

Beelbangera Public School - Behaviour Policy (2021)



At Beelbangera Public School we are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

Students are expected to:

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

Behaviour Code for Students

Promoting the learning, wellbeing and safety of all students at Beelbangera Public School is a high priority.

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

Responsible

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

Respect

- Treat one another with dignity
- Respect everyone's right to play fairly, safely and cooperatively
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow school and/or class rules
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions in the playground and classroom
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

The principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments.

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At Beelbangera Public School we have a core set of School Rules that all students are expected to follow. Each class discusses these rules throughout the year and they are displayed in each classroom. School Rules protect the rights of individuals as well as providing for the safety of the students and staff at our school.

School Rules

1. Move safely around the playground
2. Play cooperatively with others
3. Obey the directions of all staff members
4. Stay within school bounds
5. Look after equipment at school
6. Respect others' possessions
7. Hands and feet to yourself

Playground Behaviour

In the morning, lunch and recess times, students are expected to follow school rules to ensure the safety of everyone. Minor infractions may incur one or more of the following consequences:

- Spoken to about their behaviour
- Walk with the teacher
- Sit on silver seats/sit in the office
- Pick up papers

Major infractions will be dealt with by a member of the Executive team and the student will be placed at Level 2 on our level chart system and the appropriate consequences will follow.

Expectations of students whilst playing sport

To give our school a good name. When playing sport students will abide by the player's code. They will:

- Play for the fun of it
- Compete by the rules and abide by the referee's decision
- Be willing to train and prepare for the game
- Encourage other team members
- Cooperate with the coach at all times

Classroom Management/Rewards

At Beelbangera Public School, classroom rules are negotiated between the students and the classroom teacher at the beginning of the school year. For positive behaviour, teachers can follow their own class reward systems which may include class Dojo points or raffle tickets or a system of their choosing. Individual and whole class rewards are negotiated between the students and their teacher. Rewards may include ice-blocks, lollies, toys, special seat in the class, free time etc.

Classroom discipline escalation on the board

Each class will follow the following discipline rules (for minor infractions):

Name = Warning and discuss behaviour

Name X = 5 minutes timeout and/or relocate seat in classroom

Name XX = Sent to an Assistant Principal's classroom with work (Student will be sent back at AP's discretion)

IF the behaviour continues in the AP's classroom the student will be sent to planning room

Major infractions which can include violence, continual breaking of minor rules for the session etc, will be dealt with immediately by either the Assistant Principal or Principal.

Names are removed at the end of each session

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Planning Room

Planning Room is held daily in the Assistant Principals' Office. Planning Room is monitored by the one of the Assistant Principals to maintain consistency. Students eat their lunch and are kept in for either 10min or 20min of their play time. During this time their behaviour is spoken about and strategies are discussed to make better choices next time.

Whole School/Whole class Rewards

Each term the students have the opportunity to earn class points by improving their behaviour on a specific rule determined by the staff. At the end of the term students from that class will be rewarded by the Principal.

Suspension and Expulsion of students

Suspension and expulsion from the school is seen as extreme consequences within the school's discipline options. However, when any of these options are used, departmental guidelines are strictly adhered to. The DET guidelines can be found at: https://policies.education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Anti-Bullying

Bullying at school is a serious matter and is not acceptable in NSW public schools. It is important for parents and students to be aware of this policy and of the procedures the school has in place for dealing with incidents of bullying at our school.

The national definition of bullying for Australian schools says:

- Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence
- minor age-appropriate acts of discrepancies

The school has procedures in place to intervene when bullying takes place. If parents or students are concerned about bullying at school please report your concerns immediately to your class teacher or a member of the Executive team.

The school will treat your concerns seriously. The report will be investigated thoroughly and in a timely manner. Parents and students will be informed of the outcomes of the investigation and any action that occurs as a result of the report.

The school will provide appropriate support for students who have been bullied. Bullying behaviours will be dealt with under the school behaviour policy and level system.

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Parents and caregivers can assist the school in dealing with bullying by;

- Supporting your children to become responsible citizens and to develop responsible on-line behaviour
- Assisting their children in understanding bullying behaviour
- Supporting their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Reporting incidents of school related bullying behaviour to the school
- Working collaboratively with the school to resolve incidents of bullying when they occur.

Beelbangera Excursion Guidelines

In accordance with the NSW Department of Education, excursions are recognised elements of the school curriculum therefore students cannot be removed from their right to a learning experience unless special considerations apply. These excursions are not to be seen as a privilege or a tool for student discipline. All students must be given the option to attend an excursion.

In circumstances where student behaviour may cause unacceptable risk to other students or themselves, the Principal may recommend modifications to or withdrawal from the excursion.

Excursions that are not recognised elements of the school curriculum such as end of year excursions (eg Lake Talbot – Year 6, Barellan Pool – Years 3-5) are not classified as elements of the school curriculum and therefore attendance will be subject to student's behaviour. If a student has been on Level 2 during Semester 2 or Level 1 at the time of the excursion they will be unable to attend the excursion. These excursions are deemed a privilege for students and will be viewed as such.

