

Wangi Wangi Public School



THE SCHOOL 1922

WANGI WANGI NEW SOUTH WALES

Welfare Policy

Including the School Discipline Policy, School Values, Core Rules
and Respect & Responsibility

Rationale:

We believe in having a safe and happy learning environment where all people and property are respected. We believe in democracy and the rights of others.

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Our school is committed to promoting the highest standards of behaviour, teaching and learning. The policy encourages effective teaching and learning strategies, a positive climate, good discipline and effective community participation to enable students to learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

This policy is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of student welfare. Our discipline policy identifies core rules, values and practices that support quality teaching and learning. The policy sets clear limits, recognises and promotes positive behaviour as well as applying consequences for inappropriate behaviour. Our Welfare Policy defines the rights and responsibilities of students, staff and parents so that the whole school community is able to co-operate and support the policy guidelines.

Statement of Purpose:

Implementation of the Welfare Policy will result in a number of positive outcomes for the school community. These outcomes include the following and have been adapted from the Department of Education & Training *Student Welfare Policy*:

Outcomes of Effective Teaching and Learning Strategies

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying and will equip students with skills to be responsible school and community citizens.
- Students will demonstrate positive habits of the mind by using the keys to success of organisation, confidence, getting along, persistence and resilience as taught through the *You Can Do It!* Program.

Outcomes of Providing a Positive Climate and Good Discipline

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for positive behaviours which will be known by staff, students and parents.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will value its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Outcomes of Community Participation

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of students and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will seek parent and community involvement in a range of school activities.

The Student Welfare Policy consists of four components:

1. School rules, DEC core rules, school values and the way our school will develop respect and responsibility among our students.
2. The agreed values of Wangi Wangi Public School
3. Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
4. Strategies and practices to recognise and reinforce student achievement
5. Strategies and practices to manage inappropriate student behaviour

The Student Welfare Policy will be distributed to all families and clearly articulated to all students. School rules will be displayed prominently in classrooms and on notice boards.

1. a) School Rules:

Every student and staff member constantly addresses these rules. The school rules are displayed prominently in each classroom and throughout the school.

- Be kind, fair and friendly
- Act safely
- Stay in the correct areas
- Show respect for rights of others and property
- Follow instructions
- Take responsibility for your own actions

1 b) DEC Core Rules:

Core Rules

Student discipline in 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.
- 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.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Treat one another with dignity and respect.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- 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.



Wangi Wangi Public School will implement the set of DET 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.

c). Wangi Wangi School Values:

- Respect
- Responsibility
- Excellence
- Resilience
- Confidence

d) Respect & Responsibility:

To foster a sense of respect and responsibility among our students we will:

- sing the National Anthem at assemblies and school events eg. ANZAC Service
- teach respect and responsibility through units of work

- teach about the symbols of Australia's identity and democratic heritage
- Observe national commemorations eg. ANZAC Day, Remembrance Day
- Celebrate community programs eg. Harmony Day and multicultural activities
- Implement the Anti-racism Policy and Cultural Diversity and Community Relations Policy (Multicultural Education)

2. Strategies and Practices to Promote Positive Student Behaviour, Including Specific Strategies to Maintain a Climate of Respect:

Staff members will ensure that rights and responsibilities are discussed with their classes at the commencement of the school year, and then from time to time thereafter to ensure maximum understanding. 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, DEC core rules and class rules will be displayed in prominent places in the classroom and around the school.

Rights and Responsibilities:

Students:

At Wangi Wangi Public School each student has the right to:

- be a successful learner who is not distracted by others
- quality education
- be happy and treated with dignity
- work in a safe, healthy environment both in and out of the classroom - free from bullying and intimidation

It is the student's responsibility to:

- be prepared to learn and ignore distractions
- be a co-operative class member
- show respect for the school, the rights of others and their belongings
- be positive, showing good manners and respect
- behave in a safe manner
- be honest and truthful
- report any unacceptable/unsafe behaviours to a teacher

