

# **New Lambton Public School**



## **Student Welfare Policy 2015**

<b>CONTENTS</b>	
<b>Statement of Purpose</b>	
Mission Statement	3
Core School Rules	4
DET Core Rules	4
School Values	4
<b>Rights and Responsibilities</b>	
Students	5
Teachers	5-6
Parents/Caregivers	6
<b>Strategies and Practices to Manage Student Behaviour</b>	
Strategies and Practices to Promote Positive Student Behaviour	7
Strategies and Practices to Recognise Student Achievement	7-8
Anti-Bullying Plan	8
<b>School Discipline Policy</b>	
Classroom Management	9-11
Playground Management	12-13
School Counsellor Learning Support Teacher Support	14
Procedural Fairness	14
Suspension and Expulsion Procedures	14-16
<b>APPENDICES</b>	
<b>A</b> New Lambton Public School Anti-Bullying Plan	17-25
<b>B</b> Policy for the Election of Captains, Vice Captains, House Captains and Vice Captains	26-30

# Statement of Purpose

The New Lambton school community takes pride in a school culture that is based on the values of Excellence, Respect and Responsibility. The New Lambton Public School Student Welfare Policy outlines the expectations that the school community has for the conduct of the students, teachers and parents to ensure this school culture is maintained. It identifies procedures that support the students' intellectual, emotional, social and physical growth and wellbeing. This policy is consistent with DoE Policy and is based on the principles of procedural fairness and developed within the framework of student welfare.

## Context

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support that acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

Effective learning and teaching  
Positive climate and good discipline  
Community participation

(Student Welfare Policy, Department of Education and Training 1996)

## School Mission Statement

At New Lambton Public School we strive to provide :

*Quality Education in a Caring Environment*

## School Values

- Excellence
- Respect
- Responsibility

## Core School Rules

The New Lambton Public School rules reflect the expectations that the teachers and school community have for the students. They also reflect the expectations that the students have of themselves and their peers.

Excellence	Respect	Responsibility
<ul style="list-style-type: none"><li>• Always strive to do your best</li><li>• Be a lifelong learner</li><li>• Believe in yourself and others</li><li>• Be honest and truthful</li></ul>	<ul style="list-style-type: none"><li>• Be courteous and considerate</li><li>• Play fairly</li><li>• Care for our school environment</li><li>• Listen to others</li></ul>	<ul style="list-style-type: none"><li>• Wear your school uniform with pride</li><li>• Be prepared for learning</li><li>• Always follow the rules and stay safe</li><li>• Accept responsibility for yourself and your belongings</li></ul>

## DoE Core Rules

New Lambton Public School will implement the set of DoE Core Rules based on the nine core values of NSW public schools. These are integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. We recognise the significant influence parents have on their children's character and behaviour and the importance of working in partnership with them in supporting the core rules.

Students at New Lambton Public School will:

- Attend school every day unless they have a justified reason for being absent
- Arrive at lessons on time and be prepared to participate in learning
- Maintain a neat appearance and comply with the school's uniform policy
- Behave in a safe, considerate and responsible manner, including the journey to and from school
- Be respectful at all times to teachers, students, support staff, parents and visitors to our school
- Comply with classroom and school rules
- Be courteous at all times and cooperate with teacher instruction and learning activities
- Treat all members of the school community with dignity and respect
- Take care of your property, the school's and others
- Harassment, bullying, interfering with the safety of others, or engagement in any illegal or anti-social behaviour will not be tolerated

# Rights and Responsibilities

## Students:

### ***At New Lambton Public School each student has the right to:***

- be safe and free from bullying, harassment and intimidation at school
- be treated with respect and fairness regardless of race, religion, sexuality, ethnicity, beliefs, intellectual or physical disability
- a high quality education
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment

### ***At New Lambton Public School it is the student's responsibility to:***

- respect individual differences and diversity in others and to be thoughtful and courteous to others
- not harass, bully or intimidate other students and to behave safely at all times
- contribute to a happy, safe environment where all may work without distraction
- develop positive relationships with others in the school environment
- use digital communication and electronic devices in an acceptable manner

### **New Lambton Public School has the responsibility to:**

- Implement an Anti-bullying Policy which clearly identifies both the behaviours and the consequences of bullying in the classroom and the playground
- Inform students, parents and caregivers about the Anti-bullying Policy
- Provide students with strategies to respond positively to incidents concerning bullying and their responsibilities as bystanders and observers
- Follow departmental policies and guidelines for teaching about bullying as part of the PD/H/PE program
- Follow up complaints of bullying, harassment and intimidation
- Manage all students fairly and evenly
- Foster an environment of acceptance of individual differences

## Teachers:

### ***At New Lambton Public School each teacher has the right to:***

- Teach in a positive climate where teaching/learning is respected and valued
- Be respected as a professional and as an individual
- Expect behaviour that contributes to a positive class atmosphere
- Have time to work with students as individuals
- Receive support from the school community
- Expect quality work
- Be happy and safe at school, ie. be treated with respect and dignity

### ***It is the teacher's responsibility to:***

- Have knowledge of school and departmental policies relating to bullying behaviour
- Know and identify signs of bullying

- Consistently revise and review acceptable behaviours
- Respect and support students in all aspects of their learning
- Model and promote appropriate, non-aggressive behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Policy
- Work collaboratively with students and parents to resolve incidents of bullying when they occur
- Offer ongoing education of students to develop strategies to identify, cope with and prevent bullying.

### **Parents/Carers:**

#### ***At New Lambton Public School parents/caregivers have the right to:***

- Expect maximum learning opportunities to be available
- Expect a safe learning environment
- Enter into two way communication with the school
- Receive feedback about student attitude, behaviour and learning

#### ***It is the parents/caregivers responsibility to:***

- Be aware of the school Anti-Bullying Policy
- Know and identify the signs of bullying
- Work collaboratively with the school to assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Policy
- Support their children to become responsible citizens
- Help their children to develop responsible online behaviour
- Report incidents of school related bullying and inappropriate behaviour to the school
- Model and promote appropriate behaviour

## **Strategies and Practices to manage student behaviour**

The staff at New Lambton Public School take a proactive approach to managing inappropriate student behaviour. The establishment of positive teacher-student relationships and strong home-school partnerships foster an environment where students have a sense of belonging and interact positively in the school setting.

- Teachers ensure that students are engaged in learning at a level that is appropriate to their needs.
- Teachers have high expectations for student behaviour and achievement.
- The school ensures that there are a range of extra-curricula activities available to cater for the interests and abilities of all students.
- Cultural diversity is celebrated to ensure that all students feel a part of the school community.

