all areas clean
- Use all equipment correctly
- Return sports equipment
- Hand property found in the playground to a teacher
- Report problems straight away

Hands off feet off:

- Keep my hands, feet and body to myself and stay safe

Be safe:

- Right place, right time
- Ask permission to collect items from out of bounds
- Sit down to eat
- Wear a hat

ON THE GO

Listen and do:

- Listen to teachers
- Follow the school rules
- Be on time
- Speak honestly when solving problems

Speak politely:

- Speak to others in a quiet voice
- Use clear and polite language

Play/Work well:

- Walk sensibly, quietly and in lines
- Be punctual
- Keep balls and equipment still
- Have pride in your school's uniform and values

Care for property:

- Have your bus pass ready
- Leave all areas clean

Hands off feet off:

- Sit in lines: hands and feet to yourself
- Walk sensibly: hands and feet to yourself

Be safe:

- Stay seated in lines and on buses
- Right place, right time
- Walk sensibly
- Stay to paths
- Hold equipment being carried in a safe way
- Stay in correct group or lines
- Line up quickly and quietly and face the front
- Ask permission to leave lines

SPS ANTI-BULLYING POLICY

STRATEGIES TO PREVENT BULLYING

The school has in place a mandatory Anti-Bullying Plan in accordance with Department of Education guidelines. The following strategies are to be considered in conjunction with that policy and in consultation with staff, students and the community.

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.

WHAT IS BULLYING AND HARASSMENT?

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.

WHAT IS NOT BULLYING?

There are many distressing behaviours that are not examples of bullying even though they may require intervention and management. It is essential that incidents of bullying be clearly differentiated from incidents of mutual conflict or single-episode/random aggression as the strategies for effectively responding vary for each situation. Inappropriate responses may result in matters becoming worse for those involved.

FORMS OF BULLYING AND HARASSMENT INCLUDE BUT ARE NOT LIMITED TO:

Verbal	Physical	Social	Psychological
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Name Calling	Hitting	Ignoring	Physically handling someone under the guise of 'just playing' or 'horseplay'
Teasing	Punching/Poking and pushing	Excluding	Alienating
Put Downs	Kicking	Ostracising	Taking, hiding or damaging possessions
Sarcasm	Scratching	Pressuring others to act against their will.	Phones, SMS email, web messages
Insults	Tripping	Making inappropriate gestures	Inappropriate use of camera phones
Spreading rumours	Damaging, removing, hiding or interfering with another's property	Influencing others not to like or associate with someone	Controlling or dominating someone by withdrawing or threatening to withdraw friendship

Each group within the school community has a specific role in preventing and dealing with bullying.

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.

THE SCHOOL UNDERTAKES TO:

- Provide a supportive environment that encourages positive relationships between students, staff and parents.
- Provide curriculum material aimed at helping students understand and develop positive relationships, resilience and appropriate social skills.
- Provide counselling and/or support to students about conflict resolution and anger management.
- Support all concerned – victim, bully and witnesses – with a view to resolving all issues involved in bullying.

THE SCHOOL EXPECTS STUDENTS TO:

- Refuse to be involved in any bullying situation.
 - Be aware of their responsibilities as a bystander or a witness to bullying.
 - Take preventative action and report actions of bullies.
 - Support the values of the school by speaking out about incidents of bullying they experience or observe.
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- Promote a positive and caring environment for all.
 - Model appropriate language and actions for students at all times.
 - Respond sensitively to signs of distress at suspected incidents of bullying.
 - Actively circulate around their designated area when on grounds supervision duty, being aware of the nature of student interactions.
 - Encourage students to both speak out about bullying and to take steps to help people who are being bullied.
 - Intervene in situations where bullying is directly observed.
 - Be aware of their own classroom practice with the aim of discouraging activities that enable exclusion or allow a person to be marginalised for example, being aware of how groups are chosen, or how students divide into a team.

THE SCHOOL EXPECTS PARENTS TO:

- Actively promote a positive and caring environment including modeling the desired standards of behaviour at home and when visiting the school.