- learn to resolve conflict peacefully
- face the consequences of his or her action and focus on making things right or redressing damage
- be honest regarding his or her own behaviour and avoid the following unsafe/unacceptable activities:
 - verbal abuse, ie. being nasty, teasing and using "put downs"
 - bullying
 - violence ie. fighting, wrestling, tackling, pushing, spitting, scratching, biting etc.
 - bringing weapons of any kind to school
 - throwing objects with intent eg. sticks, stones, sand, etc.
 - bringing any illegal substances to school
 - riding bikes, skateboards, scooters in the school grounds
 - being in out-of-bounds areas
 - running on verandahs, walkways and asphalt
 - using fixed equipment without teacher supervision
 - leaving the class without permission
 - inappropriate or misuse of computers /internet

Teachers:

At Wangi Wangi Public School each teacher has the right to:

- teach in a climate free from disruption and where teaching/learning is respected
- 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:

- maintain a safe, happy environment
- establish an effective classroom that is conducive to learning
- provide the best possible programs to meet the needs, capabilities and aspirations of each student
- provide opportunities for students to take responsibility for their own learning and actions
- be consistent, caring and well prepared
- recognise the rights of individuals
- provide integrated programs which develop self discipline and self awareness
- model and teach the peaceful resolution of conflict
- constantly self evaluate
- communicate appropriately with parents about individual progress and behaviour of each student

The School Counsellor and Itinerant Teachers

At Wangi Wangi Public School the school counsellor and Itinerant Teachers have the same rights as all teachers.

It is the school counsellor's and Itinerant teachers' responsibility to:

- provide sensitive guidance to students in need of support
- support staff in dealing with student progress and welfare
- act as a liaison between students, parents and community support groups
- assist in the utilisation of DEC support services
- support and counsel parents who need guidance

School Administration Staff, Support Staff and Parent Volunteers have the same rights as teachers.

Parents/Caregivers:

At Wangi Wangi 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:

- share a commitment to provide opportunities for children to take responsibility for their learning
- ensure children have a positive attitude and understand appropriate school behaviour
- help promote respect for the school, staff and fellow students
- exercise discretion and respect the privacy of others
- ensure children understand their responsibility in maintaining a safe school environment
- ensure each child's punctuality and attendance – late arrivals and early departures need to report to the Administration Office.
- notify change in circumstances
- assume responsibility for their children as they travel to and from school
- provide support to children by assuming a shared role in home/school programs

3. Strategies and Practices to Recognise and Reinforce Student Achievement:

We recognise that all students have the right to be respected and trusted as responsible members of our school community. While students remain responsible and act within the school, core and class rules, they are able to participate in all manner of activities, excursions, happenings and any special activities that are planned from time to time.

Student Leadership

School Leadership Responsibilities

Each year students entering Year 6 are elected by their peers for the role of:

School Captains and Counsellors
House captains and House Vice-Captains

School Assembly:

The school has a K-6 assembly each week. There are opportunities at these assemblies for children to share their work, skills and talents.

Children's efforts and achievements are recognized with a number of awards:

Class Awards

- Class Award - presented to 3 students in each class who show appropriate behaviours, work standards, kindness and caring, respect for others, etc.
- A Mathematics Award is presented to one student from each class on a monthly basis
- Home Reading Reward Program – Children with 25 nights - Assistant Principal's Award;
- 50 Nights - wear a 'Super Readers Cape' for a day, 75 Nights - Principal's sticker, 100 Nights - Ice Block, 125 Nights – Assembly Reading Award, 150 Nights – Book Mark, 175 Nights – canteen gift voucher, 200 Nights – Book voucher at the end of year assembly.

School Awards

- Ticket box – weekly draw, children names are included as a spontaneous rewards for positive behaviour
- 'You Can Do It!' Merit Awards are presented to children who have accumulated 5 Keys
- Two Act of Kindness Awards are presented each week
- Community Service Awards are presented at teachers' discretion
- Community Spirit Awards are presented after sporting events to recognize children with great sportsmanship or participation
- Certificates and ribbons are presented to children to recognize sporting achievements in School Carnivals
- A 'You Can Do It!' wrist band for each of the Keys is presented to one child from each class at the end of each term.
- When students have accumulated 3 Merit Awards they receive a Bronze Award
- When a student accumulates 6 Merit Awards they receive a Silver Principal's Award
- If a student accumulates 12 Merit Awards they will receive a Gold Principal's Award and a book voucher on Presentation Day
- NB. All awards must be received in the current year.

