

Kingswood South Public School

Be Safe

Be a Learner

Be Respectful



STRIVING FOR EXCELLENCE

STUDENT WELLBEING POLICIES & PROCEDURES



Revised January 2018



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School Vision

Striving for Excellence:

Our school is committed to providing a quality education for every student where the school values of Be Safe, Be a Learner & Be Respectful are paramount.

Statement of Purpose

At Kingswood South, we are safe, respectful learners.

Our Student Welfare Policy is supported by three values as we strive to provide a Safe and Respectful setting to maximise a positive learning environment for all our students. We believe in and promote:

- High standards of behaviour based on co-operation;
- Mutual respect;
- Self worth; and
- Shared responsibility.

Our three values provide:

- A small number of easy to remember expected student behaviours;
- Consistently implemented behavioural support;
- A shared understanding of expected behaviours by all staff, students and community;
- Opportunities for students to take responsibility for their learning and the behavioural choices they make;
- A scaffold for the teaching and practising of appropriate student behaviour; and
- Clear consequences for student behaviour;



These principles are basic to our expected student behaviour:

- All individuals are to be valued and treated with **respect**;
- Students have the right to work in a **safe** environment where they are able to fully develop their talents and interests;
- Parents have a right to expect that their children will be educated in a **safe** environment in which care and **respect** for the rights of others are encouraged;
- Teachers have the right to expect that they will be able to teach in a supportive and cooperative environment;
- Parents, teachers and students will share the responsibility in maintaining a positive teaching and learning environment;
- All stakeholders have an obligation to ensure that the Code of Conduct is implemented in a fair and consistent manner.

Implementation Plan

Purpose

The purpose of this document is to clarify the scope of student welfare procedures, processes and practices at Kingswood South Public School. These are based on the NSW Department of Education and Training Student Welfare Policy (1996), its support documents and subsequent documents and guidelines as they have been issued.

Philosophy

Student Welfare encompasses everything a school does to meet the personal, social and learning needs of students. It is underpinned by quality teaching and learning programs, a positive culture, clear and consistent behaviour management guidelines and community participation and support. We aim to create a safe, caring school environment in which students are strongly supported as they learn.

Student welfare at Kingswood South PS incorporates:

- effective behaviour management strategies;
- preventative health and social skills programs;
- collaborative early intervention; and
- ongoing educational and emotional support for students.

At Kingswood South Public School we acknowledge, respect and support differences, and promote harmony. At the heart of all we do is the provision of opportunities for students to enjoy success and recognition, to make useful contributions to school life and the wider community and to become life long learners.

Range of Programs

Student Welfare programs include curriculum-based programs such as social skill development, anti-bullying, drug education and child protection. It encompasses student leadership opportunities through Student Representative Council, peer support and buddy programs. Student Welfare also includes the implementation of management strategies within classrooms and on the playground under the Positive Behaviour for Learning (PBL) initiative. Systematic data collection guides the decision making regarding school wide, group and individual strategies and intervention.

In totality, the range of these programs promotes the individual development of:

- a sense of own self worth and dignity;
- respect for the rights of others to hold different values and attitudes from their own;
- enjoying a sense of belonging;
- acceptance of responsibility for personal health and behaviour; and
- a commitment to realise each child's full potential.
-

(PD, Health, PE Syllabus - 2000, p.17)

Core Values

| In NSW Public Schools the following values will be promoted: | At Kingswood South Public School we promote and model the following: | Value |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| INTEGRITY: Being consistently honest and trustworthy. | We promote, recognise and value honesty from all members of our school community. | Be Respectful |
| EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning. | Giving your best at all times. Encouraging a love of learning that can become a life-long purpose. | Be a Learner |
| 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. | Students will be encouraged to appreciate the worth of others, and to appreciate the worth and ideas of others within our school and in the broader community. Students who show respect will treat others with kindness. | Be Respectful |
| COOPERATION: Being accountable for your individual and community's actions towards yourself, others and the environment. | Working together as a team so that there are mutual benefits for all and for the environment. We will recognise the strengths of others. Students will be encouraged to think before acting. | Be a Learner Be Respectful |
| 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. | Taking the opportunity to participate in all that our school is offering and making the most of opportunities presented from the community. Being a "smart" risk taker so that new ideas are available to us, allowing us to make informed decisions about issues that affect us. Recognition of student achievement and acknowledgement of 'personal best.' | Be a Learner |
| CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion. | Students will be encouraged to care for each other, to be kind and understanding, so that we will have a learning environment where we can work and learn together. | Be Safe Be Respectful |
| FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice. | Ensuring that students are treated fairly and that they treat others in the same way. Encouraging an awareness of social justice. | Be Safe Be Respectful |
| DEMOCRACY: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen. | Developing an understanding of all that it means to be an Australian in terms of rights, freedom and responsibilities. An appreciation of our country and its diversity will be promoted at all times. | Be Respectful |

Core Rules

| State | School | Value |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <p><i>All students in NSW government schools are expected to:</i></p> | <p><i>At our school, we encourage the development of responsible students who are capable of making informed decisions. Students work towards establishing consistent behaviours for the core rules and our expected behaviours in the following manner:</i></p> | |
| <ul style="list-style-type: none"> Attend every school day, unless they are legally excused, and be in class on time and prepared to learn. | <ul style="list-style-type: none"> Access to a learning environment that is inclusive and engages students with a meaningful curriculum. Students are encouraged to take responsibility for their learning. | Be a Learner |
| <ul style="list-style-type: none"> Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy. | <ul style="list-style-type: none"> Developing pride in the school by wearing school uniform as decided upon by the school community. | Be Respectful |
| <ul style="list-style-type: none"> Behave safely, considerately and responsibly, including when travelling to and from school. | <ul style="list-style-type: none"> Students are expected to behave in a safe manner within and around the school environment and while on planned activities outside of the school. Students are made aware of the need to be conscious of their own safety and that of others. They are also encouraged to be considerate of the feelings of others. | Be Safe |
| <ul style="list-style-type: none"> Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities. | <ul style="list-style-type: none"> At Kingswood South Public School we are safe, respectful learners. Through our expected behaviours students are encouraged to be responsible and respectful members of our school community. They are expected to make a sincere effort so that they are able to maximise their learning and reach their potential. | Be Respectful Be a Learner Be Safe |
| <ul style="list-style-type: none"> Treat one another with dignity and respect. | <ul style="list-style-type: none"> Students will show respect for the rights and feelings of their fellow students, all staff and community members. | Be Respectful |
| <ul style="list-style-type: none"> Care for property belonging to themselves, the school and others. | <ul style="list-style-type: none"> Students are encouraged to care for their own belongings and those of others. Respect and care for their whole school environment and their community is encouraged. | Be Respectful Be Safe |

