



Education



Wollongbar Public School

Wellbeing Procedures

Incorporating Anti Bullying Procedures



Wollongbar Public School
A great place to learn

Values

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.¹

The core values of the public schools of New South Wales are:

INTEGRITY	Being consistently honest and trustworthy.
EXCELLENCE	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
RESPECT	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
RESPONSIBILITY	Being accountable for your individual and community's actions towards yourself, others and the environment.
COOPERATION	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
PARTICIPATION	Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
CARE	Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
FAIRNESS	Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
DEMOCRACY	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.



¹Refshauge, A (2004), "Values in NSW Schools", NSW Department of Education and Training, p3

School Rules and Expectations

Rules and expectations are consistent throughout our school environment. This supports students, staff and community in knowing what is expected of them at all times.

Falling under the umbrella of “**The Core Rules for All NSW Government Schools**”, our **school rules** and subsequently our **classroom expectations** are refined to suit the specific environments in which they are applied.

THE CORE RULES FOR ALL NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

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

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

SCHOOL RULES ²

1. Be cooperative and safe.
2. Show respect for people and property.
3. Follow correct procedures.

CLASSROOM EXPECTATIONS ³

- Keep our hands and feet to ourselves.
- Move in a safe way.
- Take turns to speak and use manners.
- Do as the teacher asks the first time.
- Take care of our school and equipment.
- Be in the right place at the right time.

BULLYING BEHAVIOUR IS NOT WELCOME

Rules and expectations are stated positively, taught explicitly and reiterated regularly.

Consistent posters and visual cues are displayed throughout the school, reinforcing positive behaviours.

² See Appendix 1 - Examples for Explicit Teaching of School Rules

³ See Appendix 2 - Classroom Expectations Poster

Restorative Justice Practices

The Welfare and Discipline Procedures of our school are underpinned by Restorative Justice Practices. This philosophy provides a set of principles which emphasise values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative Justice does not define our procedures but aids to guide the manner in which they are delivered and exercised in the school community.

Restorative Justice also:

- Provides ways to effectively address behavior and other complex school issues.
- Offers a supportive environment that can improve learning.
- Improves safety by working to prevent future harm.

A good way to explain the basic principles of Restorative Justice is to draw a comparison between Restorative Justice Practices and more conventional punitive systems.⁴

A comparison of punitive and restorative justice responses in schools

Punitive	Restorative
Misbehaviour defined as breaking school rules or letting the school down.	Misbehaviour defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem – solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with the power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation, with everyone involved in the communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognised as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

⁴ Illinois Criminal Justice Information Authority (2007), "Implementing restorative justice: A guide for schools ", p7

Encouraging & Reinforcing Positive Behaviours

Teacher Managed Strategies

Incidental strategies

Classroom teachers use a range of strategies and resources in encouraging positive behaviours. These may include (but are not restricted to) -

- In class incentive schemes.
- Stickers, special jobs and responsibilities, house points.
- Communication with home about achievements and progress.
- Verbal and non verbal praise e.g. a wink or a “thumbs up”.
- Identifying positive behaviours through class discussions (community circles, restorative conversations and role plays as a part of explicit teaching).

Whole School Reward System

A consistent incremental reward system operates throughout the school. Certificates are presented throughout the week and at assemblies for Gold and Platinum Awards. Gold and Platinum Awards are reported in the weekly newsletter.

5 Blue / Green Awards = Gold Award

3 Gold Award = Platinum Award

In addition, “House Points” are used for a variety of positive behaviours. These are tallied each week, with the winning house announced at weekly assemblies.

Values Education

Values Education is explicitly taught throughout all classrooms, in all KLAs, as well as during focused, stand alone lessons when required. Students are made familiar with the three core values of Respect, Responsibility and Resilience. The language associated with these values is used by the students on a day to day basis when talking to teachers and peers. This common language is also employed in the playground by staff during Restorative conversations, providing a consistency of message to the students.

Student Managed Strategies

Student Representative Council (SRC)

Each Semester classes elect 2 peers to the Student Representative Council. The role of these students is to report to regular meetings and to outline concerns and highlight positive behaviours recognised in the school by students.

SRC facilitates leadership and decision making by all the students in our school. Actions are decided upon and reported through staff meetings and to the whole community via weekly assemblies and newsletters.