- 'You Can Do It' wrist bands will be counted as a merit award.
- End of year Presentation Day Awards - for 3 students from each class to recognize achievements throughout the year
- Students are also recognised publicly through the following:
 - ongoing regular contact with parents
 - newsletters and notice boards
 - participating in festivals, concerts, exhibitions, sporting challenges, debating and performances as school representatives
 - class and school incentives and reward systems

4. Strategies and Practices to manage student behaviour:

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 discipline must align with the school's Welfare/Discipline Policy.

Role Definition: At the beginning of the school year it is extremely valuable to have 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.

The *You Can Do It!* Program underpins all school programs and activities. Students learn positive habits of the mind and demonstrate the use of the five keys. These are:

- Confidence
- Organisation
- Resilience
- Getting Along
- Persistence

These are taught as specific lessons and used incidentally in all school programs and activities. All students, staff and members of the school community will know and use the language of the five keys. Other facets of the *You*

Can Do It! Program are also taught and used as an integral part of the school program. All learning areas will display the Catastrophe Scale and Emotional Thermometer and these tools will be used in all engagements with students, staff and parents.

Strategies for a classroom behaviour management plan: There are three levels of behaviour management and disciplinary measures relating to the classroom.

Type A Minor Breaches	Type B Serious Breaches	Type C Extreme/ Dangerous
<p>These are managed by the classroom teacher:</p> <ul style="list-style-type: none"> • Disrupt the class or own learning • Unco-operative in class • Breaks or ignores a safety rule • Breaks ignores a class rule • Teasing • Interfering with others • Off task behaviours • Throwing objects • Writing notes • Inappropriate drawings • Inappropriate comments / conversations 	<p>Managed by the Classroom teacher:</p> <ul style="list-style-type: none"> • Verbal 'put downs' • Interfering with property of class or other students • Teacher refusal • Disrespectful tone/ gestures • Leaving the room or safe time out area, without permission • Deliberate or continual disruption of teaching and learning activities • Inappropriate/ misuse use of computer 	<p>Referral to Principal or Executive</p> <ul style="list-style-type: none"> • Repeated Insolence/ Defiance • Violence including retaliation • Verbal abuse of student or staff • Damaging school or other people's property • Stealing • Bullying • Leaving the School Grounds • Repeated incidences of Type B behaviours
<p>Consequences may be one or more of the following:</p> <ul style="list-style-type: none"> • Verbal response • Visual cue • Redirection of task • Time out area • Realistic consequence of behaviour • Revisit class rules/ rights/ responsibilities • Peer/ mediation • Plan to remediate behavior • Teachers employ a three chance system to encourage children to change their behaviour. If a child has not addressed their behaviour with 3 chances they go a 'buddy class' to work and will attend the R and R room as a consequence. 	<p>Consequences may be one or more of the following:</p> <ul style="list-style-type: none"> • Record in Classroom Behaviour Book • Restitution eg Completion of incomplete work, replacing property • Buddy Class - Child fills in the Visitors book. (If a child is sent to buddy class, they are 'off the playground') • Remove from playground - R and R Room • Student to complete behaviour log of incident 	<p>Consequences maybe one or more of the following:</p> <ul style="list-style-type: none"> • Referral to Learning Support Team • Notify parents • Minimum 1 week detention • Withdrawal from some/ all extra- curricular activities including visiting performances, sport representation and school excursions • Parents contacted to take student home • Short or long term suspension • School counsellor involvement • Partial attendance • External Agency involvement • Behaviour Management program

If a child attends the R&R Room three separate times within a ten day period, parents will be invited to attend a Learning Support Team meeting.

Playground Management: The teacher on duty handles minor behaviour misdemeanors. This may involve a discussion, correction of behaviour, mediation between students, walking with a teacher, or spending thinking time on a “time out” seat. There are three levels of behaviour management and disciplinary measures relating to the playground.