Rights and Responsibilities

| Values | Rights at School | Responsibilities at School |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be Respectful | I have the right to be happy and to be treated with understanding. | I have the responsibility to treat others with understanding and tolerance, not to laugh at others, tease others or try to hurt the feelings of others. |
| Be Respectful | I have the right to be treated with respect and politeness. | I have the responsibility to be polite to and not to bully others but to treat them with respect. I have the responsibility to respect the authority of teachers. I have the responsibility to use acceptable language when speaking to others. |
| Be Safe | I have the right to be safe. | I have the responsibility to make the school safe by not threatening anyone, hitting anyone or hurting anyone in any way. I have the responsibility to tell teachers about dangerous objects and other dangers in and around the school |
| Be Safe | I have the right to expect my property to be safe. | I have the responsibility not to steal, damage, destroy or interfere with the property of others. |
| Be a Learner | I have the right to obtain maximum benefit from lessons and class activities. | I have the responsibility to cooperate with teachers and other students to learn all I can. I have the responsibility to be punctual, to attend school regularly and keep up to date with required work. I have the responsibility to behave so lessons can proceed without disrupting other students' rights to learn. |
| Be Respectful | I have the right to be accepted for who I am irrespective of my ethnic background, appearance, beliefs or values. | I have the responsibility to respect others as individuals and treat them fairly. |
| Be Respectful | I have the right to have my good health habits respected within a well maintained school. | I have the responsibility to be clean and tidy in appearance and manner and to care for the school environment and keep it tidy and clean. |
| Be Respectful | I have the right to be proud of my school and learn how to be a contributing citizen of the school and the local community. | I have the responsibility to behave in a way that will gain respect for the school, especially when coming to or going from school and on out-of-school activities. |

| | | |
|--------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Be a Learner | I have the right to learn how to learn, and to contribute positively at school and in the local community. | I have the responsibility to learn self-management, respect for the rights of others and behave as a responsible citizen. |
|--------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

Student Recognition & Celebration

Each teacher will deliver explicit teaching, based around our school values of **Be Safe, Be a Learner, Be Respectful**. Lessons teaching expectations based on these three values will be delivered weekly and as needed throughout the year. The values and expectations will be reinforced throughout the week at assemblies and in general dialogue with the students. As a result of specific teaching, pre-correction, class discussion and positive reinforcement, students will be clear about expectations in all settings of the school.

Students will be acknowledged for their achievements and their contribution to school life. All teachers will have positive behaviour systems operating in their classrooms (eg: giving at least 6 positive comments to every negative one; specific praise: 'I really like the way you did'; stickers; class rewards; class charts; smiles; positive hand gestures, etc).

Students should be generously awarded for:

- academic achievement;
- citizenship;
- co-operation and respect;
- commitment to learning;
- organisation;
- improvement; and
- having a go.

School Wide Award System

All awards are presented to students for individual efforts and achievements towards upholding the school's values and expectations. These awards contribute to our award system as follows:

Merit Awards

Presented at fortnightly stage assemblies and monthly whole school assemblies for academic achievement, commitment to learning, organisation, improvement and having a go. Two Merit Awards are written by each classroom teacher to be presented at the corresponding assembly. Names of award recipients are published in the school newsletter.

Bronze, Silver, Gold, Platinum Behaviour Awards

Presented at fortnightly stage assemblies and monthly whole school assemblies for citizenship, co-operation and respect, commitment to learning and organisation. These awards are introduced halfway through each term and students strive to move through the levels until they reach Platinum, which is awarded in the second half of Term 4. Up to two (Term 1) or four (From mid term 2, Term 3 and Term 4) Behaviour Awards are nominated by each classroom teacher to be presented at the corresponding assembly. Names of award recipients are published in the school newsletter. *Please see the columns on the following pages for criteria for each behaviour level.*

Aussie of the Month Award

Presented at monthly whole school assemblies for demonstrating outstanding citizenship, cooperation and respect in the last month. Any teachers are allowed to nominate any student each month. All nominated students receive a certificate of nomination. One Early Stage 1 and Stage 1 student and one Stage 2 and Stage 3 student will be chosen as the 'Aussie of the Month' and will receive a certificate and a badge. Names of award recipients are published in the school newsletter.

Writer of the Month Award

Presented at monthly whole school assemblies for demonstrating academic achievement, commitment to learning, organisation, improvement and having a go in the area of writing in the last month. Class teachers are allowed to nominate one student each month. All nominated students receive a certificate of nomination. One Early Stage 1 and Stage 1 student and one Stage 2 and Stage 3 student will be chosen as the 'Writer of the Month' and will receive a school pen. Names of award recipients are published in the school newsletter.

Presentation Day Awards

At the end of the year students will be nominated from each class for the following awards:

Academic Achievement

Quiet Achiever

Most Improved

Citizenship

ICT Achievement and Effort

Library Achievement and Effort

These awards will be presented on Presentation Day along with the following prestigious awards:

- *Creative Arts K-2 and 3-6 Awards*

Students nominated have demonstrated outstanding effort and achievement in all areas of creative arts throughout the year

- *Junior (Year 2) and Senior (Year 6) Citizenship Awards*

Students nominated have demonstrated outstanding citizenship, initiative and leadership throughout the year

- *Dux of School (Year 6)*

Students who qualify for 'Dux of School' have demonstrated Academic Excellence in Year 6. This is determined by the collection of various Literacy and Numeracy assessment scores throughout the year.

- *Eunice Bruce Scholarship Award (Year 6)*

Students who qualify for the Eunice Bruce scholarship are attending Kingswood High School and have demonstrated commitment to learning, improvement and having a go throughout the year.

- *Community Member Awards by Local MPs*

Federal and State Members of Parliament present specific awards for specific reasons such as citizenship, leadership, overall achievement etc. Students are nominated for these awards by teachers based on the criteria specific to the award being presented that year.

Sports Presentation Awards

The following awards are presented for students who have demonstrated outstanding results and effort in various sporting endeavours:

- *Sportsperson of the Year (Stage 3)*

Students who qualify for 'Sportsperson of the Year' have received the highest number of participation and achievement points throughout the year. Points are given for participation in school PSSA teams, district carnivals and teams, regional carnivals and teams and state carnivals and teams.

- *Age Champions for Swimming and Athletics*

Students who qualify for Age champions have received the highest score in their age group (Juniors 8-10 years and Seniors 11-13 years) at the school swimming and athletics carnivals. Scores are based not only on place but also on times, distances and heights attained.

- *PSSA Team Awards*

Students who are nominated for the PSSA team award have demonstrated commitment, excellent sportsmanship, fairness and effort through the PSSA season. One award will be presented for each team.

CRITERIA FOR BEHAVIOUR AWARDS

GREEN

At the beginning of each year all students start on Green. Staying on Green level means they are on the right track, but they need to be encouraged to work towards personal goals.