Positive Problem Solving

Students at Beelbangera Public School are encouraged to use Positive Problem Solving techniques when dealing with minor issues in the playground. Students are taught the following procedures in the classroom:

Stop - Ask the person to stop

State - Tell the person what they are doing and how it makes them feel

Support - Seek the support of a teacher or School leader

Whole School Positive Behaviour Program

All students have the opportunity to gain points on our whole school Positive Behaviour Program. The program is in place to reward consistent positive behaviour choices across all school settings.

Points reward system

Award	Points Needed	Certificate Presentation	Reward
Bronze Award	25	Morning Assembly	Certificate and Ribbon
Silver Award	25	Morning Assembly	Certificate and Ribbon
Gold Award	25	School Assembly	Certificate, Ribbon and extended Lunch (End of Term for all Gold Award Recipients)
Platinum Award	25	Presentation Night	Certificate, Ribbon and Special Lunch including extended lunch (End of Term for all Platinum Award Recipients)

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Classroom

Teachers observe student behaviour throughout the day for consistency. At 3pm each day teachers will allocate stickers to the students who have displayed positive behaviour choices in the classroom. If a class has RFF during the day the RFF teacher leaves names for the class teacher to consider. The class teacher will follow the same procedure for when the RFF teacher has the class in the last session. Regular casual teachers to the school will be allocated 5 classroom stickers to hand out at the end of the day.

Each Friday staff may reward students with a bonus sticker to acknowledge exemplary positive behaviour choices.

Playground

All staff will observe student behaviour during their rostered duty in the playground for consistency. Staff will compile a list of students they see while on duty to be considered for playground stickers. At each weekly staff meeting the list of students compiled for that week will be discussed and stickers allocated at the next morning assembly.

Consistent Behaviours

Reward stickers are given for **consistency** in student behaviour and will begin from Week 3 Term 1 each year, this is to establish patterns of positive behaviour. Points earned in each term will be carried over to the next term. Once a student has reached Platinum they will begin the process again starting at Bronze. It is possible for a student to receive a maximum of 3 Platinum Awards per year. Certificates and Ribbons for Platinum Awards will be handed out on Presentation Night.

All staff contribute to identifying consistent positive behaviours. Examples of positive behaviours may include:

Classroom	Playground
• Being in the right place at the right time	• Following school expectations
• Have all equipment and are ready to learn	• Respect themselves and others
• Follow instructions	• Value property and equipment
• Respect themselves and others	• Wear correct school uniform
• Value property and equipment	• Walk where appropriate
• Wear correct school uniform	• Standing up to Bullying
• Manners	• Encouragement/inclusivity
• Working to the best of their ability	• Rubbish in the bin
• Helping peers – when appropriate	• Assisting others
• Effort and enthusiasm	• Respectful language - Appropriate
• Cooperative	• Using furniture and toilets appropriately
• Encouraging others to behave	• Staying in the right areas
• Wait quietly	• Moving straight to class
• Engaged/involved in class discussions/activities	• Being assertive and non-judgemental
• Responding positively to teacher/lesson	• Following teachers requests without arguments
• Showing initiative	• Follow canteen rules – Manners, lines, etc
• Positively attempting school work	• Hands to yourself
• Being on time	• Positive social interaction
	• Follow morning assembly/bus lines routine

This is separate to individual class reward systems and identifies students who display consistent positive behaviour choices across all school settings.

Level 0

This is where all children at Beelbangera Public School start on the behaviour consequences level. For any misdemeanours at this level students are first given an initial warning and Staff are to use behaviour management strategies in both the class and playground which encourage students to develop and practise appropriate behaviours. These strategies may include (but are not limited to):

- Start each day fresh
- Establish effective relationships with students
- Develop and maintain relationships between school and home
- Use of awards, certificates, positive notes, stickers, phone calls home, class positive behaviours system
- Set students up for success, establish achievable goals
- Seek help from others as soon as you need it
- Tactfully ignoring (and addressing at a later time/or not)
- Rule reminders/reinforcements
- Eye contact (**IF CULTURALLY APPROPRIATE!**)
- Realise and respond to cultural differences – eg cultural classes, perception of women
- Re-direction back to task
- Non – verbal cues e.g. Modelling the desired behaviour

Strategies that are NOT to be used at our school may include;

- Threats
- Putdowns
- Overuse of food rewards systems e.g. Lollies
- Writing words or lines
- “Punish” the whole class for behaviours of a few students
- Rewards that do not fit into the schools “Healthy Eating Policy”
- Sending students out of the classroom unaccompanied by an adult with duty of care

If the child’s negative behaviour continues please follow the
MINOR BEHAVIOUR FLOW CHART (Level 1)

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Minor behaviours (Level 1)

Teachers who observe or have the incident reported to them complete white slips after thorough investigation.
Students who have been placed on Level 1 have displayed consistent minor negative behaviours