- Discuss issues and strategies with their children to develop relationships skills, resilience and understanding.
- Communicate with the school any signs of distress in their children.
- Discuss with their children any incidents of bullying and strategies to deal with them.
- Work together with the school, supporting the school's efforts to resolve the key issues involved.

STRATEGIES TO DEAL WITH BULLYING

These strategies will empower the whole school community to recognise and respond appropriately to bullying and harassment and contribute to the general health and well-being of all students. Incidents of reported bullying will be dealt with quickly and effectively.

Strategies for dealing with bullying are linked to the School Discipline Policy and encompass the range of options available to deal with unacceptable behaviours, including suspension and expulsion.

Students, their parents and caregivers are encouraged to be proactive in dealing with bullying, so that appropriate support can be provided to those students involved in any incident.

WHAT SHOULD YOU DO IF BULLIED?

- Ignore the bullying
- Move Away
- Ask them to stop
- Stare and say it loudly
- Tell teacher

IF THE BULLYING CONTINUES, THEN YOU MUST:

- Tell someone as soon as possible. Tell your classroom teacher, your parents, or a friend. You must tell someone so that you can receive assistance.
- When you tell someone about being bullied you are not being 'weak'; instead you are being both truthful and strong. The school will work to resolve problems and change people's behaviour so that we have a healthy environment. You have the right to feel safe at school and the bully will continue to hurt you and others and will also never get the help he/she needs if you cover up for him.
- The school will address your complaint. The situation will be investigated. The bully will be spoken to and helped. In some cases the bully will be punished and warned about re-offending. In some cases the bully will be counseled and punishment may be avoided in the first instances.

WHAT TO DO TO HELP SOMEONE WHO IS BEING BULLIED

- Say 'I understand'
- Show disapproval
- Say 'cut it out'
- Help them to move
- Tell a teacher

SCHOOL PROCEDURES AND CONSEQUENCES

The Principal or nominee will:

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- Decide on appropriate action.
- Advise all parties of the action and the reasons for it.

Students are aware that if they bully someone, one or more of the following will occur:

- they will talk to teachers or the Principal about their behaviour
- their parents will be informed
- they may be removed from the classroom/playground
- they may lose privileges, such as participating in special activities, representing the school
- they will need to offer apologies
- they may lose their own time (detention).
- they may be suspended.
- they will need to show that they are able to treat others properly before
- their privileges are restored.
- provision of an individual or class based student welfare program including, as appropriate,
- a stronger emphasis on non-discriminatory perspectives and/or anti-bullying in the schools
- overall curriculum;
- disciplinary action within the context of the schools Code of Fair Discipline;
- dismissal of the complaint as groundless.

The Principal or nominee will be responsible for regular monitoring of the situation to ensure that the recommended actions are implemented.

SUPPORTING A VICTIM OF BULLYING

The school will ;

- Offer support and counselling
- Find the victim a mentor or buddy
- Offer the victim protection by providing additional adult supervision in areas where bullying has occurred, alternative places to play or work if desired.
- Monitor the situation to ensure interventions have been successful
- Monitor the progress and wellbeing of the student

Provide information and resources to the student and their family providing further support such as:

- ☐ Cybersmart School Gateway
- ☐ Cyberbullying Stories
- ☐ Bullying. No Way!
- ☐ Racism. No Way!
- ☐ National Safe Schools Week
- ☐ National Centre Against Bullying
- ☐ Kids Help Line

STRATEGIES TO PREVENT BULLYING

At Sutton 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 school rules and practices.

- Hands Off.
 - Speak Politely and Listen.
 - Be Safe.
 - Work and Play Well.
 - Care for Property.
 - Listen and Do.
2. Teaching School Values through PAVE lessons and assemblies
 - Courage
 - Respect
 - Friendship
 - Loyalty
 - Responsibility
 - Caring
 - Integrity
 3. Running programs to teach socially appropriate behaviour and strategies to cope with conflict:
 - Values Education including the DEC Core Values
 - Peer Mediation Program
 - Peer support programs- including Vertical Groups
 - Kindness on Purpose
 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, the school website and specific notes.

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
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