A Green level student will generally:

- make an effort to wear school uniform
- complete class work with maybe an occasional reminder from the teacher to stay on task
- make an effort to get along with peers in the playground and classroom
- make an effort to show respect to staff and other adults in the school.

A Green student can say...

"I am happy at school and I remember our school values"

BRONZE

Achieving BRONZE level means you FREQUENTLY:

- display good manners
- attempt to be organised for class
- follow teachers instructions
- respect other people's property
- play and work cooperatively with others
- get along with others
- show respect to staff and other adults in the school
- show respect and good manners when representing the school at outside events

A Bronze student can say...

"I am making an effort to improve my class work and get along with everyone"

SILVER

Achieving Silver level means you CONSISTENTLY:

- display good manners
- follow classroom and playground expectations
- display a good example to others
- respect other people's property
- follow all teachers instructions,
- ask for assistance when needed after attempting new tasks
- show respect to staff and other adults in the school
- wear correct school uniform
- show commitment to all learning tasks
- show respect and good manners when representing the school at outside events

A Silver student can say...

"I always do my very best and understand the importance of being a good role model at school"

GOLD

Achieving Gold level means you ALWAYS:

- meet school expectations
- follow classroom and playground expectations
- display courteous manners
- respect other people's property
- follow all teachers instructions, especially visiting teachers
- wear full school uniform with pride
- show commitment to all learning tasks
- are a role model for others
- deal with conflict in a positive manner
- show respect and good manners when representing the school at outside events

A Gold student can say...

"I always do my very best and understand the importance of being a good role model at school"

"I consistently put in my best effort across all areas of school life"

PLATINUM

Achieving Platinum level means you have maintained all GOLD expectations and ALWAYS:

- **demonstrate outstanding commitment to learning**
- **are an outstanding role model for others**
- **show respect and good manners when representing the school at outside events**
- **display leadership and citizenship in all situations and settings**
- **show initiative across all areas of school life**

A Platinum student can say...

"If you give me something to do, I'll do it gladly, and then see if I can figure out by myself what else needs to be done, or how I could do it better"

GREEN
BRONZE
SILVER
GOLD
PLATINUM

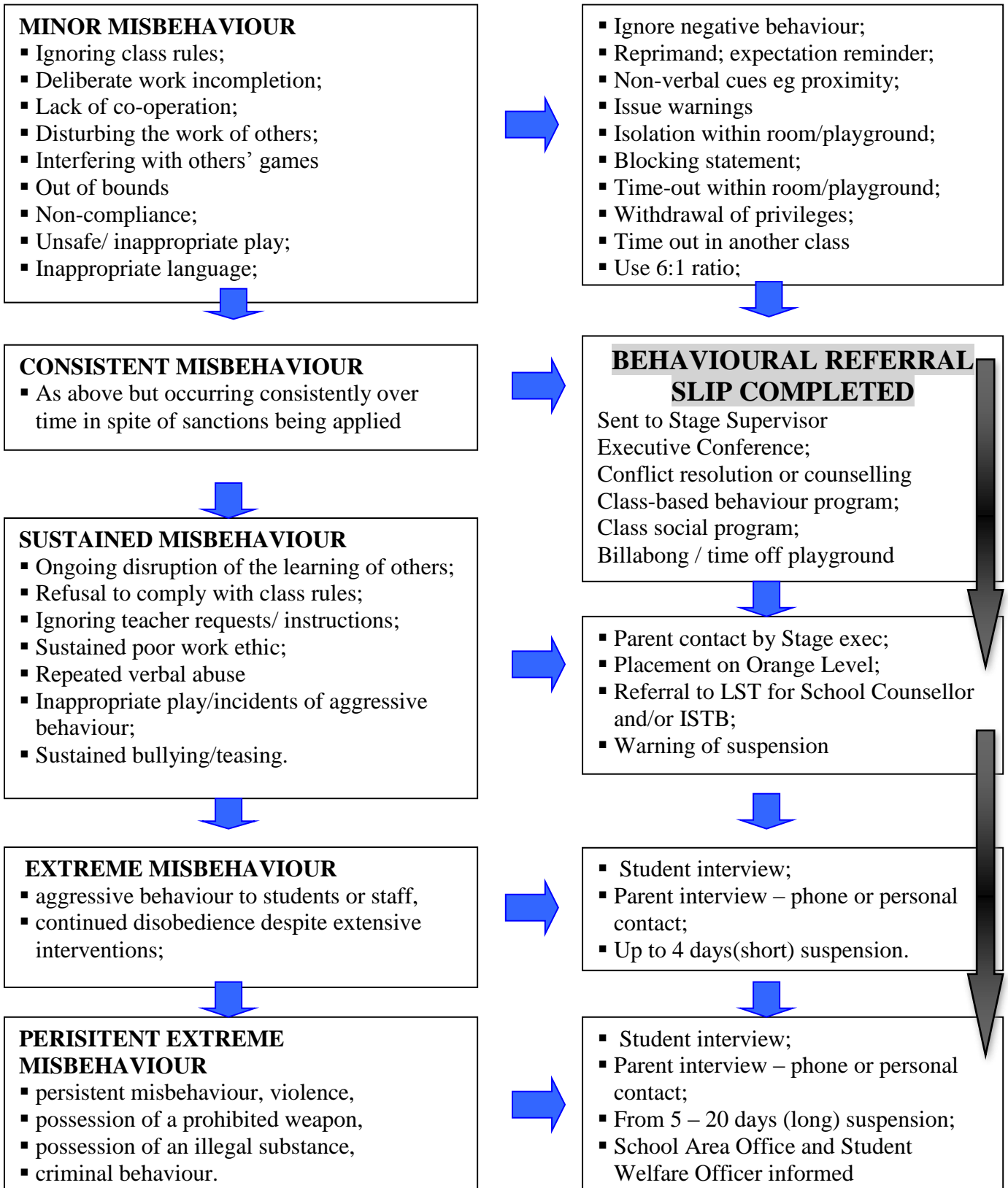
| I AM A... | All Settings | All Classrooms (including Library and the ICT room) | Playground | Office and Canteen | Transitions and Lining Up | Assemblies | Toilets | Excursions |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S A F E | <ul style="list-style-type: none"> I am in the right place. I keep my hands and feet to myself. I use equipment responsibly. I move safely I get permission before leaving any setting | <ul style="list-style-type: none"> I sit safely. I take care when moving around the room. I store my belongings in the right place I enter spaces only if it is not overcrowded I use and access all technology appropriately | <ul style="list-style-type: none"> I sit in the appropriate place if I am eating. I use the correct toilets I remain in the right areas. I use an appropriate play space. I stay under the COLA if I don't bring a hat | <ul style="list-style-type: none"> I sit on furniture appropriately. I seek permission before going to the office. I go at beginning of recess/lunch, or when I am dismissed by my teacher. I enter and exit by the correct doorway. I return to the playground as soon as I am served. | <ul style="list-style-type: none"> I keep to pathways. I walk with my teacher. I sit/stand directly behind the person in front of me. I leave school promptly and stay with a parent after dismissal I let a teacher know if no one has picked me up after the bell | <ul style="list-style-type: none"> I leave entry and exit points clear. I leave the aisle clear. I carry chairs with legs facing downwards. I access the stage via the ramp or side steps. | <ul style="list-style-type: none"> I leave the toilet area in a clean state. I wash my hands. I leave as soon as possible. I stay away from toilets when playing or eating. | <ul style="list-style-type: none"> I sit back in my seat on the bus. I line up single file when getting on/off the bus. I keep in sight of the teacher. I always wear a seatbelt when provided. |
| R E S P E C T F U L | <ul style="list-style-type: none"> I wear full school uniform with pride. I am polite and considerate. I follow ALL teachers' instructions. I look after the environment I care for everyone's property. | <ul style="list-style-type: none"> I return borrowed equipment. I allow everyone to participate in the lesson. I use polite language. I encourage and support my classmates. I leave my area clean and tidy I listen respectfully and talk quietly | <ul style="list-style-type: none"> I leave others to play their games happily. I leave natural materials alone. I put my rubbish in the bin. I use appropriate language when playing with others | <ul style="list-style-type: none"> I enter quietly. I am aware of visitors. I ring the bell once if window unattended. I wait patiently for staff. I speak respectfully and politely. I say 'please' and 'thank you'. I wait quietly in line for my turn. | <ul style="list-style-type: none"> I consider others when moving during class time. I leave adequate space between myself and those in front I leave space for others when using stairs I am ready to listen when the music stops. | <ul style="list-style-type: none"> I enter and exit quietly. I show appreciation by clapping appropriately. I sing the anthem/school song with pride. I wait quietly between items. I listen and follow teachers and student leader instructions. | <ul style="list-style-type: none"> I allow for privacy of others. I take care of the facilities. | <ul style="list-style-type: none"> I set a good example for my school. I interact positively with anyone I meet. |
| L E A R N E R | <ul style="list-style-type: none"> I accept responsibility for my actions. I always do my best. I am prepared. I listen attentively. | <ul style="list-style-type: none"> I keep comments and questions on topic. I keep my work neat and tidy. I accept challenges. I make sure my belongings fit in my bag I am prepared and organised for all activities. | <ul style="list-style-type: none"> I play by the rules of the game. I think how I can solve my own problems. I take it to the teacher if I can't agree. I am an effective bystander I remember No-Go-TELL | <ul style="list-style-type: none"> I deliver my message clearly. I use peoples' names. I order lunches before school I know how much money I have to spend. | <ul style="list-style-type: none"> I walk calmly and directly to my destination. I use the correct gate I know the rules of the pedestrian crossing. I get to school and to lines on time. | <ul style="list-style-type: none"> I participate appropriately. I am an attentive audience member. I listen to messages carefully. | <ul style="list-style-type: none"> I am water wise. I visit the bathroom before school, at lunch and at recess. I report anything broken or wrecked. | <ul style="list-style-type: none"> I actively participate. I bring my permission note and money on time. |