A flow chart has been developed to visually represent the procedures to follow in effectively managing inappropriate student behaviour in the classroom and playground. (see Student Discipline Policy)

## **Strategies and Practices To Promote Positive Student Behaviour**

Staff members commit to positive communication with the students, to building positive relationships with students and their carers, and fostering a positive, caring environment. Staff take a proactive approach to student behaviour by using positive reinforcement to encourage positive choices. The school fosters a strong sense of community, acknowledging and celebrating individual student and whole school achievements.

Staff members will ensure that rights and responsibilities are discussed with their classes and form the basis of the class rules. Each teacher is responsible for their own class discipline plan, including specific class rules, however it must be aligned with the school policy. The school, DoE core rules and class rules will be displayed in prominent places in the classroom and around the school.

The school traffic lights behaviour management system provides scope for students to apply themselves beyond expectations and have this achievement celebrated in class by their peers and recorded on the Sentral system. Students can receive merit award cards (see merit system below) for citizenship and positive behaviour choices.

### **Student Leadership**

All students in Year 6 are provided with opportunities for leadership across the school. Year 5 students are advised of these opportunities at the end of the year as part of the Student Leaders election process.

Examples of these roles include:

- Student Leadership team – 2 captains, 2 vice captains and 8 prefects
- Playground monitors
- Canteen monitors
- Library monitors
- Doing Diversity Team
- Sports Captains – 8 captains and 8 vice captains
- Parliament – 10 Ministers
- Bell ringers
- Flag raisers
- Canteen advertisers
- Audio Technician
- Office Secretaries/ Classroom Secretaries

(See Policy for Election of School Captains, Prefects and House Captains Appendix B)

## **Strategies and Practices To Recognise Student Achievement**

We recognise that all students have the right to be respected and trusted as responsible members of our school community. There is an expectation that students remain responsible and act within the school, core and class rules. We recognise students as individuals and provide opportunities for students to participate in a wide range of in-school and beyond-school activities and events that enable them to pursue their interests and develop their ability in these areas. Student achievements are recognised through a school merit system, at the class level and at a whole school level.

## **Awarding Achievement**

Celebrating and recognising student achievements is an important part of New Lambton Public School's Student Welfare plan.

There is a K-6 assembly each week on Monday and a 3-6 Sports Assembly on Friday. Merit, Community and Sport awards are given out along with special program awards such as Premiers Reading Challenge, Sports Gala Days. The students collect merit award cards and once ten are collected, a large merit award is received. The students continue collecting merit awards and progress through the levels.

- 10 = Achievement Award
- 50 = Principal's Award
- 100 = Bronze Award
- 150 = Silver Award
- 200 = Gold Award + photo taken and displayed in the 'Hall of Fame'
- 250 = Emerald Award
- 300 = Ruby Award
- 350 = Sapphire Award
- 400 = Honour Award + Principal's morning tea
- 450+ = Excellence Award + Medallion

The end of the school year concludes with Presentation Day and Sports Assembly. Special awards are given annually for students showing achievement, improvement and effort in class across all key learning areas and for outstanding achievement in academic testing and sporting endeavours.

Students are also recognised publicly through the following:

- ongoing regular contact with parents
- through newsletters, notice boards and the school website
- community events
- participating in dance and drama festivals, Star Struck, exhibitions, State Knockout and sports gala days, academic tests, GATS and CAPA camps as school representatives
- class and incentives and reward systems

## **Anti-Bullying Plan**

The school has developed an extensive anti-bullying plan to both deal with and prevent bullying.  
**See Appendix A.**



# New Lambton Public School

## School Discipline Policy 2015

### Classroom Management

#### Rules

It is vital that the teacher and the class negotiate the class rules at the beginning of the school year. This is important because each teacher is responsible for his or her own class discipline. Class rules should be linked to the school rules and DoE rules. Class discipline must align with the school's Welfare/Discipline Policy and use consistent terminology and understanding of values.

#### Role Definition

At the beginning of the school year there will be a class meeting where roles are defined and clarified, with all members of the class having an opportunity for input. Staff and students need to ensure that their roles are clearly defined. These roles should be clearly displayed and referred to when necessary.

There are 6 colour coded levels of behaviour management and disciplinary measures relating to the classroom. These levels assist the students to self-monitor their behaviour. A buddy system has been developed for students who require time out from the classroom when reaching the red level. Student behaviour has been classified into minor and major. Minor behaviours are managed through the traffic light system, with class based consequences. For major behaviours, class teachers should follow the Behaviour Management flow chart- classroom.

<b>Minor Classroom Behaviours</b> <ul style="list-style-type: none"><li>• Disturbing others</li><li>• Off task</li><li>• Refusal to follow instructions</li><li>• Unsafe behaviour e.g. running, inappropriate use of equipment</li><li>• Calling out inappropriately</li><li>• Back chatting</li><li>• Teasing</li><li>• Not take turns or acting fairly</li></ul>	<b>Consequences</b> <ul style="list-style-type: none"><li>• Redirection</li><li>• Rule reminder</li><li>• Traffic light system – level change</li><li>• Catch up work in own time or at home</li><li>• Apologise to those affected</li><li>• Time out in classroom</li></ul>
<b>Major Classroom Behaviours</b> <ul style="list-style-type: none"><li>• Leaving classroom without permission</li><li>• Angry towards others</li><li>• Persistent disruption</li><li>• Bullying</li><li>• Swearing</li><li>• Rude to peers or staff</li><li>• Persistent refusal to follow instructions</li></ul>	<b>Consequences</b> <p>Refer to Behaviour Management Flow Chart - Classroom</p>