Behaviour	Definition	Example	Teacher response/Consequences
Disruption	Behaviour causing interruption to a lesson, activity, game or play.	E.g. Inappropriate talking, calling out, getting out of seat, eating during class, making annoying sounds, jostling and repeatedly asking for toilet breaks.	<p>Role of Staff:</p> <p>In the classroom:</p> <ul style="list-style-type: none"> Refer to class behaviour system Refer to classroom strategies Level 0 Use discretionary consequences first <p>In the Playground:</p> <ul style="list-style-type: none"> React in a cool calm manner to the severity of the situation Use discretionary consequences first If the following behaviour is not resolved or deemed serious enough STAFF are to record MINOR BEHAVIOURS on a white slip and place it in the box next to the staffroom. Notify the child's teacher of incident and debrief with staff member where necessary <p>Role of Principal/Assistant Principal</p> <ul style="list-style-type: none"> Support and advise class teacher Look in on students/classes and praise appropriate behaviour Further investigate incidents and discuss behaviour and consequences Record white slips on SENTRAL Inform student that continuation of behaviour may result in a parent/teacher conference. <p>DISCRETIONARY CONSEQUENCES</p> <ul style="list-style-type: none"> Students remain in the classroom at lunch/recess to complete tasks Sitting student out from activity or play Picking up rubbish at lunch or recess (gloves supplied) Making amends for the behaviour e.g. apologising, cleaning up mess created. <p>If necessary contact parent by phone</p> <p>Continued negative behaviour choices may see a student moved to Level 2</p> <p>***Teachers who observe or have the incident reported to them complete white slips and inform child's classroom teacher of the incident and the outcome.***</p>
Inappropriate Language	Indirect, non-threatening words or gestures used.	E.g. Swearing (not at a person), inappropriate words for certain ages and unnecessary actions, name calling	
Non-compliance	Failure to respond to Staff requests. This includes defiance, disrespect, arguing and back chatting.	E.g. Saying no to simple tasks, not taking hat off/on, not moving from an out of bounds area, running on the concrete and gravel areas, back chatting, not completing set tasks.	
Property Misuse	Deliberately destroying school or student property.	E.g. Writing on desks, taking or breaking other students or school property or writing on it, swinging on chairs or tables, banging doors, littering, throwing things at people, graffiti and toilet misuse.	
Minor Physical contact	Non-threatening but inappropriate physical contact. Minor threatening behaviour like shoving past someone	E.g. Patting or tapping somebody constantly, shoulder barging, rough play in the playground, repeatedly touching another student after they have made it clear they do not like it.	
Leaving without permission	Unauthorised instances of leaving the classroom.	E.g. Not staying with the class group. Defiantly leaving the classroom after directions to stay in class.	
Dishonesty	Acts dishonestly or unfairly in order to gain an advantage.	E.g. Cheating in a game to gain the advantage or lying about your actions or words.	
Electronic Device Misuse	Unauthorised and inappropriate use of technology.	E.g. Using electronic devices without permission. Using devices not in the way directed by the teacher. Changing settings	
Lateness/Partial Truancy	Student is late to class.	E.g. Turns up late without a note or message from a teacher.	
Disobedience	Failure or refusal to obey rules or someone in authority.	E.g. Not listening to or following staff directions. Purposefully refusing to complete a task that is being asked of you.	
Unkindness	Inconsiderate and harsh behaviour including unkind words and actions.	E.g. Refusing to play with or be in a group with someone, using words and actions with the intention of hurting feelings or isolating others.	

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Major behaviours (Level 2)

Teachers who observe or have the incident reported to them complete white slips after thorough investigation. Report incident to Principal/AP who will assess the incident and impose consequences. Students who have been placed on Level 2 have displayed repeated continual Minor Behaviours over a short period of time or one of the following Major Behaviours.

Behaviour	Definition	Example	Response/Consequence
Abusive/ inappropriate language and behaviour	Messages that include swearing profusely in conversation or directly at someone, threatening someone verbally while using gestures.	E.g. Using bad language or name calling with intention of inciting anger, threatening or intimidating others through use of words, gestures or invasion of personal space.	<p>IN CLASSROOM OR PLAYGROUND</p> <p><i>Role of all Staff:</i></p> <ul style="list-style-type: none"> - Stay calm and try not to escalate situation - Isolate or remove if possible/manage welfare of other students. - If student is manageable send them with a reliable student to Assistant Principal/Principal. - If student refuses send a reliable student to get the Assistant Principal/Principal or contact staff via classroom phone/mobile phone if necessary. - Debrief with executive. <p><i>Role of Principal / Assistant Principal</i></p> <ul style="list-style-type: none"> - Respond to call of duty ASAP - Arrange for student to be removed from class/playground immediately and supervised - Meet with student as soon as possible in Planning Room and notify parents via phone and Behaviour Letter - Impose appropriate consequences.
Bullying and harassment	Ongoing/ disrespectful treatment of someone through words, gestures, physical actions or electronic means with the intention of holding power over the other.	E.g. Harmful actions that are repeated and targeted toward an individual. Could include threats or intimidation, physical actions such as pushing or hitting, obscene gestures, drawings or pictures, rumour spreading.	
Physical violence and aggression	Deliberate, serious physical contact where injury may occur to other students or staff.	E.g. Violently pushing, hitting, kicking, punching, pulling hair, scratching or throwing an object at someone.	
Aggressive disobedience	Student refuses to follow directions of staff and shows outward aggression towards the staff.	E.g. Leaving the classroom or school grounds and refusing to follow instructions, threatening or swearing at staff when asked to follow instructions.	
Persistent disobedience and failure to rectify behaviour at Level 1	Student is reported consistently for minor behaviours and fails to respond to reflection room and staff intervention.	E.g. Has been in the planning room more than 3 times in a week (or numerous times over the term), continuous display of poor behaviour in class and on the playground. AP'S DISCRETION	
Vandalism and stealing	Deliberate damage to school, student or staff property or taking it without permission.	E.g. Smashing or breaking equipment or fixtures or significant graffiti, taking equipment or items from school without permission.	
Use or possession of drugs/ cigarettes/ alcohol	Students in possession of, caught using or under the influence of drugs/ cigarettes/ alcohol	E.g. Alcohol or drugs on their person or in their bag, using them on school grounds or displaying typical symptoms of use.	
Use or possession of dangerous or illegal weapons	Student in possession of knives or guns (real or fake) or other objects that can cause bodily harm or create the impression of causing harm.	E.g. Having a knife or gun, waving a metal pole or stick, throwing bricks or sharp objects, using any object inappropriately to imitate a weapon.	
Poor Sportsmanship	Students who continuously have poor sportsmanship either in general playground games, class sport or school team sport.	E.g. Not following rules, too serious, too aggressive, not a team player, belittling others, arguing with teacher/referee, making own rules, tantrums over losing/poor winner.	