Consequences Flow Chart

BEHAVIOUR

CONSEQUENCES may include

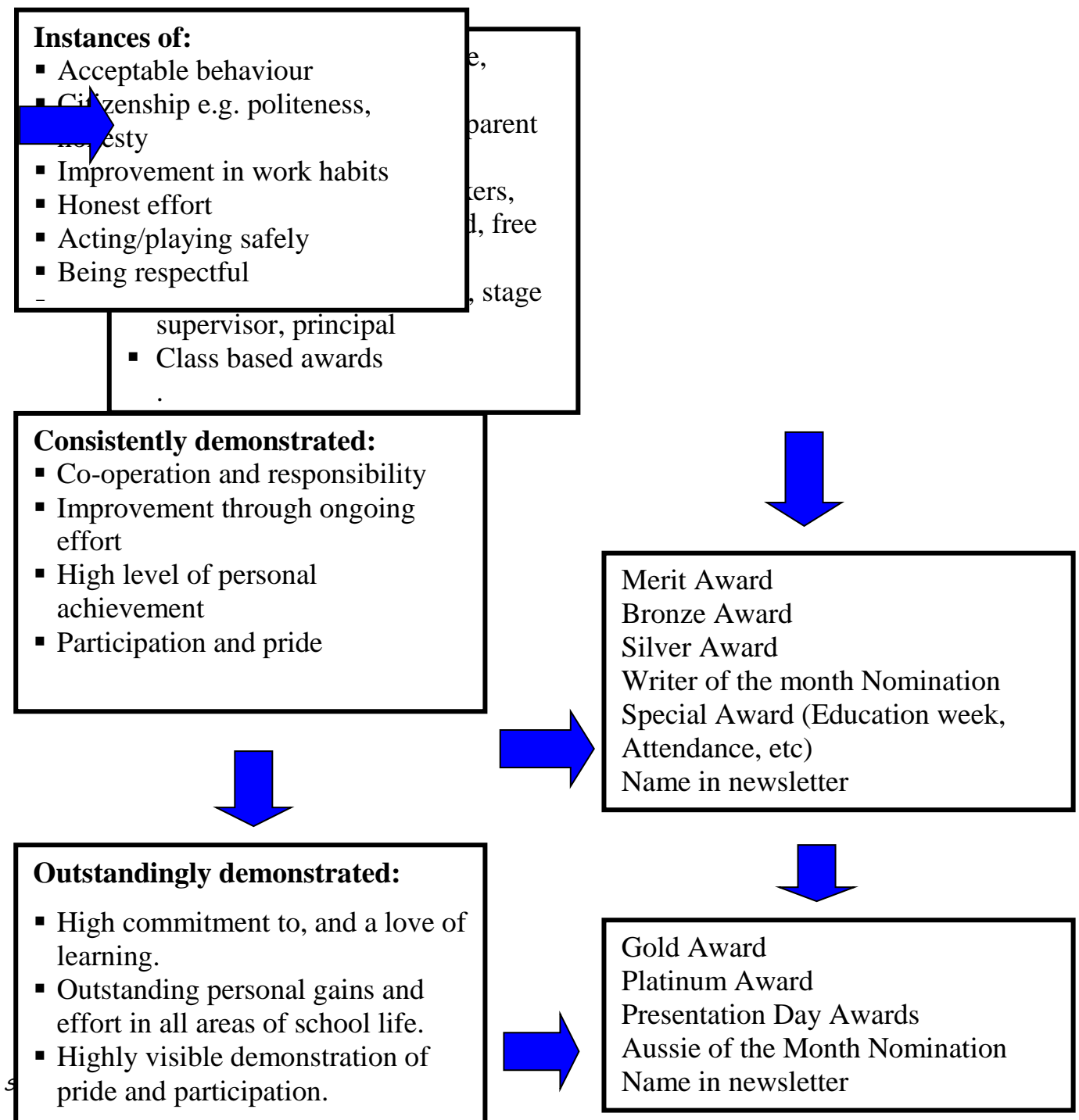


The Principal will make the decision re suspension in accordance with the Procedures for Suspension and Expulsion after collating and considering all of the facts surrounding the individual situation.