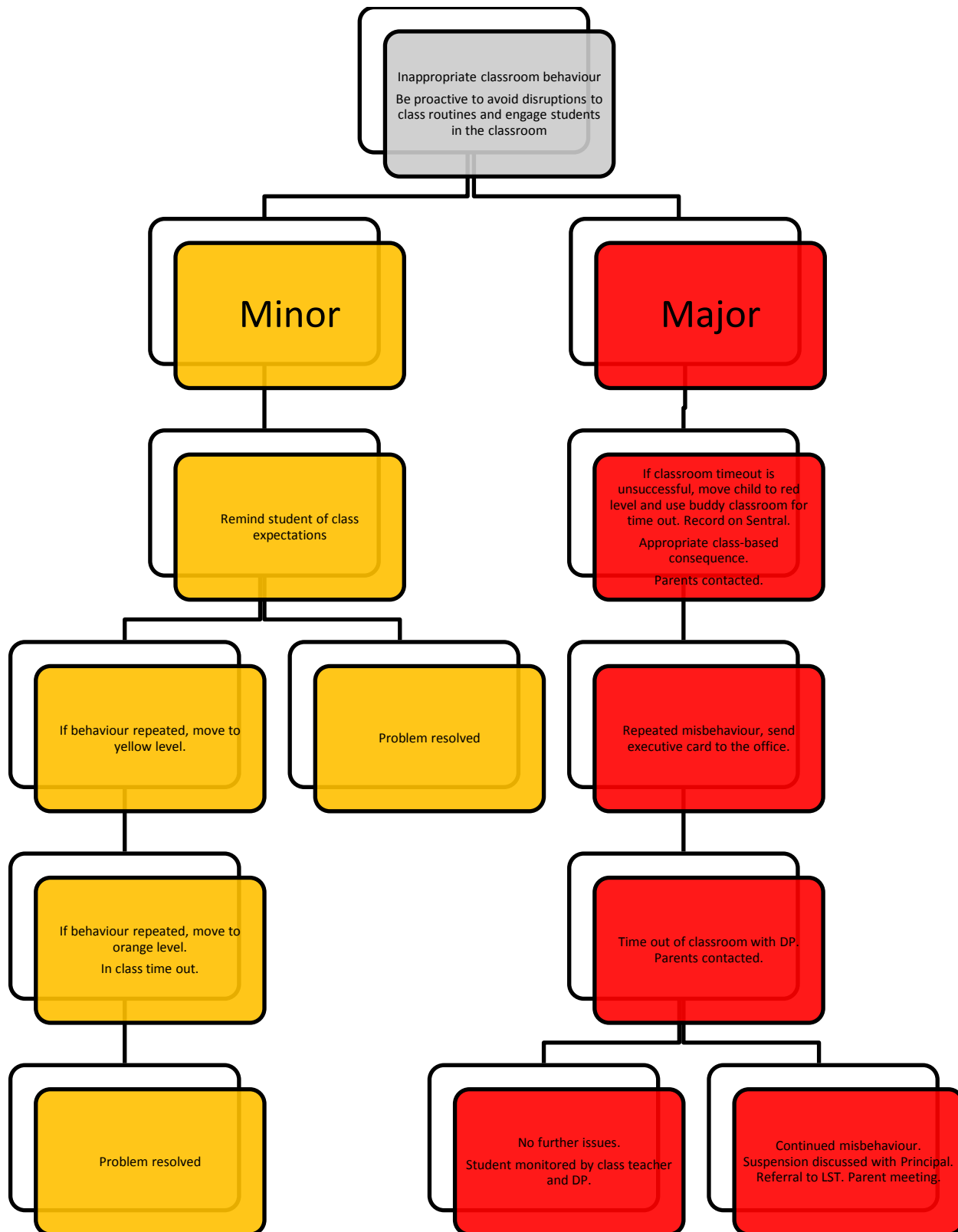
**Management of Behaviour in Class**

All classroom teachers at New Lambton Public School follow the same procedures when dealing with behaviour in class that interferes with the learning of the offending student and of other students during class time. Teachers are responsible for implementing consequences for minor behaviours in the classroom.

- 1. Student is reminded of class rules and expectations
- 2. If a student continues to break class rules, the teacher discusses the class level system (Yellow level then orange level) and student has time out in class.
- 3. If the student continues to break class rules, the student has time out in their buddy class. (Red level)
- 4. Incident is recorded on Sentral Welfare and parents are contacted.
- 5. If time out is unsuccessful, intervention from Deputy Principal or Principal is sought.