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Beelbangera Public School Behaviour Expectations

Values	We are Responsible	We are Respectful	We are Safe Learners
	Be in the right place, right time Move safely Care for all spaces	Be empathetic Communicate positively Follow directions	Do your best Be ready to learn Be resilient
School Wide	<ul style="list-style-type: none"> ✓ Ask permission before leaving group/class ✓ Right place, right time ✓ Tell the truth ✓ Take care of property ✓ Return equipment to where it belongs ✓ Follow adult instruction ✓ Follow routines 	<ul style="list-style-type: none"> ✓ Use school appropriate language and actions ✓ Use hello, goodbye, please, thank you ✓ Show whole body listening ✓ Wait for your turn ✓ Give others personal space ✓ Encourage others ✓ Follow the teachers directions always 	<ul style="list-style-type: none"> ✓ Keep hands and feet to self ✓ Walk on concrete and gravel areas ✓ Stay in school grounds ✓ Leave personal effects at home ✓ Use equipment and resources as intended ✓ Be Cyber Safe ✓ Show great sportsmanship at all times
Learning Areas	<ul style="list-style-type: none"> ✓ Keep workspace tidy ✓ Have equipment ready ✓ Follow timetable/daily schedule ✓ Use technology as directed 	<ul style="list-style-type: none"> ✓ Use inside voice 	<ul style="list-style-type: none"> ✓ Sit safely ✓ Walk inside ✓ Wear personal protective equipment
Transition Times	<ul style="list-style-type: none"> ✓ Move to designated area when directed 	<ul style="list-style-type: none"> ✓ Walk quietly through school 	<ul style="list-style-type: none"> ✓ Walk and stay with group ✓ Carry equipment safely
Break Times	<ul style="list-style-type: none"> ✓ Put rubbish in bin ✓ Play approved activities 	<ul style="list-style-type: none"> ✓ Share equipment as directed ✓ Listen to the game referees on the oval 	<ul style="list-style-type: none"> ✓ Wear hat and shoes ✓ Eat your own food ✓ Walk on the concrete and gravel
Toilets	<ul style="list-style-type: none"> ✓ Turn off taps ✓ Keep space clean ✓ Straight there straight back 	<ul style="list-style-type: none"> ✓ Flush the toilet 	<ul style="list-style-type: none"> ✓ One person one cubicle ✓ Wash hands with soap ✓ Use toilet and paper as intended
Bus Travel	<ul style="list-style-type: none"> ✓ Keep the inside of the bus clean ✓ Keep belongings in bags 	<ul style="list-style-type: none"> ✓ Follow bus driver requests ✓ Leave others belongings alone ✓ Use quiet inside voice 	<ul style="list-style-type: none"> ✓ Remain seated ✓ Keep windows closed ✓ Wear seatbelt ✓ Face forward



ANTI-BULLYING POLICY

Statement: Our school is an inclusive environment, where diversity is affirmed and individual differences are respected.
The quality education we provide for our students meets their learning needs in a secure, ordered and supportive atmosphere. The wellbeing, safety and health of our students is our highest priority. Our partnership with parents, caregivers, students and the wider community is central to our success.

Definition: **Bullying** can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

Bullying behaviour can be:

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

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 gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.
Students, teachers, parents, 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 know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Students, teachers, parents, 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
- actively work together to resolve incidents of bullying behaviour when they occur.

Our Aim:

The aim of the Beelbanger Public School Anti-Bully Plan is:

- to provide a safe and happy environment for students, staff and parents,
- to develop a school culture in which co-operation is fostered and harassment is not tolerated,
- to make the whole school community aware that bullying behaviour is unacceptable
- to provide strategies for parents, teachers and students to respond to bullying incidents
- to encourage students to be active bystanders if they see someone being bullied,
- to support all children in adopting positive behaviour changes,