Behaviour Reinforcement Flowchart

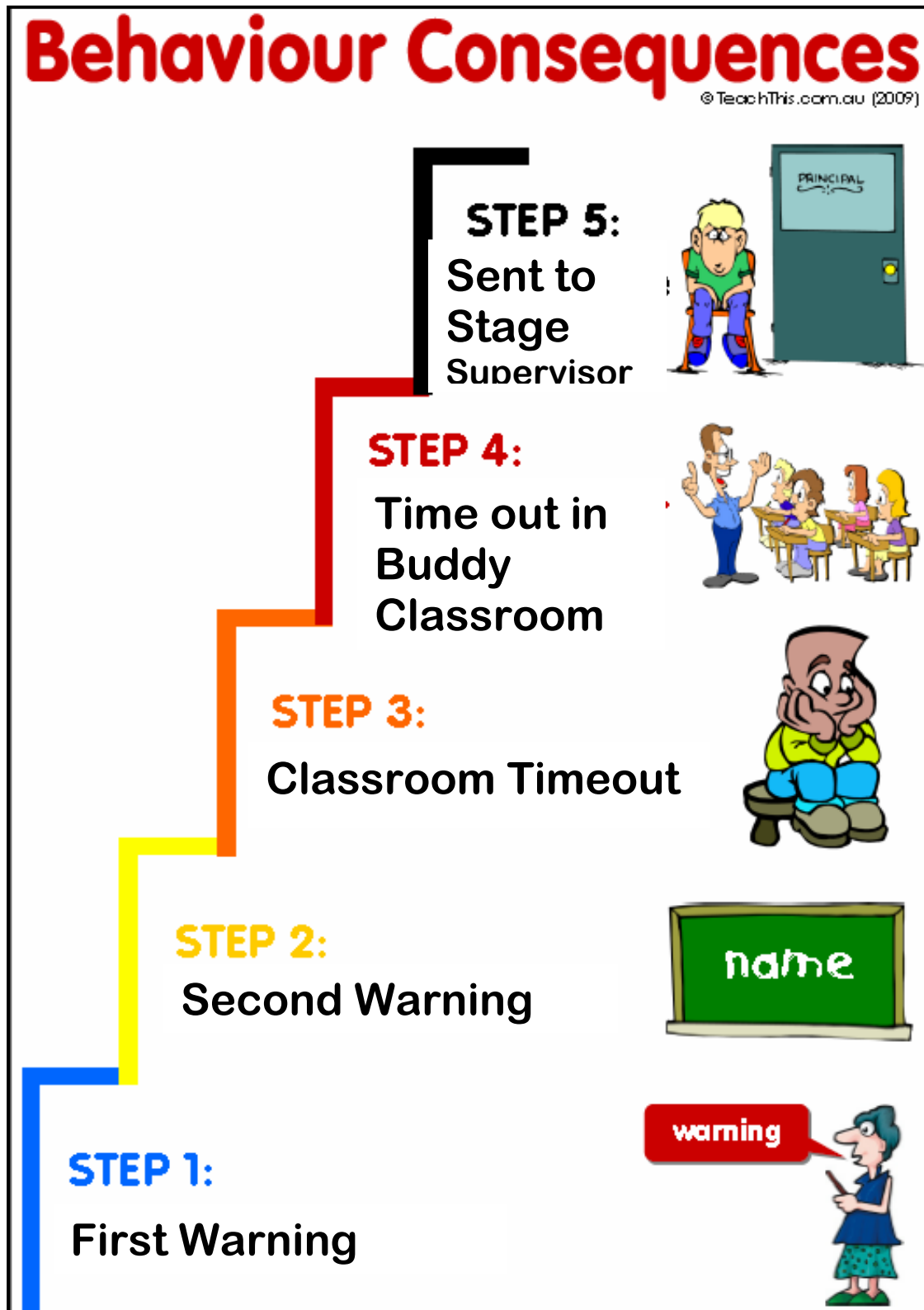
- Behaviour reinforcement is one key aspect of Positive Behaviour for Learning.
- Effective, consistent and fair behaviour management practices are the responsibility of all teachers.
- Positive reinforcement systems are established on whole school, whole class, class group and individual levels.

BEHAVIOUR REINFORCEMENT



Referral Process for Classroom

The following posters and accompanying cards are displayed in all classrooms. Warnings may be given through verbal reminders, names on board or systems such as traffic lights, happy/sad face, moving a peg. All classes are allocated a buddy class at the beginning of the year for which to send students for time out. Each teacher will have a designated 'Time Out' area with a timer and a recording activity (draw/write why you are in time out, write out an expectation etc). If the buddy teacher is not available teachers should send the student to the nearest suitable classroom. Students will remain at time out for 5 minutes and then return to classrooms. If students are sent to their stage supervisor they need to be accompanied by a behaviour slip.



Referral Process for Playground

If a student in the playground is not following instructions, the following language is to be used:

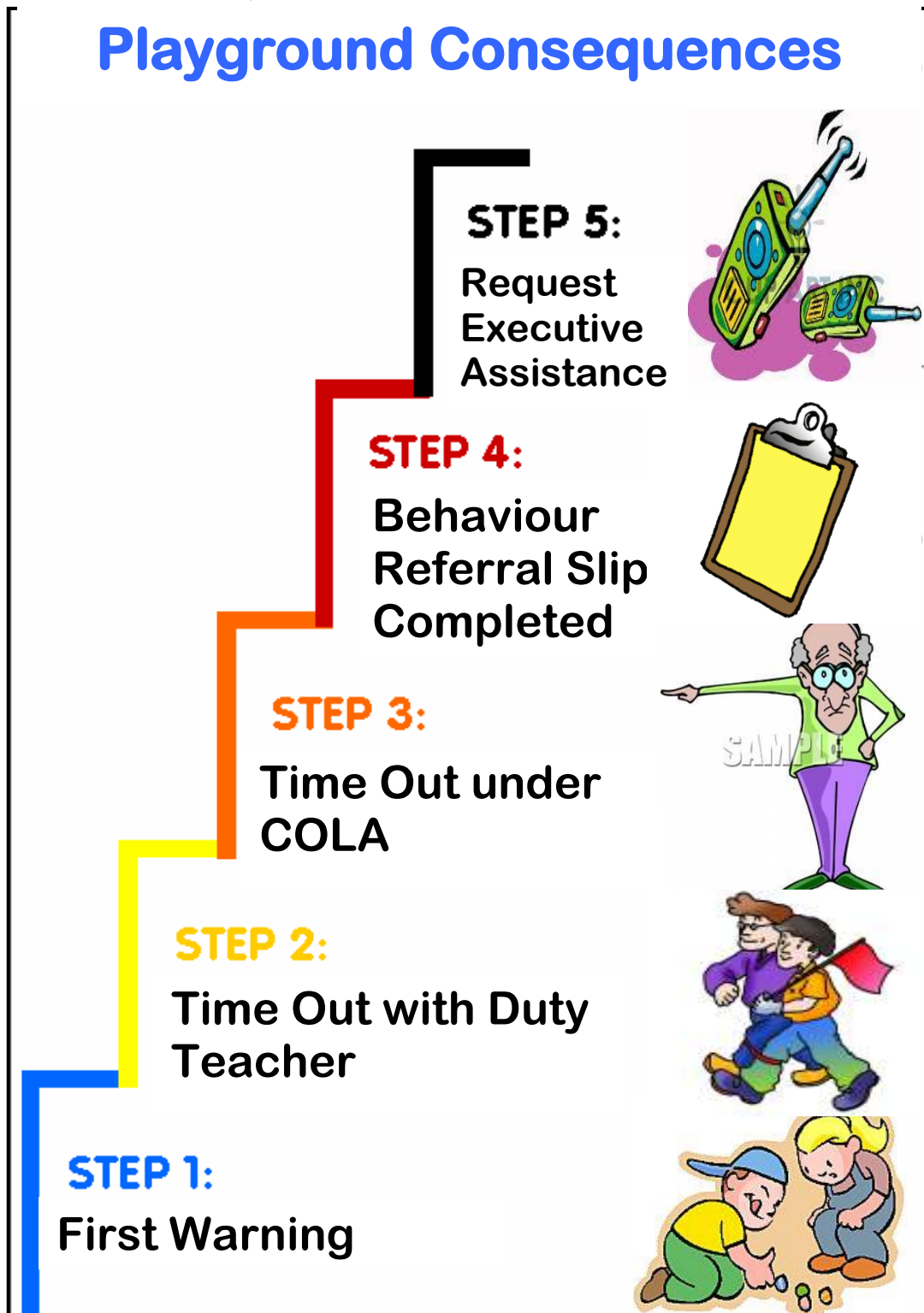
What were you doing? *Student starts with I ...*

Were you being... *Safe / Respectful / A Learner?*

Tell me the expectation.

What will you do from now on?

Please follow the steps below for managing issues in the playground. Please note, you may send for immediate executive assistance and complete a behaviour slip for major incidents/violence. After writing a behaviour slip please send it to the class teacher.



Playground Procedures

| | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Morning | <ul style="list-style-type: none"> - Children arriving prior to 8.30 am are to sit quietly in the Upper Primary Playground in shade (summer), or on seats. No Games. - Students may not visit the canteen in this time. |
| 8.30am | <ul style="list-style-type: none"> - Morning duty begins. Teachers require vest and playground bum bag. - LP duty teacher walks LP students to LP playground AT 8.30AM - Children may visit canteen to order lunches or make purchases after 8.30am when <i>directed by teacher on duty</i> - Children allowed to play from 8.30AM when <i>directed by teacher on duty</i> - In UP bags are NOT taken to rooms/verandahs but to remain near students while playing. In LP bags are to be left in a safe place near classrooms. - Duty Teacher should actively supervise toilet & out of bounds areas. - No running games or hard balls allowed. Handball and skipping are acceptable activities. - Students stay off ramps and stairs. - Children must be wearing hats to play in uncovered areas. |
| 8.55am | <p>Morning Music</p> <ul style="list-style-type: none"> - Students line up in designated place in LP area with their bags, - Duty teachers supervise lines until teachers arrive for Morning Assembly. |
| Lunch | 11.00 to 11.40 am |
| 11.00am | <ul style="list-style-type: none"> - Lunch eating bell - Children sit and eat in rooms/on verandahs supervised by their classroom teachers. - Class teachers send to Canteen for lunch orders. - Teachers on lunch duty may make arrangements with buddy or neighbouring teachers to supervise their class whilst a short break is taken. |
| 11.10am | <ul style="list-style-type: none"> - Lunch play bell - Duty teachers require orange vest and playground bum bag. SLSOs on duty require pink vest and playground bum bag. - Class teachers check students are wearing hats. - Students who wish to go to canteen should walk there in an orderly fashion before going to the playground. Classroom teachers walk rest of class to edge of grass playground/hall cola and remain until duty teachers appear. - Students are to line up at edge of grass and are not sent out until all teachers on duty have appeared. ALL TEACHERS ON DUTY NEED TO ENTER THE PLAYGROUND VIA THE HALL COLA OR ON THE PATH BESIDES G BLOCK. This ensures that all 4 teachers are aware of who is on duty and that they have arrived before releasing students to the playground. - Students who have not finished eating sit under hall cola until finished. - Students without hats are to remain under the hall cola. - All students use LP toilets only (<i>except some girls who may use the senior girls toilet</i>) Students can use UP toilets when music is playing at the end of lunch. <p><u><i>There are four teachers on duty at this time:</i></u></p> |

★ Fixed equipment - supervise wooden seats and area next to equipment as well. Monitor student use of equipment, limit student numbers if more than 20 students are on the equipment. Students must be actively engaged with the equipment or sent away. If you are required to attend to an issue next to the fixed equipment you can ask for all students to leave the equipment during this time.

★ Hall Cola - supervise students returning to playground from canteen, students playing alongside the hall near basketball hoops.

★ Middle grass - *umpiring or refereeing a game for students in years 4-6 on large soccer field, supervising students playing game or waiting to play (eg: Soccer, Oz Tag)*. The game ball and bibs/braids will be delivered to that person to organise equal teams and subs.

★ Lower Grass - to supervise lower netball areas, cricket nets and fence areas, including students walking to toilets. The LOWER GRASS TEACHER ALSO SUPERVISES THE LP TOILETS. Please periodically walk across the path to check the toilets.

- Student Leaders monitor canteen lines.

- Library is open for student access Monday, Tuesday and Thursday from 11.10 to 11.35am. After library time has ended all students need to return to the playground. Library duty is supervised by the Librarian. Students move from classroom directly to library, no student is to go to the library from the playground.

- 'The Billabong' will operate every day, supervised by an AP. Students are not to visit the canteen until after their time in The Billabong is complete.

The small middle field area is to be used by SLSOs with Stage 2 students. The small top field area is to be used by Stage 1 for soccer, ball sent out for these games by a specific class, teacher or SLSO

No students are to bring any large balls from home such as netballs, volleyballs, basketballs, soccerballs, footballs. All large balls will be sent out from classroom playground kits. Small balls, skipping ropes, hoops and frisbees can also be sent out from playground kits.

The cricket nets are to be used by K-2 students who have cricket equipment.