# Behaviour Management Flow Chart - Classroom

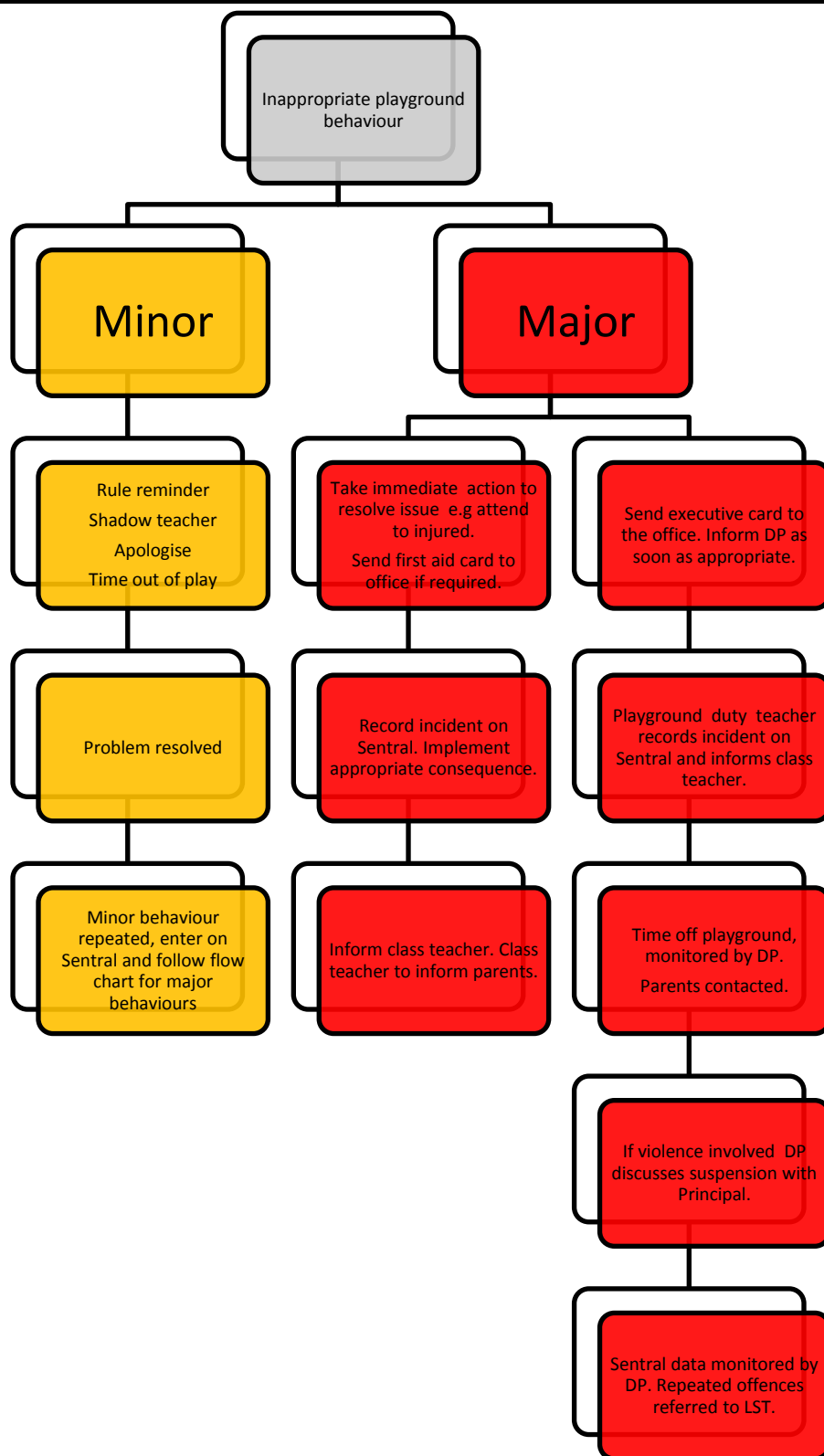


## Playground Management:

The teacher on duty handles minor behaviour issues and follows the playground behaviour consequence chart. It is the playground duty teacher's responsibility to manage and follow up minor playground behaviours. Staff on playground duty have the responsibility to supervise visibly and actively in the playground and be proactive to avoid problems and ensure the safety of all children.

<b>Minor Playground Behaviours</b> <ul style="list-style-type: none"><li>• Out of bounds</li><li>• Interfering with others' games</li><li>• Teasing</li><li>• Running in an inappropriate area</li><li>• Rough play</li><li>• Not following teachers instructions</li></ul>	 <b>Consequences</b> <ul style="list-style-type: none"><li>• Rule reminder</li><li>• Shadow the teacher</li><li>• Apologise to the other person</li><li>• Time out for a short period</li></ul>
<b>Major Playground Behaviours</b> <ul style="list-style-type: none"><li>• Rude to the teacher or peers</li><li>• Fighting</li><li>• Bullying</li><li>• Swearing</li><li>• Repeatedly not following teacher instructions</li><li>• Repeated minor offences</li></ul>	 <b>Consequences</b> <p>Refer to Behaviour Management Flow Chart - Playground</p>

# Behaviour Management Flow Chart - Playground



## **Parent Interview/Counsellor and the School Learning Support Teacher Support**

The school is not solely responsible for consistent unacceptable behaviour of students. This is a shared responsibility of parents and students in partnership with teachers. If the student continues to offend, then a referral to the learning support team is actioned by the class teacher or Student Welfare Coordinator.

The Learning Support Team will work collaboratively with the class teacher and parents to seek appropriate internal or external interventions to support the student. Parent permission for counselling will be actively sought. The School Learning Support Team (consisting of the Principal, Learning and Support teacher, the LST Coordinator and the school counsellor) will then work together to support the student through their difficulties.

## **Procedural Fairness**

The principles of procedural fairness are fundamental to the implementation of procedures. Procedural fairness means that each child has:

- the right to be heard, and
- the right to a fair decision based upon findings of fact, and
- the right to have a matter dealt with in a timely manner.

## **Suspension and Expulsion Procedures**

### **General Principles**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this New Lambton Public School will maintain high standards of student behaviour. These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations.

Suspension is most effective when it highlights the parents'/carers' responsibility for taking an active role in partnership with the school to change the behaviour of their child. Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

## **Suspension:**

The *Suspension and Expulsion of School Students Procedures* (2011) will be followed in all incidents of suspension and expulsion. The Principal of New Lambton Public School must suspend immediately any student who is:

- physically violent (this matter may need to be reported to police)
- in possession of a prohibited weapon, firearm or knife (must be reported to police)
- uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance (refer to *Managing Drug Related Incidents Procedures*)
- engages in serious criminal behaviour related to the school

Other than in the serious circumstances outlined above, a range of appropriate student welfare and discipline strategies will be implemented and documented before a suspension is imposed.

Suspension will occur after the Principal has:

- ensured that appropriate personalised learning and support strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- recorded all action taken.

## **Short Suspension:**

In circumstances where measures detailed above have been unsuccessful in resolving the appropriate behaviour, the Principal may choose to impose a short suspension of up to and including 4 school days. Short suspensions may be imposed for:

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

## **Long Suspension:**

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

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Long suspensions may be imposed for:

- physical violence : Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
- use or possession of a prohibited weapon, firearm or knife
- possession, supply or use of a suspected illegal substance
- use of an implement as a weapon
- serious criminal behaviour related to the school
- persistent or serious misbehaviour

## **Expulsion:**

In serious circumstances of misbehaviour a student can be expelled from the school.

## **Re-Entry to School:**

The Principal will convene a suspension resolution meeting at the earliest opportunity. During this meeting the Principal in conjunction with the parents/carers will use available resources in seeking a means of assisting the student to modify his or her behaviour. This may include the provision for counselling, access to behaviour management programs as required and the development of a risk management/ behaviour support plan.

*Michelle Unterrheiner  
Relieving Principal  
13<sup>th</sup> November 2015*



## APPENDIX A

# ***New Lambton Public School Anti-bullying Policy & Plan***

## **POLICY**

### **Aim:**

The aim of this policy is to ensure that staff, parents and students at New Lambton Public School work together to create a safe, caring learning community that supports the rights of all students to learn and all teachers to teach.

### **Purpose:**

- To reinforce that bullying is unacceptable
- To promote an understanding of bullying
- To recognise signs of bullying in the school community
- To ensure all incidents of bullying are reported
- To follow up all reported incidents in an appropriate way which demonstrates justice to all
- To support students to develop resilience and strategies to reduce bullying

### **Definition:**

Bullying is the repeated, intentional, unwelcome and uninvited behaviour by an individual or group that causes distress, hurt, undue pressure, intimidation, fear or unreasonable levels of anxiety in another individual. Bullying involves the abuse of power in a relationship and can involve all forms of harassment including:

*\*culture \*sexual orientation \*body size \*ethnicity \*ability or disability \*physical appearance  
\*gender \*economic status \*age \*sexuality \*religion*

Bullying behaviour can come in many forms, including but not limited to

- **Physical** - hitting, tripping, punching, kicking, pushing, scratching, spitting, biting, damaging equipment
- **Verbal** - name-calling, insults, teasing, abuse, homophobic or racial comments, sarcasm, intimidation
- **Social** - ignoring, excluding, ostracising, alienating
- **Psychological** - spreading rumours, dirty looks, hiding possessions, malicious notes
- **Sexual** - unwanted touching or brushing against someone
- **Indirect** - this is designed to cause humiliation and/or harm social reputation and can include : lying and spreading rumours; playing nasty jokes to embarrass and humiliate; mimicking; encouraging others to exclude someone
- **Cyber bullying**— using email, text messages, the web, chat rooms, mobile phones to insult or distress

### **What Bullying Is Not**

Single incidents of conflict or fights between peers or rough and tumble are not defined as bullying. The difference is that bullying incidents are ongoing and there can be an imbalance of power between those involved.