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Managing Bullying

Strategies: *Whole School Strategies*

- Anti-bullying policy is distributed annually on the school website and notified in the Newsletter.
- K-6 individual class social skills programs.
- Cyberbullying Awareness Training Package. The package includes a short multi-media presentation that is shown to all staff, a presentation for use in a staff meeting and an information sheet on cyberbullying for school staff.
- Cooperative learning techniques within the classroom.
- Teaching of appropriate playground activities.
- Active identification of students requiring intervention.
- Collaboratively work with students, staff, P&C and or individual parents about ways the school can revise and update the Anti-Bullying Policy and Information on Bullying for Parents on the school's website.
- A pastoral care program is in place through the Learning Support Team to provide additional support of students. This may be something as simple as asking for a teacher to volunteer to be a special buddy to a student in need of additional attention. The teacher would seek out the child at various times and engage in general conversation with the student.
- Review of the Anti-Bullying Plan yearly to evaluate and modify the plan utilising collected data to ensure it is effectively addressing bullying and promoting a safe and secure environment.
- Staff to participate in Anti-Bullying workshops/courses as required.
- Regular updates/changes to the Anti-Bullying Policy with parents/caregivers and community members through newsletters, website and P&C meetings.
- Principal has an open door policy. Parents, staff and students know they will be given time if there is a problem.
- Ensure all staff are aware and access information from the Legal Issues Bulletin's pertaining to cyber-bullying and offensive school-related material on websites.

Procedures for Dealing with Bullying Behaviour

- All bullying incidents (classroom/playground) are detailed via an incident record listing all students involved (perpetrator and victim).
- Students and staff are to log incidents in accordance with DEC policy on Incident Reporting.
- Parents, Staff and students are to use Complaint Handling Policy guidelines to record, resolve and report on any incident or complaint.
- Procedures for dealing with bullying behaviour are part of the wider Discipline Policy. Certain behaviours are not tolerated and lead to suspension. If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a daily social skills/playground program. Specific programs include Bystander training, Buddy Systems, PIKAS method, or Mediation
 - **Bystander Training:** This intervention is a proactive strategy that trains bystander students to behave in a supportive way to students who are being bullied, to intervene where feasible or to report the incident to a teacher
 - **Buddy systems** can help to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.
 - **The method of shared concern or the Pikas Method** Empowering the students with bullying behaviour to assist in resolving the problem through the use of individual and group meetings with the participants. The ability to demonstrate empathy is essential for all participants in this

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method.

- **Mediation:** Assisting the students involved in incidents of bullying to resolve their differences and helping them find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It should always be voluntary and should never be used in cases of major disputes, serious bullying or assault.
- Parents are requested to let teachers know if they become aware that their child is being bullied. All cases reported are investigated.
- Teacher or staff member works with individuals or groups on anti-bullying strategies, and also concentrate on strategies that promote resilience.
- School support staff is involved with pro-social skills programs as required.
- Restitution when required so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own action.
- Victims of bullying are provided with counselling and appropriate strategies to deal with perpetrators of violence are determined in accordance with schools welfare policy.
- Follow up after bullying incidents have been resolved.
- Accessing and implementing relevant Legal Issues Bulletin's and current policy guidelines.

Classroom Strategies

- Regular classroom discussions around bullying.
- Maintenance of records detailing students' behaviour.
- Teaching games
- Implementation of social skills programs.
- Anti-bullying lessons taught across the curriculum.

Monitoring And

Evaluation:

The Anti-bullying Plan will be reviewed on an annual basis, so that all members of the school community are aware of and remain committed to it. The Plan will reflect the current teaching and learning practices at the school. The annual review will provide opportunities for reflection and renewal.

Strategies to review the school Anti-bullying Plan include:

- gathering and analysing all relevant information on the nature and extent of bullying, harassment and victimisation, including data that highlights patterns and trends, such as suspension data.
- evaluating the extent to which the school's Anti-bullying Policy has been effective in addressing bullying, harassment and victimisation and promoting a safe and secure environment.

The school to develop and implement a revised Policy, if necessary, following a review.

The school will continue to monitor and evaluate the implementation of the Policy on an ongoing basis.

Bullying Response Flowchart (Victim)

Step 1: Listen

- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Step 2: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in COMPASS
- Notify school executive of incident if required in line with behaviour management policy
- Notify parent/s that the issue of concern is being investigated

Step 3: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 4: Discuss

- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5: Implement

- Document the plan of action in COMPASS
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support services if needed

Step 6: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in COMPASS

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up in COMPASS
- Refer matter to the Learning and Support Team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Beelbanger Public School - School Leadership Policy (2020)



Beelbanger Public School Leadership Policy

Every child has the potential to be a leader. Students are encouraged to nominate for the different formal student leadership roles with a variety of responsibilities across the school. These positions provide students with opportunities to develop confidence and independence. Having effective student leaders supports the development of responsible behaviours, a positive school culture and encourages students to be positive role models.

At Beelbanger Public School we have accommodated the need for a large range of leadership opportunities, with the understanding that it is not possible for every student to have a formal leadership position.

ALL leadership positions have the same expectations that must be met.