Peace Kids

Our Year 6 Peace Kids receive training to gain the skills needed to mediate in situations where their peers are in dispute in the playground. The Peace Kids program promotes leadership in our students and helps them to grow emotionally and learn skills to help their peers, teachers and community. Our Peace Kids are courageous and special students.

Peer Support

Peer Support involves all students in the school. Each Peer Support group is led by a Year 6 student. Peer Support provides the environment for students to develop the understandings, attitudes and skills needed to live safe and healthy lives, realise potential and contribute positively to society.

Leadership in Sport

Leadership in Sport involves students from Stage Three, who demonstrate exceptional sportsmanship. They participate in a once a year training course and bring these skills back to implement them throughout their stage. Leadership in Sport students are also involved in leadership roles throughout school sports events.

Kinder Buddies

The Year Six students are designated as kinder buddies at the orientation day of the previous year. This program promotes continuity and familiarity with older students within the school. "It takes the scariness out of the big kids".

The Year Six students are role models, supporting the Kindergarten students during recess and lunch times and special class events. The relationships are first fostered by teacher lead games, eventually enabling the students to develop their own friendship groups with the goal of independence in the school community.

House Captains

House Captains are voted in by the students in each house. They play an important role in both leadership and organisation during the main school sporting events.



Managing Inappropriate Behaviour

Where parents have a concern regarding the management of behavior in the classroom, playground or travelling to and from school, please refer to our “Approaching Your School” and “Parents and School” policies, available on our website.

Behaviour Records

Comprehensive records of student behaviour serve to identify patterns and to inform future planning in supporting students.

A database (RISC) is maintained to keep a record of both positive and negative behaviours observed in the classroom and playground.

Playground observation sheets are used during duty and significant incidents are transferred to our database.

Parent Contact

Where a staff member feels parent contact may be constructive and helpful in maintaining support for a child, parents may be contacted by phone.

In the case of more serious incidents and where parental support is actively sought, school staff will make contact with parents and may require a formal meeting on the school site.

Teacher Directed Strategies

Incidental Strategies

Staff uses a range of initial strategies and resources in discouraging negative behaviours in the classroom and on the playground. These may include (but are not restricted to) -

- In class incentive schemes which highlight positive alternatives.
- Communication with home about expected behaviours and progress.
- Verbal and non verbal prompts e.g. eye contact, physical proximity.
- Identifying class expectations of behaviour through class discussions (community circles, restorative conversations and role plays as a part of explicit teaching).
- Restitution Tasks, which can include giving the student the chance to amend behaviours or actions.

Whole School Classroom Consequences⁵

Where a student persists with negative behaviours, an incremental series of consequences are invoked. Students are reminded of the positive expectation and told clearly that they have given away one of their warnings, as follows.

Classroom Consequences

	Friendly Warning
Name on board	Warning
X	Thinking Time
XX	Thinking time in alternative classroom
XXX	Sent to a member of executive staff

In instances of extreme behaviour, the student will be sent directly to the Assistant Principal or Principal.

Warnings are removed at the end of the day, starting the new day afresh.

⁵ See Appendix 3 – Classroom Consequences poster

Whole School Playground Consequences

Staff engage a wide range of management strategies and consequences in dealing with negative behaviours. Each response takes into account the severity and context of behaviours occurring. Where incidental strategies have failed to elicit a positive response from students, teachers will use the following strategies.

Restorative Conversations

Restorative conversations range in their level of formality from a passing question to much more formal conferencing. Teachers ask a series of Restorative Questions⁶ and direct and support students back into positive interactions.

Where behaviour escalates or continues, matters are referred to executive staff who support teachers in more formal conferencing. This may include significant time off the playground whilst matters are resolved. This will occur as quickly as possible but may require intervention over a number of days to arrive at a resolution.

Physical Behaviour

Where the severity and context of physical incidents warrants, students may be removed immediately from the playground. The intention and purpose of physical behaviour is taken into account. Restorative discussions remain an important element in dealing with physical behaviour.



⁶ See Appendices 4 and 5 - Restorative Questions (Adapted from "Restorative Questions", Real Justice - www.realjustice.org)

Student Directed Strategies

An important part of maintaining student wellbeing is the explicit teaching of strategies which protect students and develop resilience in their ability to manage interactions with others. At Wollongbar PS these strategies include (but are not restricted to)-

Peace Kids

Each year senior students are trained in peer mediation. These students are rostered onto the playground to support their peers in resolving minor disputes and problems. Where issues require the attention of an adult, Peace Kids support other students in accessing the help they need.