## **Rights and Responsibilities**

All members of the New Lambton Public School community ie. Students, teachers, parents/caregivers have a right to positive experiences at our school and should support the school's Anti-bullying Policy through their words and actions.

<b>STUDENTS' RIGHTS</b>	<b>STUDENTS' RESPONSIBILITIES</b>
All students have a right to be safe and free from bullying, harassment and intimidation at school.	All students have a responsibility not to harass, bully or intimidate other students and to behave safely at all times.
All students have the right to be treated with respect and fairness regardless of race, religion, sexuality, ethnicity, beliefs, intellectual or physical ability.	All students have a responsibility to respect individual differences and diversity in others and to be thoughtful and courteous to others.
All students have a right to a high quality education.	All students have a responsibility to contribute to a happy, safe environment where all may work without distraction.
All students have a right to participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination bullying and harassment.	All students have a responsibility to develop positive relationships with others in the school environment.

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

- Be aware of the school Anti-bullying Policy
- Know and identify the signs of bullying
- Work collaboratively with the school to assist their children in understanding and resolving incidents of bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Policy
- Support their children to become responsible citizens
- Help their children to develop responsible online behaviour
- Report incidents of school related bullying behaviour to the school
- Model and promote appropriate behaviour

### **Teachers have a responsibility to:**

- Have knowledge of school and departmental policies relating to bullying behaviour
- Know and identify the signs of bullying
- Consistently revise and review acceptable behaviours
- Respect and support students in all aspects of their learning
- Model and promote appropriate, non-aggressive behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Policy
- Work collaboratively with students and parents to resolve incidents of bullying when they occur
- Offer ongoing education of students to develop strategies to identify, cope with and prevent bullying including teaching appropriate slogans such as 'BULLYING, NO WAY!' and 'STOP, BLOCK, TELL' (for cyber bullying)

**The school has a responsibility to:**

- Implement an Anti-bullying Policy which clearly identifies both the behaviours and the consequences for bullying in the classroom and the playground
- Inform students, parents and caregivers about the Anti-bullying Policy
- Provide students with strategies to respond positively to incidents concerning bullying and their responsibilities as bystanders and observers
- Follow departmental policies and guidelines for teaching about bullying as part of the PD/H/PE program
- Follow up complaints of bullying, harassment and intimidation
- Manage all students fairly and evenly

**PLAN****Strategies to Prevent Bullying:**

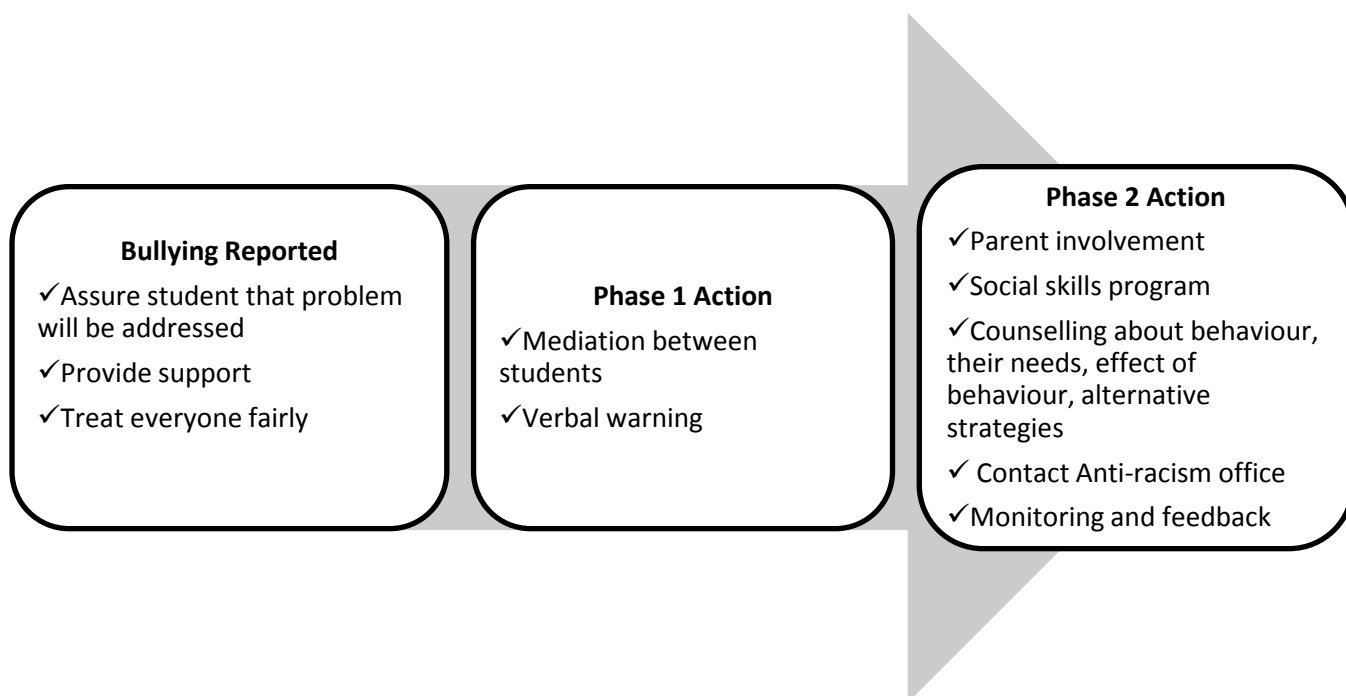
Strategies used to prevent bullying at New Lambton Public School may include but are not limited to the following :

- Encourage group tasks in Key Learning Areas to promote positive peer relations, social skills and resilience
- Recognise individual and group achievements to develop understanding, value and respect for all
- Practise constructive communication and negotiation skills in group and leadership situations : class groups; assemblies - grade and school; house, team meetings; library monitors; Year 6 Parliament; lunchtime groups
- Promote use of library facilities during lunch time
- Encourage participation in various team sports
- LAST (Learning and Support Teacher) to deliver a social skills program using strategies such as body posture, facial expression, appropriate words and phrases for different situations, how to listen and respond, taking turns, complimenting others on their achievements, acknowledging differences without animosity. Encourage the use of these learnt skills in the wider school community
- Ensure that Anti-bullying lessons and the Interpersonal Relationships strand in the Personal Development Health and Physical Education curriculum is included in each grade
- Encourage students to 'speak up' about a bully
- Ensure wide choice of equipment and activities in the playground to reduce opportunities for bullying