The following leadership roles are available:

School Leaders

The School Leaders represent the school and the student body. They are recognised across the school and have a greater accountability for all their actions. There are four School Leaders, made up of two boys and two girls. These positions are only open to Year 6 students. They are responsible for:

- Acting as a positive role model for all students
- Setting an example of behaviour to all students
- Representing the school at various occasions such as welcoming and thanking guests and leading the town ANZAC march
- Being involved in the promotion of the school image in the community
- Participating in school activities such as school assemblies
- Confidently running formal assemblies and Presentation Night

House Leaders

The House Leaders are accountable for assisting with sporting events across the school. Each house will have two boy and two girl captains. There are three houses (Thorpe, Webb and Freeman). These positions are to be filled by Year 6 students; if there are no Year 6 students who qualify for the position it is then opened up to eligible Year 5 students. They are responsible for:

- Acting as a positive role model for all students
- Setting an example in behaviour to all students
- Assisting with set up/pack up of sporting carnivals
- Set up and pack up of sporting equipment for lunch/recess times
- Lead their sports house at school carnivals by being supportive of and participating in all sporting events. Also assisting infants students in getting to their correct races
- Be responsible for delivering a sports report at assemblies

Office Leaders

The Office Leaders are responsible for assisting with office tasks during lunch and recess times. There are 8-10 positions. These positions are to be filled by Year 6 students. They are responsible for:

- Acting as a positive role model for all students
- Setting an example of behaviour to all students
- Answering the phone and taking/delivering messages

Beelbangera Public School - School Leadership Policy (2020)



- Shredding of paperwork
- Laminating
- Photocopying
- General office tasks

Media Leaders

The Media Leaders are accountable for assisting with tasks relating to the promotion of Beelbangera Public School. These positions are to be filled by Year 6 students; if there are no Year 6 students who qualify for the position it is then opened up to eligible Year 5 students. There are four positions. They are responsible for:

- Acting as a positive role model for all students
- Setting an example of behaviour to all students
- Assisting with the development of the school end of term newspaper – The Beelbangera Gazette
- Write reports and/or take photos of students for the school website and Facebook
- Promote Year 6 fundraising opportunities eg cake stalls, fete, sausage sizzles etc by creating notes and posters

Expectations for leadership positions

All students who have been selected for any School Leadership position must adhere to the following rules. Minor infractions will incur a warning and parents will be informed. Major or continued infractions may result in suspending their leadership role or termination altogether. They will:

- Display exemplary behaviour at all times
- Take responsibility for their actions at all times
- Show no violence at any time
- Shows respect for all adults at all times
- Uphold all classroom and school rules
- Wear full school uniform appropriately and with pride at all times
- Show willingness to assist at all times
- Be a role model in the classroom, playground and when representing the school
- Participate in school events

ALL students in a position of leadership should be:

- Friendly
- Cooperative with both students and staff
- Reliable
- Trustworthy
- Polite

Guidelines for leadership positions

- A student will be ineligible for election if they have had serious breaches of conduct, demonstrated inappropriate behaviour, had formal warnings of suspension or have been suspended from the beginning of Stage 3 (Year 5).
- All students in 2-6 will be familiar with these guidelines

Student Leadership Selection Criteria

The selection requirements for the above mentioned positions are outlined below.

- Students may only hold one leadership position at a time
- Each leadership position will be made available for equal number of boys and girls, unless there are no students of a particular gender wishing to apply for the position or there is a gender imbalance
- Eligibility for a student leadership position will be determined collaboratively by the Principal and Assistant Principals at the time of nomination. If there are concerns about the suitability of a nominated student for the role then the School Executive Team will consult with the student and parents, outlining any concerns and reasons for the decision.
- The responsibilities and opportunities attached to each leadership role will be made clear to students before voting occurs
- Students will be expected to follow the Student Leaders' Code of Conduct (attached)
- Student Leaders who are not upholding the Student Leaders' Code of conduct will receive consequences consistent with the school's discipline policy
- Student Leaders breaking the Student Leaders' Code of Conduct will be counselled by the Principal and Executive Team about the implications for their leadership position
- Student Leaders may have their position suspended for a period of time or revoked, as determined by the Principal and Executive Team

Selection Process for School Leader Positions

Year 5 students and parents are informed of the Student Leadership Election process from the start of the new school year.

Student Leadership positions will be determined by election. There will be a round of student prepared speeches (see Appendix B) and a question and answer time to take place with the whole school at special assemblies. This will then be followed by voting by all students and staff.

Depending on the amount of students nominating to be School Leaders, speeches and question and answer time may be divided over several days.

Voting ballot papers will include a photo of each of the nominees with their name. Each student and staff member, including the candidates, are allowed one vote.

School Leaders will be announced at Presentation Night with a formal badge pinning ceremony by their parents.

At no time are the candidates or the candidates siblings allowed to give bribes to other students in any year to influence their vote. If found to be doing so they will be disqualified from the elections. There is also to be no campaigning in any form including posters.

Selection Process for House Captain Positions

Year 6 students are informed of the House Captain Election process from the start of the new school year. Students will need to inform the Principal of their intention to run for House Captain by the end of Week 2, Term 1 to organise ballot papers.

Beelbangera Public School - School Leadership Policy (2020)



House Captain positions will be determined by election. There will be a round of student prepared speeches (see Appendix B) to be delivered to their house during a house meeting. This will then be followed by voting by all students from that house only.

Voting ballot papers will include a photo of each of the nominees with their names. Each student of that house, including the candidates, are allowed one vote.

House Captains will be announced the following morning at assembly and followed by a formal badge pinning ceremony by their parents at the next available whole school assembly.

Selection Process for Office Leaders and Media Leaders

Year 6 students are informed of the Office Leader and Media Leader Election process from the start of the new school year. Students will be required to prepare a short essay outlining their reasons for wanting to be elected for these roles. The essays will be due by the end of Week 2, Term 1. Staff will be the only people who read and elect students for these roles.