The Hall Cola area is a quiet play area, eg card games, cars, reading. **NO BALL GAMES OF ANY KIND UNDER HALL COLA.**

There is no area at lunch for handball. The path beside and behind G block is **OUT OF BOUNDS**. Students can play handball in the morning and on concrete play days. SLSO's may run organised games with specific students and will bring out necessary equipment.

ALL TEACHERS AND SLSOS ON DUTY ARE REMINDED TO REFRAIN FROM HAVING LENGTHY DISCUSSIONS WITH OTHER STAFF WHILE ON DUTY. ALL STAFF SHOULD BE ACTIVELY SUPERVISING THEIR AREA AND MOVING AROUND.

| | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11.37am | <ul style="list-style-type: none"> - End of Lunch music - Students are to move to bubblers and toilets near their lining up area AS SOON AS THE MUSIC STARTS. Stage 2 and 3 should move to their lines via the UP toilets NOT the quiet area behind E block. - Children sit quietly and sensibly in 2 lines at their allocated place. - Duty teachers supervise and monitor students returning to lines from playground and need to be "last off" the field/ hall COLA area . <u>No students or SLSOs should be left behind in the play areas unless a duty teacher is present</u>. Teachers <i>not</i> on duty need to return promptly to take their classes inside. If your buddy class teacher is on duty and has not returned to class, please supervise both classes until they return. |
| Recess | 1.25 to 1.45 pm |
| 1.25pm | <ul style="list-style-type: none"> - Recess bell - Duty teachers require vest and playground bum bag - Students sit on concrete to eat under the LP Cola and Hall Cola. - Students not eating are to line up beside G block on the path. - Children needing to go to the canteen should do so at the beginning of recess. - Duty teachers dismiss students when they have finished eating. Students raise hands and are sent to put rubbish in bin before moving out to play area. |
| 1.25pm | <ul style="list-style-type: none"> - Lower grass person also monitors the LP toilets, same rules as lunch. - Remind children to visit LP toilets, NOT UP toilets, same rules as lunch - Duty Teachers should actively supervise out of bounds areas. - Students stay off ramps and stairs. - Hall Cola and Lower Grass teachers on duty meet students under Hall Cola, and Mid Grass teacher on duty meets students next to G block. All students are - Mid grass person on duty is responsible for monitoring the soccer game occurring on the large field, by actively remaining on the field, blowing the whistle to start and end game and after goals, and sorting out disagreements or issues. The game ball and bibs/braids will be delivered to that person to organise equal teams and subs. # Equipment from the playground kit can go out.. Children must be wearing hats to play in uncovered areas SLSOs will manage the Stage 2 soccer field and other organised games Ball and bibs/braids will be delivered to the SLSO on the middle field. AT RECESS THE AREA BEYOND THE SIDELINE OF THE MID FIELD IS OUT OF BOUNDS. THIS INCLUDES THE EQUIPMENT, TOP FIELD, VOLLEYBALL NET and BROWN SEATS. |
| 1.42 pm | <ul style="list-style-type: none"> - End of Recess music - Students are to move to bubblers and toilets near their lining up area AS SOON AS THE MUSIC STARTS. Stage 2 and 3 should move to their lines via the UP toilets NOT THE QUIET AREA BEHIND E BLOCK. - Children sit quietly and sensibly in 2 lines at their allocated place. |

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|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - Duty teachers supervise and monitor students returning to lines from playground and need to be "last off" the field/ hall COLA area . <u>No students or SLSOs should be left behind in the play areas unless a duty teacher is present.</u> Teachers <i>not</i> on duty need to return promptly to take their classes inside. If your buddy class teacher is on duty and has not returned to class, please supervise both classes until they return.. |
| Dismissal 2.45pm | <ul style="list-style-type: none"> - Bell for end of school - Students to be escorted to playground area by class teacher. - All UP students not collecting siblings from the infants area, are to leave the school through the top gate. LP children leave the school via the parents waiting area near the Kindergarten rooms. - Bike riders and scooter riders leave the school through the pool gate near the top staff car park. Students are to walk scooters and bikes out of gate and down path until past crossing before riding. - Bus students are escorted to the bus by an AP. They are to meet this AP at the flagpole. - No early marks due to duty-of-care. - Please direct any high school students to wait near the office/staffroom. Only those with siblings need to enter the school grounds. If you have any issues with high school students please let an executive know. |

WET WEATHER / CONCRETE PLAY WET WEATHER

- 3 double rings of the old bell will indicate wet weather. The Principal and or Executive will make the decision regarding wet weather.
- If Wet Weather is called before school, teachers should be in their classrooms from 8.40am to supervise students. Morning duty teachers will supervise all students in the top playground from 8.30am until the wet weather signal is heard. They will then direct students to line up in covered areas next to classrooms.
- Wet Weather Organisation will operate at recess and lunch with the extreme weather roster. If wet weather is called it will remain in place for the duration of the break, regardless of changing or improving weather.
- The Library will be close and Choir, Dance, ICT etc will not run on wet weather days. Billabong will still run on wet weather days **Staff are always on duty for wet weather, regardless of RFF (except off class AP)**
- **If concrete play is called AT LUNCH:**
Lower Grass and Middle Grass duty teachers supervise Lower Playground, Fixed Equipment and Hall Cola duty teachers supervise Upper Playground.
- **If concrete play is called AT RECESS:**
Lower Grass and Middle Grass teacher to Lower Playground, The off class executive will assist with UP area with Hall Cola duty teacher and supervise Upper Playground.
- Pre School duty teacher will still go to the Pre School for concrete play.

PRESCHOOL PLAYGROUND PROCEDURES

- Duty teacher assists children as necessary with socks, shoes & clothing
- the bathroom door is left open so children can access the bathroom by themselves
- children are not to be in the Preschool room during outside learning time
- If on Preschool duty please collect the preschool walkie talkie from inside and keep on at all times on duty in the preschool playground.
- All students outside must be wearing a hat
- Drinks trolley will be outside on verandah with first aid kit, tissues and sign on sheet/emergency contacts (to take in case of evacuation/emergency)

LUNCH BREAK:

- Preschool children should be outside during this time
- If you are on this playground duty you must interact with the Preschoolers not stand around watching them (talk to them about what they are making etc & incorporate literacy & numeracy into the conversations)

SANDPIT - Sand must be kept down low not thrown around, sand must stay in the sandpit

- children must pack away what they are using when leaving the sandpit
- socks & shoes can be removed but socks must go in shoes & shoes put into the designated shoe tub
- if sand is being thrown or behaviours are inappropriate the duty teacher needs to speak to child/children about their behaviour & what they should be doing and model the correct behaviour. Stay and monitor until you feel they can be left to play independently
- if the behaviour/s are repeated, repeat the above 2 strategies. However, if the behaviour is repeated 3 times & they have received 3 warnings then they are asked to leave sandpit

BIKES - are only to be ridden on the path. They are allowed to ride down the hill (but not to the bottom gate) & follow the path to the sandpit. When children have finished riding the bike/scooter must go back to the marked area near the shed. Children must wear a helmet and shoes to use the bikes and scooter.