**Strategies to Deal with Bullying:****1. Identifying and Reporting Bullying**

- All members of the school community will be encouraged to report incidents of bullying
- Students will direct their concerns to the duty teacher in the first instance (class teacher in class time)
- Parents/ Carers will direct concerns to the class teacher first
- Teachers will enter the incident on Sentral Welfare
- Teachers will direct their concerns to their supervisor or other executive if bullying persists or the incident is serious
- Supervisor will enter any follow up actions on Sentral
- Each incident will be dealt with quickly and effectively

## 2. Framework for Action Following Report of Incident



Consequences for repeated bullying may include:

1. interview with parents/caregivers
2. withdrawn from playground for specified number of days
3. placed on suspension

Students who are often the targets of bullying will be counselled about:

- understanding behaviours that may attract bullying
- strategies that help them deal with bullying such as assertive behaviour and appropriate responses
- strategies that help them to confront and overcome bullying
- their right to be free of bullying at school

### Strategies to Support Bullied Students

Bullying is not confined to schools. It is important that students learn strategies to help them deal with such instances so that they do not become ongoing victims. We can help them to develop life-long strategies by:

- LISTENING
- Teaching anger management skills
- Practising 'brave voice' with students
- Teaching assertiveness skills - 'I messages'
- Demonstrating and practising assertive body language
- Brainstorming appropriate silent self-talk

- Brainstorming appropriate 'come-back remarks'
- Practising conflict resolution skills
- Developing a shared concern
- Empowering students in the classroom
- Placing students in situations where they experience success
- Sharing stories about bullying
- Providing safe havens
- Consistently attempting to build self esteem
- Developing 'No put down' attitude and mentality

### **Strategies to Support Students Who Bully**

Students who are having specific issues with their social skills will be supported through discussions with their teacher and/or a member of the school executive. They can be supported in the following ways:

- No blame approach - never bully the bully
- Look for warning signs
- Encourage student to recognise and admit that they have used bullying tactics
- Implement consequences for bullying behaviour
- Provide students with counselling
- Teach self monitoring skills - behaviour chart or similar
- Teach problem solving skills
- Cooperative learning strategies
- Teachers as mentor for student
- Empower the student in the classroom
- Encourage apology and restitution (if appropriate)

In these ways students will build up their self-esteem and begin to feel confident about handling situations in an appropriate manner.

### **Support for Families of a Student Who Has Been Bullied**

It is sometimes difficult for children to talk to their parents about bullying. The school can offer support by :

- Working with the family to support the child
- Including the family in any plans made for the child at school
- Suggesting activities that the child may be able to do to build confidence and another friendship group
- Providing the parents with the 'What Can Parents Do?' sheet.

### **Support for Families of Students Displaying Bullying Behaviour**

It is always difficult for a parent to accept that their child is displaying bullying behaviour. The school can help parents come to terms with the situation by :

- Scheduling an appointment to talk to the family about the problem and to develop a plan of action
- Helping the family to adopt strategies that work to overcome bullying behaviour
- Continuing to work and communicate with families for as long as it takes

- Suggesting new ways for the student to develop other interests and some different friendship groups
- Making resources and support material available to parents e.g. [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

### **What Can Parents Do if Their Child Is Bullied?**

By the time children tell their parents they are being bullied, they may have tried everything they can to deal with it on their own. Telling parents is often very hard for a child.

#### **Children need to:**

- Talk openly about what has happened
- Feel believed and listened to
- Know that they have ongoing support
- Develop trust in how the situation is being handled
- Gain some control over what is happening
- Learn strategies they can use to protect themselves from bullying behaviour
- Regain self-confidence

#### **It helps if parents:**

- Listen to what the child says
- Reinforce that the child is doing the right thing by reporting the incident
- Remain calm, supportive and open-minded
- Allow the child to tell the story in his own time
- Remember that there are two sides to every story
- Tell the child they understand
- Take the child's concerns seriously without being overprotective
- Reassure the child that it is NOT their fault
- Find out what the child has already done to deal with the bullying
- Involve the child in making decisions about what to do next
- Talk to the teacher rather than taking independent action
- Present the information to the teacher calmly
- Join in a partnership with the school and work with them to develop a plan to address the problem
- Ask about the school's policy on bullying and discipline
- Make a note of the actions to be carried out
- Arrange for a follow-up meeting
- Make sure that the child knows how to get help and support at school and encourage this
- Encourage the child to participate in activities outside the school to extend friendship groups

Access and utilise available resources. There are numerous publications and support material available to parents. One fantastic resource for students and their families is the Bullying - No Way! website. It can be found at [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au).

#### **To Avoid Cyber- bullying**

- Keep computers in an open area of the house, not in kids' bedrooms - late night messages don't allow kids to get enough sleep to function well at school or socially

- Tell student never to respond to the bully
- Reinforce the message **STOP, BLOCK, TELL**
- Contact website administrator and ask that abusive comments be removed
- Notify Principal
- If harassment continues notify police

### **What Can Parents Do if Their Child Is Displaying Bullying Behaviour?**

Your child will not confide in you that they are bullying someone else. Quite often they don't recognise their behaviour as bullying. Generally the first you know of it is when the school or another outside person reports the behaviour to you.

#### **Children need to**

- Feel that they are being supported
- Understand that they are not bad or stupid, it is their behaviour which is inappropriate
- Be able to admit that their behaviour may be seen by others as bullying
- Learn suitable alternate strategies to deal with situations
- Remember that they have a choice in how they behave
- Feel good about themselves when they choose the appropriate behaviour

#### **It helps if parents:**

- Model respect, kindness and empathy. You are your child's role model and they will learn by watching you
- Discuss any incident with the child calmly, encouraging the child to focus on his own behaviour
- Have realistic expectations. The behaviour will not change overnight. Show your support by celebrating any small gains with your child
- Focus on how the behaviour is unacceptable, not the child
- Schedule an appointment to talk with school staff such as your child's teacher or School Counsellor. They may be able to help you understand why your child is bullying and provide you with some tools to work with your child
- Understand that there are two sides to the story
- Continue to work and communicate with school staff for as long as it takes. They should be your allies, working with you to end your child's bullying, build his self-confidence and give your child life-long skills to deal with all situations in a positive manner
- Explain to the child that this kind of behaviour is unacceptable
- Encourage the child to recognise and admit that he has used bullying tactics
- Stop any sign of aggression you observe and discuss other ways your child can deal with the situation
- Establish appropriate consequences for actions such as taking away privileges and allowing your child to earn them back with appropriate behaviour
- Examine behaviour and interactions in your home. Is there some type of violent media-e.g. video games, television or movies which may encourage this type of behaviour? Are there interactions that may lower your child's self-esteem such as constant teasing or taunting by a sibling?
- If friends appear to be part of the problem, encourage your child to become involved in activities that will help him develop other friendship groups

- Access and utilise available resources. There are numerous publications and support material available to parents. One fantastic resource for students and their families is the Bullying - No Way! Website. It can be found at [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au).