Office Leaders and Media Leaders will be announced Week 3 at morning assembly and followed by a formal badge pinning ceremony by their parents at the next scheduled whole school assembly.

Leadership Code of Conduct Contract

All students elected to a Leadership position, will have their duties outlined to them by the Principal. Students, parents and the Principal will also be required to sign the Leadership Code of Conduct.

Beelbangera Public School - School Leadership Policy (2020)



School and Sport House Leaders' Code of Conduct

As part of the school's leadership team, you agree to comply with Beelbangera Public School's Student Leaders' Code of Conduct below, which outlines the behaviours expected of all student leaders.

School and Sport Leadership Team Roles and Responsibilities

School and Sport Leaders:

- Are outstanding role models for all in the school community by upholding the Student Leadership Code of Conduct;
- Represent the school at formal functions and host special commemorative events and assemblies;
- Assist with Kindergarten Orientation,
- Attend meetings with the Principal and School Executive team.

Student Leaders' Code of Conduct

School and Sport Leaders will role model the school values by being:

Safe

- Show self-control and self-discipline of own feelings and own actions.
- Act in a way that ensures the safety of self and others.

Respectful

- Treat others fairly and honestly.
- Show empathy and care towards others.
- Use manners when dealing with other students and adults.

Learners

- Role model safe, respectful behaviours for all students.
- Be an active and positive participant in school life.
- Attempt all learning tasks and role model appropriate learning behaviours.

I, _____, acknowledge the privilege of the position of School/Sport Leader at Beelbangera Public School. I pledge to fulfill my duties and comply with the Student Leaders' Code of Conduct to the best of my abilities. **I understand that a breach of the Student Leaders' Code of Conduct may lead to the suspension or revoking of my position.**

Student/Sport Leader name _____

Student/Sport Leader signature _____

Student/Sport Leader's Parent/s signature _____

Principal signature _____

Date _____

Beelbanger Public School - School Leadership Policy (2020)



Office and Media Leaders' Code of Conduct

As part of the school's leadership team, you agree to comply with Beelbanger Public School's Student Leaders' Code of Conduct below, which outlines the behaviours expected of all student leaders.

Office and Media Leaders Team Roles and Responsibilities

Office and Media Leaders:

- Are outstanding role models for all in the school community by upholding the Student Leadership Code of Conduct;
- Assist with Kindergarten Orientation,
- Attend meetings with the Principal and School Executive team.

Office and Media Leaders' Code of Conduct

Office and Media Leaders will role model the school values by being:

Safe

- Show self-control and self-discipline of own feelings and own actions.
- Act in a way that ensures the safety of self and others.

Respectful

- Treat others fairly and honestly.
- Show empathy and care towards others.
- Use manners when dealing with other students and adults.

Learners

- Role model safe, respectful behaviours for all students.
- Be an active and positive participant in school life.
- Attempt all learning tasks and role model appropriate learning behaviours.

I, _____, acknowledge the privilege of the position of Office/Media Leader at Beelbanger Public School. I pledge to fulfill my duties and comply with the Student Leaders' Code of Conduct to the best of my abilities. **I understand that a breach of the Student Leaders' Code of Conduct may lead to the suspension or revoking of my position.**

Office/Media Leader name _____

Office/Media Leader signature _____

Office/Media Leader's Parent/s signature _____

Principal signature _____

Date _____

Appendix B

Guidelines for School Leader speech presentation

Outlined are some ideas students can use to help them with their speech. Students may choose to use all or none of these suggestions, it is entirely up to them. Speeches are prepared at school.

- Introduction – name/interests
- Realistic promises – remember you can't provide coke in the bubblers or a pool on the oval
- Being a responsible role model is an important part of the position of School Leader. How have you demonstrated this?
- Speaking publicly to a range of audiences is also an important part of this role. Provide 2 examples of public speaking presentations you have delivered.
- Demonstrate your willingness to be involved in school activities. This may include sport, performing arts, general curriculum and community events
- What is a good leader and what will you bring to the role of School Leader?

Public Speaking tips:


- Consider your audience. Remember you are writing a speech that appeals to both students and school staff
- Use palm cards and number them. Palm cards often get out of order (especially if they are dropped) so you will need to be able to put them back in order quickly. Write neatly on them so you can read your writing.
- Eye contact is very important. Take the time to scan the audience so they feel like you are talking to each of them
- Expression: You will require facial expression as well as voice and body control. When you are speaking, alternate the tone of your voice and match your facial expressions to what you are saying. Keep your stance strong and straight, don't slouch, rock or sway.
- Pausing: Don't rush your speech. Pause after a sentence, take a breath and then continue. Say everything slowly and clearly so it is easier to listen to and calms your nerves. When people are nervous they have a tendency to rush so be aware of your pace
- Practise, practise, practise!!!

Supporting Positive Classroom Behaviour Checklist

Questions to ask if behaviour is persistent and ongoing and the student has not responded to your classroom behaviour support and management plan.

For more information visit... [DoE Resources](#)

Ask yourself – Have I?