Type A Minor Breaches	Type B Serious Breaches	Type C Extreme/ Dangerous
<p>These are managed by the supervising teacher:</p> <ul style="list-style-type: none"> • Interference in others games • Playing with sticks or stones • Not wearing a hat • Playing in or climbing trees • Littering • Walking on gardens • Temper rising • Jostling / rough play • Teasing • Playing / eating in the toilet 	<p>Managed by the playground teacher:</p> <ul style="list-style-type: none"> • Back chatting • Refusing teacher directions • Throwing objects • Bullying / Intimidation / Offensive bystanders • Deliberate manipulation of the truth • Out of Bounds • Inappropriate language • Hands on / Body contact • Interfering/ damaging school property 	<p>Referral to Principal or Executive</p> <ul style="list-style-type: none"> • Repeated Insolence/ Defiance • Violence including retaliation • Abusive language • Inappropriate sexual behaviour • Damaging school or other people’s property • Stealing • Bringing a weapon to school • Leaving the school grounds • Repeated incidences of Type B behaviours
<p>Consequences will be one or more of the following</p> <ul style="list-style-type: none"> • Sit in a time out area • Shadow the teacher • Apologise to other person • Negotiate realistic consequences 	<p>Consequences will be one or more of the following</p> <ul style="list-style-type: none"> • Restricted/limited access to play area • Restitution – clean up their mess/ replace damaged goods.. • Shadow teacher for whole or remainder of playtime • Timeout area • Remove from playground - R and R Room • R & R Note to take home 	<p>Consequences will be one or more of the following</p> <ul style="list-style-type: none"> • Learning Support Team Meeting • Notify parents • Minimum 1 week detention • Notify parents to take child home • Withdrawal from some/ all extra- curricular activities including visiting performances, sport representation and excursions • Short or long term suspension • School counsellor involvement • External Agency involvement • Behaviour Management program • Partial attendance

If a child attends the R&R Room three separate times within a ten day period, parents will be invited to attend a Learning Support Team meeting.

Parent Interview/Counsellor 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 and principal is necessary. Parent permission for counselling will be actively sought. If the student does not respond to counselling at this level then the parents will be notified. The principal, the parents, the student and the school counsellor will then work together to support the student through their difficulties.

Rights and Responsibilities(R&R) Room:

Students who display inappropriate behaviours of a Type B and C or repeated Type A are referred to the R&R Room. Its purpose is to support the Student Welfare/Discipline Policy; to provide a fully supervised venue for counselling where required; developing positive conflict resolution strategies and behaviour plans; and developing a program of restitution where appropriate. A member of the school Learning Support Team will supervise students in the R&R Room. Parents will be notified when their child has been referred to the R&R room. Repeat offenders will be referred to the Learning Support Team to address areas of concern. This room will also be used as a passive play option for children with additional needs.

Procedural Fairness:

The principles of procedural fairness are fundamental to the implementation of procedures. Procedural fairness is generally recognised as having two essential elements- the right to be heard, and the right of a person to a fair and impartial decision.

Detention, Suspension, Partial Attendance, Exclusion and Expulsion from School:

General Principles:

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this Wangi Wangi 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.

When there are cases of unacceptable behaviour a student may be removed from the playground or classroom, for a period of time. Children removed from the classroom during lesson time go to a 'buddy class', and as a consequence are 'off the playground' during playtime. Students with unacceptable playground behaviours are also removed from the playground and attend the R&R Room. Students placed in the R&R Room will complete and work through a Restorative Justice behaviour log, with the supervising teacher.

Students who repeatedly disregard behavioural expectations or who have serious breaches of the school discipline policy are suspended. Suspension is most effective when it highlights the parents'/caregivers' responsibility for taking an active role in partnership with the school to change the behaviour of their child. Suspension allows students time to reflect on their behaviour, to acknowledge and to accept responsibility for changing their behaviour to meet the school's expectations. It also allows the school to plan appropriate support for the student to assist with successful re-entry. Partial Attendance and Expulsion are other available options.

Suspension:

The principal of Wangi Wangi 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, or is in possession of, a suspected illegal substance or supplies a restricted substance (must be reported to police; refer to *Guidelines for Managing Drug Related Incidents in Schools*)

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 student welfare strategies and discipline options have been applied and documented;
- ensured that appropriate support personnel available within the school have been involved;
- ensured that discussion has occurred with the student and parents/caregivers regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension;
- developed, in conjunction with the school's Learning Support Team or appropriate DEC personnel, a specific behaviour management plan to assist the student to manage appropriate behaviour;
- provided parents /caregivers written notification of inappropriate behaviours, as well as clear expectations of what is required of the student in future; and
- recorded all action taken.

In some circumstances the principal will determine that a student is suspended immediately. This will be due, but not limited to, reasons such as the safety of students and staff.