Buddies

Kindergarten buddies are an important part of starting school at Wollongbar. Relationships formed provide ongoing support during between senior and Kindergarten children throughout their transition to school.

For students newly arriving across K-6, buddy systems are established to support a smooth transition to Wollongbar.

3 Steps ⁷

Students are expected to engage an explicitly taught script when problems occur. The script involves three steps-

When there is a Problem	
Step 1	<i>Use an "I" message.</i> <i>(A statement beginning with the word I, that identifies the problem to the other party)</i>
Step 2	<i>Move away from the problem.</i>
Step 3	<i>Say to a teacher – "I need help".</i>

Is it a Game ? ⁸

Explicit criteria support children in identifying whether their behaviour conforms to a reasonable expectation for games.

Is it a Game?
Does it have a beginning and an end?
Does everyone understand the rules?
Is it fun for everyone?

If the answer for any of the questions is not yes, then explicit teaching occurs around resolving issues eg stop the game and discuss the rules before continuing.

⁷ See Appendix 6 - "When there is a problem..." classroom poster

⁸ See Appendix 7 - "Is it a game ?" classroom poster

Anti Bullying Procedures

Rationale

Bullying is a social phenomena that is evident in many social groups and settings. Unfortunately schools are not exempt from this. All members in the school community have a right to feel happy and safe. Students, teachers and families have the right not to fall victim to bullying in any form, including cyberbullying, in their learning and work environment.

Purpose

Our purpose is to:

- Equip students with knowledge and skills to help them to recognise bullying in its many forms.
- To avoid assuming the role of bully, passive bystander or victim.
- To foster a supportive culture, united in its conviction that bullying is not acceptable.

Definition

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

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.

Procedures in Action

Wollongbar Public School pursues its purpose by supporting all stakeholders through:

Student Awareness / Strategies:

- Explicit teaching of behaviour expectations, anti bullying strategies and values lessons related to bullying, cross stage peer support lessons and the "Peace Kids" program.
- 3 Steps, "Is it a Game", Restorative Justice Practices, class circles, bully box reporting, self-referral to counsellor.

Staff Awareness / Strategies:

- Learning Support Team meetings offer all staff the opportunity to discuss strategies and approaches to incidences. School counsellor, ISTB and support staff attend these meetings.
- Periodic professional learning activities.
- Records of incidents are recorded and gathered using an online database to support awareness and detection of patterns in behaviours. Playground monitoring sheets are maintained daily by duty teachers.
- Restorative Justice Practices, explicitly taught scripts and strategies with students, values component of classroom program, observation through peer support, Peace Kids, bully box and classroom programs. Small group programs run on a needs basis targeting children experiencing difficulty.

Community Awareness / Strategies:

- The Wollongbar PS Wellbeing Procedures, incorporating the Anti-Bullying Procedures, can be found on the Wollongbar PS web site.
- Parent interviews are held throughout the year and can also be arranged on a needs basis.
- Assemblies, special events eg information nights and monthly P&C meetings offer access to additional information for families.
- Families should refer to the “Approaching Your School” procedures for additional guidance on how to access information about our school.

Dealing with a bullying incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed:

- a) Restorative Practices questioning process employed.
- b) Consequences applied as per Wellbeing Procedures.
- c) Individual student management plan developed if required.
- d) Information recorded on school database.

Role of teachers receiving a report of bullying

The teacher will:

- Determine whether report is of bullying, poor social skills or rule breaking- this may be a one off situation or an ongoing one. The teacher deals with the incident using the above strategies.
- Record details through our recording system, noting details of incident, victim and others involved.
- Give information to classroom teacher for possible further follow up and report at Learning Support Team meeting if appropriate.

Role of class teacher and Stage Supervisor in receiving a report of bullying

The teacher will:







- If bullying is determined to be occurring, the role of the teacher is to notify a Supervisor.
- The Supervisor in conjunction with the class teacher will investigate and employ a problem solving approach which identifies roles played by students.
- At an appropriate time hold a Restorative Justice conference with the students involved with an aim of developing greater understanding and empathy between students and a focus on identifying a way for parties to move forward in a positive manner.
- If incidences of bullying continue, further consequences in line with the school Wellbeing Procedures may need to be applied.
- Inform parents in line with Wellbeing Procedures.