1.	Developed a classroom behaviour support and management plan and communicated this to my students?	
2.	Spent time clearly explaining and teaching my students the expectations for positive behaviour in my classroom? Eg entering and leaving the room, how to work well in a group, how and when to work quietly, how to seek help, how to move around the room, routines for managing classroom tasks etc	
3.	Made an effort to develop a relationship with this child? Find something they are interested in to talk about with them, make the first contact each day a positive one etc	
4.	Looked closely at the child's history on Sentral and in their record card?	
5.	Spoken to previous teachers to discuss successful strategies?	
6.	Focused on the students' strengths? Looked for the positives? Reinforced what they are doing well? Praise, praise, praise!	
7.	Started to record examples of behaviour on Sentral?	
8.	Informed my Assistant Principal of the issue?	
9.	Discussed the behaviour with the student privately and asked how you can help assist them with improving their behaviour?	
10.	Communicated with the parents/caregivers to seek their support in working with their child?	
11.	Considered the function of the behaviour? Is the behaviour about seeking attention, avoiding work, fear of failure or trauma related?	
12.	Considered individual supports for the child? Eg visual timetables or reinforcement, timers, calm spaces,	
13.	Thought about the behaviour that is having the greatest impact and focused on supporting the student with that first, while strategically ignoring other less intrusive behaviours?	
14.	Referred to department resources when developing supportive behaviour programs  Developing_behaviour_programs_fact_sheet	
15.	Referred to the Learning Support Team	
16.	Developed an Individual Behaviour Support and Management Plan	

2024

Beelbanger Public School
Learning Support Team Referral



Term: 2

Date: 18/03/2024

Student: Name

Class: 2S

Reason for Referral: ☐ Academic ☐ Behaviour ☐ Social/Emotional ☐ Parental Concern

Has this student been on LS caseload before? ☐ Yes ☐ No ☐ Unsure

Previous support provided (if known):

☐ withdrawal ☐ in-class support ☐ EALD ☐ Chaplain ☐ Other: Click or tap here to enter text.

Specific area/s of concern: (Reading, comprehension, writing, sounds, speech, mathematics (including concepts), fine motor, attendance, social issues, concentration etc)

Click or tap here to enter text.

What outcomes would you like to see from this referral:

Current Academic Performance: (Shade the boxes)

	Reading	Writing	Comprehension	Spelling/ Phonics	Speech	Numeracy
Early Stage 1						
Stage 1						
Stage 2						
Stage 3						

Other relevant background/medical information:

Language at home:



Parent contact: Have parents been notified or this issue been discussed with them?

☐ Yes ☐ No (please do so asap)

Strategies attempted: Highlight accommodations you have implemented

Classroom Strategies:

- Seat near teacher or low distraction area
- Seat near positive peer models
- Use of rows instead of tables/ horseshoe/circle
- Stand near student when giving instructions
- Sit student close for audio/visual presentations

Presentation of Lesson:

- Adjust work load, reduce homework, assignments or give alternative assignments
- Teacher gives student outline notes or study guide
- Keep notes/handout format simple which divide into clearly marked sections
- Highlight handout instructions
- Give clear behavioural objectives
- Catering for learning style of student – oral, visual, kinaesthetic etc
- Ask student to repeat instructions for clarification and understanding
- Give reminders to student to stay on task
- Regular use of 'hands-on' student centred activities
- Use short, frequent quizzes

Organisational Strategies:

- Use diary to register and plan homework
- Use calendar to plan long term assignments
- Use of work notebook or assignment notebook
- Daily timetable is clear and followed
- Give reminder and time to organise materials and work for desk
- Arrange for duplicate set of classroom materials to use at home
- Develop parent – teacher contact
- Training in time management e.g. Visual timetable
- Training in how to prepare for and take tests
- Develop strategies to monitor own behaviour
- Implement behavioural contract
- Implement reward system

Note Taking Strategies:

- Give student a copy of notes
- Arrange for note taking
- Permit student to use a computer/tape recorder
- Training in how to take notes – specific text types
- Student takes modified notes

Alternative Tests/Assessment Tasks:

- Reduce number of test items
- Practice taking similar test questions
- Modify outcomes for assignments
- Adjust marking/grading criteria
- Adjust time scale for assignment completion
- Have support staff administer test
- Provide a reader/ writer for test
- Permit untimed testing
- Permit student to use computer or tape recorder

Other strategies I have implemented:

Click or tap here to enter text.

To be completed by Learning and Support Team

Discussed at meeting: 8/04/2024

Result: Click or tap here to enter text.

Support provided by: ☐ Mrs Woods ☐ Mrs Mirtschin ☐ Miss Melissa ☐ Chaplain
☐ School Counsellor

Anti-Racism Flow Chart

Step 1: Listen

- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Step 2: Document

- Ask the student for examples they have of the alleged racist behaviour (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in COMPASS
- Notify school executive of incident if required in line with behaviour management policy
- Notify parent/s that the issue of concern is being investigated

Step 3: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Report incident to the ARCO

Step 4: Discuss

- Evaluate the information to determine if it meets the definition of racism
- ARCO then makes a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5: Implement

- ARCO to document the plan of action in COMPASS
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support services if needed

Step 6: Review

- ARCO to meet with the students to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in COMPASS

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up in COMPASS
- Refer matter to the Learning and Support Team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Note 1 – If the behaviour is on-going and breaches the anti-racism policy guidelines then further action will need to be taken in line with suspension and expulsion policies.