## Bullying Strategies

The following strategies can be addressed in class to address bullying issues.

- **Ignoring and not caring** - Pretend not to hear hurtful remarks. Look away, close your ears and be quiet. This can be enough to break the cycle.
- **Using silent self-talk** - this could include 'that's their problem, not mine' or 'I'm okay' to reinforce self-confidence.
- **Brave voice** - a brave voice is one that is slightly louder than an ordinary one. It shows the listener that you feel in control, that you know what you want and that you are not prepared to accept anything less. Speak clearly and confidently. Control your fear if you are feeling scared.
- **Assertive body language** - face your bully with square-on shoulders, look them in the eyes and don't drop eye contact until you have finished what you want to say, stand your ground and use a stern face. It is important to pretend you are not afraid of the situation.
- **Come-back remarks** - with confident delivery, remarks can be used to let the bully know that you will not be their victim (*i.e. Brave voice and assertive body language*). Remarks such as: (brainstorm what kids feel confident with)
  - \* "Stop, I don't like what you are saying (or doing)!" \* "I don't care what you think"
  - \* "Get a life!" \* "So what!" \* "What rubbish!" \* "Dream on!"
  - \* "Please don't speak to me like that"
  - \* "Don't waste your time!" \* "Please don't be nasty to me, I'm not nasty to you"
- **Develop a network of friends** - it is important to develop a network of friends. You can appeal to them for 'fair play'. You can leave the situation where the bullying is occurring and play somewhere else with other friends. Tell a friend you are being bullied.
- **Use the safety of a teacher** - let the bully know that you don't like what is happening and that you will inform a teacher if the bullying doesn't stop. If you feel threatened move to a place close to a teacher. Inform the teacher.
- **Cyber Bullying** - **NEVER** respond to the bully. **STOP, BLOCK, TELL** - stop the conversation immediately, block the person from your contact list and tell (parents, teacher).



# What Can You Do if You Are Being Bullied?

- **Ignoring and not caring**
- **Using silent self-talk**
- **Brave voice**
- **Assertive body language**
- **Come-back remarks**
- **Develop a network of friends**
- **Use the safety of a teacher**
- **Stop – block - tell**

## APPENDIX B



### **New Lambton Public School Policy Election of School Captains, Prefects and House Captains**



Written by Elizabeth Beck and Mark Warren, in consultation with the Executive Team, 2015

**Date:** October 2015

**Review Date:** October 2016

#### **School Captains, Vice Captains and Prefects**

Six girls and six boys will be elected annually, in Term 4 of the year preceding their term of office, to the positions of Prefect.

#### **House Captains and Vice Captains**

Eight girls and eight boys will be elected annually, in Term 4 of the year preceding their term of office, to the positions of House Captains and Vice Captains of the four school sporting houses.

#### **Term of Office**

Elected students will hold office for one school year. If students do not uphold the core values of Excellence, Respect and Responsibility, their position may be terminated.

#### **Electorate**

The electorate includes students in Years 3, 4 and 5 and school staff of the year in which the election occurs. The Principal, Stage 3 AP and Year 5 Grade Coordinator responsible for the organisation of the election process are the returning officers.

#### **Election Process Criteria**

The process is designed to fulfil the following criteria. The election process will:

- be highly visible, easily communicated and understood;
- involve self-nomination;
- allow candidates equal opportunity to be recognised by the electorate;
- allow candidates equal opportunity to address the electorate
- involve leadership training; and
- involve vote weighting.

#### **Leadership Training and Nomination (All Leadership positions)**

Year 5 students with a consistent record of Excellence, Respect and Responsibility who wish to nominate themselves for a leadership position are required to attend lunchtime leadership training sessions. The role of each position and core leadership skills will be discussed.

#### **Expression of Interest (All Positions)**

During completion of the leadership training sessions, the Year 5 students fill in an Expression of Interest form (EOI), nominating themselves for Captain/VC/Prefect and/or Sporting House Captain/VC. Once completed, the EOI will remain at school and students will be given a note to take home, outlining the election process for all positions. This note will also outline the roles,

responsibilities, duties and commitments of all positions, and the responsibilities of parents of students that hold these positions. This note will be returned to school with a parent and candidate signature to indicate that the responsibilities of the role, duties, commitments and the election procedures are understood and accepted.

Submission of both the EOI and signed note is required by the deadline indicated for a student nomination to be accepted.

## **Election Procedures for Captains, Vice Captains and Prefects**

### **Captains, Vice Captains and Prefects Pre-Selection Speech**

Students who have nominated themselves for Captains, Vice Captains and Prefects will make a one minute speech in front of the electorate (see below). The topic for the speech will be the same for each candidate and will be given to the students on the morning of the Pre-Election Speech.

### **Voting**

**Electorate:** Year 5 students, current Year 6 Captains, Vice Captains, Prefects, House Captains, Year 5 teachers, DP and Principal vote in the pre-selection ballot.

**Voting Method:** Electorate votes for 3 girls and 3 boys by ballot paper, giving 3 points to their first choice, 2 points to their second choice and 1 point to their third choice. Year 5 teachers, DP and Principal vote for 3 girls and 3 boys using the above system, but their points are doubled. Votes are counted for each candidate.

**Selection:** 6 boys and 6 girls with the most votes are selected as Prefects.

**Results:** Announced to the candidates as soon as possible after the pre-selection vote. Announced to the school at the next Monday morning assembly.

### **Candidate Self-Promotion**

Prefects who then wish to be considered for the position of Captain or Vice-Captain will have their photos and names displayed in the canteen and other highly visible places, thereby allowing the electorate to 'put a face to a name'. This will be co-ordinated by the AP/Grade Coordinator responsible for the election process. Students will not be permitted to make or display posters or hand out any promotional material. Candidates are permitted to go to the Junior Primary Playground at lunchtimes to liaise with the Junior Primary electorate. No material of any kind is to be handed out.