Appendix 1 - Examples for Explicit Teaching of School Rules

Rule	1. Be cooperative and safe	2. Show respect for other people and property.	3. Follow correct procedures.
Playground	<ul style="list-style-type: none"> • Play in the designated areas • Use equipment appropriately • Walk on concrete surfaces • Keep hands and feet to self • Wear a hat • Tell the teacher on duty if you are hurt or sick • Tell the teacher on duty if you notice someone else who is hurt or sick 	<ul style="list-style-type: none"> • Use appropriate language • Follow adult directions • Ensure everyone knows the game rules and keep to them • Accept different skill levels without put downs • Let others play their games without interference 	<ul style="list-style-type: none"> • Follow correct procedures for each session • Sit and eat in the designated areas • Keep the playground clean • Use the correct equipment for the area you are playing in • Agree on the rules of the game and follow them • Use Peace Kids to resolve conflicts • Include others in your activities • Take turns • Leave the playground promptly when the bell rings • Return borrowed equipment • Visit the toilet/get drinks before the 2nd bell
Canteen	<ul style="list-style-type: none"> • Line up on the correct line • Wait for your turn 	<ul style="list-style-type: none"> • Use your manners • Keep hands and feet to yourself while in line 	<ul style="list-style-type: none"> • Follow adult instructions • Eat only your own food • Clean up after yourself
Toilets	<ul style="list-style-type: none"> • Leave food outside • Wash your hands after using toilet 	<ul style="list-style-type: none"> • Let others have their privacy • Keep the toilet area clean 	<ul style="list-style-type: none"> • Take someone with you when going from class • Use the toilet and then leave the area
Bus	<ul style="list-style-type: none"> • Follow instructions given by bus duty teacher and bus driver • Wait until bus stops before getting on or off • Stay in seat on bus • Keep all body parts on the bus 	<ul style="list-style-type: none"> • Always respect WPS staff and bus drivers. • Take care of belongings of others. • Don't touch the bag or belongings of others without their permission. 	<ul style="list-style-type: none"> • Go to bus lines promptly when dismissed from class • Line up in the correct place in bus lines • Wait to get on the bus until directed by the teacher • Follow bus rules on bus
Assemblies	<ul style="list-style-type: none"> • Walk in the assembly areas • Sit in your spot – cross legged. (Year 6 sit on chairs in hall) • Leave pathways clear 	<ul style="list-style-type: none"> • Listen to the speaker – be silent and attentive • Sing the National Anthem and School Song with pride • Sit and stand quietly when instructed • Respond appropriately by clapping 	<ul style="list-style-type: none"> • Remove hats • Move off quietly when instructed

Appendix 2 - Classroom Rules Poster

These are our classroom expectations. We:

- ✓ Keep our hands and feet to ourselves 
- ✓ Move in a safe way 
- ✓ Take turns to speak and use manners 
- ✓ Do as the teacher asks the first time 
- ✓ Take care of our school and equipment 
- ✓ Be in the right place at the right time 


Appendix 3 - Classroom Consequences poster

Consequences

Name on board

- Friendly warning
- Warning
- X Thinking time.
- XX Thinking time next door.

NB. Names and crosses are removed ONLY at the end of the day, ready for a fresh start in the morning




Appendix 4 - Restorative Questions, When things go wrong....

Restorative Questions

When things go wrong...

- ☹️ What happened ?
- ☹️ What were you thinking at the time ?
- ☹️ What have you thought about since ?
- ☹️ Who has been affected by what you have done ? In what way ?
- ☹️ What do you think you need to do to make things right ?




Appendix 5 - Restorative Questions, When someone has been hurt

Restorative Questions


When someone has been hurt...


- ☹️ What did you think when you realised what had happened ?
- ☹️ What impact has this incident had on you and others ?
- ☹️ What has been the hardest thing for you?
- ☹️ What do you think needs to happen to make things right ?




Appendix 6 - "When there is a problem..." classroom poster

When there is a problem ...

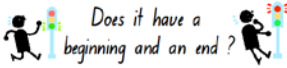
Step 1 - Use an "I" message 


Step 2 - Move away from the problem 


Step 3 - Say to a teacher
"I need help!" 

Appendix 7 - "Is it a game?" classroom poster

Is it a game ?

Does it have a beginning and an end ? 

Does everyone understand the rules ?
(Have you talked about them ?) 

Is everyone having fun ? 

If the answers aren't all YES, it isn't a game !