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 – includes, but is not limited to, breaches of the school's discipline code such as refusing to obey staff instructions, defiance, disrupting other students and disregard of school rules
- aggressive behaviour – includes, but is not limited to, hostile behaviour directed towards students, staff or other persons, including verbal abuse and abuse transmitted electronically by email or SMS.

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. Long suspensions may be imposed for:

- physical violence
- use or possession of a prohibited weapon, firearm or knife
- possession or use of a suspected illegal substance
- use of an implement as a weapon or threatening to use a weapon
- serious criminal behaviour related to the school
- persistent misbehaviour

Expulsion: In serious circumstances of misbehaviour the principal may expel a student of any age from the school.

Re-Entry to School: A student will re-enter the school by attending an interview with the principal and class teacher where appropriate. During the interview the school will get an understanding from the parents/caregivers that they will work in partnership to assist the student rejoin the school community. This will include the provision for counselling and access to behaviour management programs as required. The *Suspension and Expulsion of School Students- Procedures (2011)* will be followed in all incidents of suspension and expulsion.

Anti-Bullying Plan for Wangi Wangi PS Policy Statement:

At Wangi Wangi PS bullying is not acceptable in any form. Students have the right to expect that they will spend their school day free from the fear of bullying, harassment and intimidation.

Bullying:

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying and onlookers or by-standers

Bullying Behaviour:

Bullying is 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 and can involve all forms of harassment, humiliation, domination and intimidation of others.

Bullying behaviour can be:

- verbal – name calling, teasing, abuse, put’-downs, sarcasm, insults, threats
- physical – hitting, punching, kicking, scratching, tripping, spitting
- social – ignoring, excluding, ostracising, alienating, inappropriate gestures
- psychological – rumours, looks, hiding or damaging possessions, damaging email or SMS messages, inappropriate use of camera phones

Statement of Purpose: Inappropriate behaviour that interferes with teaching and learning at Wangi Wangi PS and interferes with the well-being of students is not acceptable. Students, teachers, parents/caregivers and members of the school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- follow the school’s Anti-Bullying Plan
- respond to incidents of bullying according to the Plan

Parents/Caregivers have a responsibility to:

- support their children in all aspects of learning
- be aware of the school’s Anti-Bullying Plan and assist children in understanding bullying behaviour
- support children in developing positive responses to incidents of bullying consistent with the Plan
- support all students of the school to deal effectively with bullying through the strategies of the Plan

Our school has a responsibility to:

- develop an Anti-Bullying Plan in consultation with the school community which clearly identifies behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform the school community about the Student Welfare/Discipline Policy and Anti-Bullying Plan

- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents/caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents/caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment and intimidation
- Regularly maintain a pro-active approach and re-visit anti/bullying programs to heighten awareness of the School Policy for Anti- Bullying.
- offer professional learning opportunities to teachers to build their capacity to deal with bullying behaviours.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-Bullying Plan

Strategies to Prevent Bullying: Strategies are in place at Wangi Wangi PS to teach skills and understandings that lead to eliminating bullying behaviours. These strategies are taught across Key Learning Areas, in Child Protection lessons and in the *You Can Do It* program.

Bullying Action plan for students

A Worry Box is located in the School Administration foyer. Children can record their worries and these are addressed by the Principal.

If you are being bullied in the classroom or playground:

- Take a deep breath
- Look directly at the person bullying you
- Speak in a firm, clear voice and say assertively *"Stop that, I don't like it"*.
- Go directly to your teacher in the classroom, or the teacher on duty in the playground if the person continues to bully you. Report what has happened.

Strategies to Deal With Bullying

Bullying must be dealt with quickly and effectively and strategies for dealing with bullying must be implemented across the school consistently. Teachers will refer to Discipline policy for the consequences of bullying behaviour in the classroom and playground.

- Upon receiving notification of a bullying incident teachers will investigate the incident by speaking to children involved and witnesses.
- If bullying behaviour exists, details of the incident are recorded and parents of victim and perpetrator will be contacted. The victim and perpetrator will be offered strategies to resolve the issue. Eg Restorative Justice, class meeting, peer mediation etc.
- The victim will be offered opportunities for follow-up meetings to ensure the bullying behaviour has ceased.
- If bullying persists, engage the processes within the School Discipline Policy.
- Help and support will be provided to students and their parents/caregivers affected by bullying behaviours.