Each candidate will be required to make a speech in front of the electorate (students from Years 3, 4 and 5). Speeches will be limited to two minutes and will be written on the same morning that they take place, under the supervision of a teacher. The topic for the speech will be given to the students on that morning. To ensure fairness and no extra preparation, there will be a different topic for the boys and the girls. Speeches will be held over two days – girls on one day, boys another, within the same week.

### **Voting**

**Electorate:** Years 3, 4 and 5 students. All staff are invited to vote.

**Voting Method:** Electorate votes for 2 girls and 2 boys by ballot paper, giving 2 points to their first choice and 1 point to their second choice. Year 5 teachers, DP and Principal vote, but their points are multiplied by 5. Remaining staff vote and their points are doubled. Votes are counted for each candidate.

**Selection:** The girl and boy with the highest number of votes respectively will be elected as School Captains.

The girl and boy with the 2nd highest number of votes respectively will be elected as Vice Captains.

**Results:** The successful four students will be announced at the annual Presentation Day.

## **Election Procedures for House Captains and Vice Captains**

After the prefects have been announced, the Year 5 students (minus the ones who were successful at becoming a prefect), will follow the procedures outlined below.

### **Candidate Self-Promotion**

Candidates will have their photos and names displayed in the canteen and other highly visible places, thereby allowing the electorate to 'put a face to a name'. This will be co-ordinated by the Sports Coordinator. Students will not be permitted to make or display posters or hand out any promotional material. Candidates are permitted to go to the Junior Primary Playground at lunchtimes to liaise with the Junior Primary electorate. No material of any kind is to be handed out.

At a special House Meeting, each candidate will be required to make a speech in front of their sport house (students from Years 3, 4 and 5). Speeches will be limited to two minutes and will be written on the same morning that they take place, under the supervision of the Sports Coordinator. A topic for the speech will be given to all candidates.

### **Voting**

**Electorate:** Years 3, 4 and 5 students of each respective Sporting House. House patrons are invited to vote and their vote is doubled.

**Voting Method:** Electorate votes for 1 girl and 1 boy by a secret show of hands (candidates have their backs turned, electorate has their heads down and eyes closed). Votes are counted for each candidate.

**Selection:** The girl and boy with the highest number of votes respectively will be elected as House Captains.

The girl and boy with the 2nd highest number of votes respectively will be elected as House Vice Captains.

**Results:** The successful sixteen students will be announced at the annual Sporting Presentation Day Assembly.



# WANTED

## Captains, VCs and Prefects

**Role:** To lead and represent the NLPS students according to our school values of Excellence, Respect and Responsibility.

### Responsibilities of School Captains, Vice Captains and Prefects:

- Promote exemplary behaviour, manners, sportsmanship, and respect for peers and teachers by example
- Show initiative and leadership at all times
- Complete leadership responsibilities in own time, such as lunchtimes, after school and before school
- Suggest and implement improvements and ideas to make our school a better place
- Attend regular leadership meetings and participate in decision making processes
- Attend regular leadership training sessions
- Wear full school uniform with pride
- Promote and encourage positive student well-being across K-6
- Conduct Monday morning assemblies on a rotational basis
- Represent school at official external functions, eg: Anzac Services, and internal functions, eg: Kindergarten Orientation
- Captains – Preside over Year 6 Parliament
- Prefects – Hold Positions in Year 6 Parliament
- Conduct End of Year Presentation Day and other official school assemblies
- **Lead a small team of Year 6 students in a portfolio, for example:**



1. **Playground Safety**— coordinate and monitor the roster for the supervision of the playground, supplying of sunscreen, wearing of vests; suggest ideas for improvement
2. **Canteen**—coordinate and monitor the roster for supervision of canteen lines, student helpers in the canteen, and Wednesday Special announcements on assemblies; suggest ideas for improvement
3. **Library** – coordinate and monitor the roster for library monitors; suggest ideas for improvement
4. **Office Administration** – coordinate and monitor the roster for students to assist office staff with handing out of notes, etc; suggest ideas for improvement
5. **School Organisation** – coordinate and monitor the roster for bell ringers, flag raisers, assembly chairs; suggest ideas for improvement
6. **Activities** – coordinate and monitor some lunchtime activities for students; suggest ideas for improvement
7. **Media and Communications** – liaise with other Year 6 leaders and coordinate the roster for the preparation of a Student Leadership News item for the Weekly Newsletter
8. **Technology** – Coordinate the team of students who ensure the smooth working of MPC equipment, ipads, etc
9. **Environment** – Coordinate the roster for emptying of recycling bins, suggest ideas for improvement
10. **Fund Raising** – Suggest and coordinate fund raising ideas and charities
11. **Student Behaviour** – Monitor school rules, communicate issues with school rules, make suggestions for improvement
12. **Transport** - Monitor safe use of bicycles, use of crossings, movement throughout the school, bus rules, suggest ideas for improvements.

**Eligibility:** All Year 5 students who have a consistent record of Excellence, Respect and Responsibility are eligible to apply.



# WANTED

## House Captains and Vice-Captains

**Role:** To lead and represent the NLPS students according to our school values of Excellence, Respect and Responsibility.

### **Sport House Captains and Vice Captains Responsibilities:**

- Promote exemplary behaviour, manners, sportsmanship, and respect for peers and teachers by example
- Show initiative and leadership at all times
- Suggest and implement improvements and ideas to make our school a better place
- Promote and encourage positive student well-being across K-6
- Monitor and tidy the Senior Primary Sports Room on a rotational basis
- Ensure all sports equipment left lying around the playground is returned
- Meet regularly with Sports Coordinator, Mr Johnstone, to help organise weekly sport and carnivals
- Assist in the presentation of weekly sports awards, swimming carnival awards, cross country awards and athletics carnival awards
- Participate in decision making processes when required
- Wear full school uniform with pride
- Organise and conduct lunchtime sport skills training sessions with K-4 students on a rotational basis
- Conduct Friday afternoon assemblies on a rotational basis
- Supervise Friday afternoon assemblies and encourage appropriate behaviour
- Lead sport house at Sporting carnivals
- Promote and encourage participation of all students in carnivals
- Represent school and speak at official internal functions, eg: Kindergarten Orientation
- Hold Sports Positions in Year 6 Parliament
- Conduct End of Year Sports Presentation Day and other official school sport assemblies.



### **Eligibility:**

- All Year 5 students who have a consistent record of Excellence, Respect and Responsibility are eligible to apply.