No crashing into each other or fences etc

FIXED EQUIPMENT - slippery dip - one at a time to go down

OBSTACLE COURSE (UNDER THE ROOF) - only one child is allowed on an individual shape at a time. They must start at the starting place & continue in one direction

CUBBYHOUSE/SECRET GARDEN - Teacher can close if necessary, if on duty please monitor carefully.

RECESS BREAK:

- Recess is quiet time inside the preschool. If children wish to rest, the teacher can offer a quiet place to lie down.
- Activities will be set up for the students

'The Billabong' - Procedures

Visiting the Billabong is a time for **reflection and acceptance of consequences** for inappropriate behaviour.

The Billabong is conducted by an Assistant Principal in a determined space for the first ten minutes of the play period at lunchtime, unless otherwise specified:

- Students on Orange level/ detention should be reminded by stage supervisor or class teacher to go directly to The Billabong at 11.10 (canteen should be visited after The Billabong or as negotiated with Exec member).

The Assistant Principal on Billabong duty will:

- Further investigate the incident if necessary.
- Counsel the student in relation to their actions and encourage them to improve their behaviour and follow the school's values and expectations. The language that should be used during discussion/counselling:

-

What were you doing? (Start with I)
Were you being Safe / Respectful / A Learner?
Tell me the expectation?
What will you do from now on?

- Record the referral and the student's attendance on the list in The Billabong Folder.
- Record if any notification/orange level letters have been received from parents
- Complete a Billabong Notification Letter to be sent home with the students
- Enter the details of the student's behaviour referral, if not already completed by teacher.
- Alert other executive if any follow-up is required
- All students who are off the playground should be in The Billabong.
- If only one student is visiting The Billabong they should be placed in the office.
- Students who attend the billabong CANNOT join in the organised soccer games for stage 2 and 3 at lunch.

Frequent visits to The billabong in a short period of time may lead to the student being placed on Orange Level. Parents are informed that suspension may be necessary if the behaviours continue. Subsequent referral The Billabong may result in referral to the Principal for suspension.

Orange Level Procedures

- Students on Orange level are required to attend The Billabong for five days, checking in with the Assistant Principal. The student on Orange level will have a brief chat with the Assistant Principal, outlining any achievements, issues arising and strategies that have been implemented in the last twenty-four hours.
- During the duration of Orange Level, the student will be excluded from certain events (eg; PSSA, Discos, non-educational excursions etc). These exclusions will be discussed with the student at the beginning of their Orange Level.
- At the completing of the five days, the Stage Supervisor for the student on Orange Level will review the week and determine if the student has made successful choices and can return to green level.
- If the student has not made successful choices for the majority of the five days, they will need to continue on Orange Level for another five days.
- If Orange level extends beyond 2 weeks with no marked effort at improvement of behaviour, the student may:
 - receive a suspension
 - have a meeting with the principal and parents/carers
 - be referred to LST for further interventions and/or sanctions

Sun smart Strategies for Skin Protection

'No Hat - Play in the Shade'

This strategy supports the school value of 'Be Safe'.

Students will:

- Wear hats with brims in order to protect the face, neck and ears whenever they are outside.
- Play in the designated shade area if they do not have a hat at school.
- Be encouraged to use available areas of shade for outdoor play activities.
- Be encouraged to use sunscreen
- Be encouraged to wear Sun-safe clothing as part of our school and sports uniforms. This includes shirts with collars or covered necklines, sleeves, longer style dresses and shorts, and rash vests or t-shirts for outdoor swimming.

Staff will:

- Schedule outdoor activities at suitable times, taking into account the season and weather conditions.
- Wear protective hats, sunscreen, sunglasses and appropriate clothing for outdoor activities.
- Request students to take sunscreen on excursions and other outdoor activities.

The school will:

- Ensure school uniform hats are appropriate and comply with Cancer Council guidelines.
- Ensure adequate shade is provided at sports carnivals and outdoor events.
- Provide sheltered areas and trees in play areas.
- Limit exposure times whenever possible, such as scheduling outdoor activities (assemblies, sport, PE, etc) outside peak UV times of 10am - 2pm (11am - 3pm daylight saving time).
- Consider all sun protection measures when planning outdoor activities and excursions
- Incorporate sun safe programs into the curriculum. (Safe Living strand, PDHPE Syllabus).
- Reinforce Sunsmart strategies through newsletters, parent meetings and other school activities.
- Providing shade (trees, built and portable shade structures etc) in areas where students gather - such as eating, outdoor teaching and popular play areas and consult with the P&C when planning future shade structure installation
- Regularly monitor and review the effectiveness of the Sun Protection Policy. The school's Sun Protection Policy will be updated and submitted to Cancer Council NSW once every three years to maintain SunSmart status.

Parents will:

- Be informed of the Sunsmart procedures.
- Ensure that their children have appropriate headwear for school.
- Encourage their children to use 30+ sunscreen.
- Act as positive role models and practise skin-protective behaviour themselves.
- Be encouraged to use a combination of sun protection measures (sun-safe hats, clothing, sunglasses and SPF 30+ broad spectrum water-resistant sunscreen) when attending or participating in outdoor activities.

School Uniform Policy Statement

Purpose:

Kingswood South Public School values the wearing of school uniform as it strengthens our school's sense of belonging, unity, identity and enhances school pride, and supports our school value of 'Be Respectful'. It is seen by the school community as supporting a sense of social and economic equality among our students. There is also a belief that the wearing of school uniform will add to the safety of students by allowing easy identification of our students.

Guidelines:

- The school uniform will reflect school community standards and expectations. It will be developed in consultation with and agreed upon by the school community. The whole school community should have the opportunity to participate in the decision-making.
- The Uniform Committee will be responsible for the purchasing, retailing and introduction of uniform items and is financially responsible to the P & C. The Uniform Committee will report to the P&C at monthly meetings and make recommendations for changes to the school uniform.
- All items of school uniform will be available from the 'Uniform Shop'. Orders will be placed for items not readily available. Second-hand items will also be available.
- No student should be disadvantaged when uniform items are not available because of circumstances beyond their control. The Learning Support Team may recommend that the school provide some items of uniform to identified students so that they are not disadvantaged.
- It is the responsibility of the school community to encourage and support the wearing of school uniform. Staff will regularly encourage students to wear their full school uniform. Students who regularly wear school uniform will be recognised at Bronze, Silver and Gold levels.
- Full school uniform including a school hat will be required to be worn on excursions.
- Issues relating to uniform, particularly in relation to Occupational Health and Safety matters e.g. 'unsafe' jewellery, wearing of thongs, will be publicised by the principal in the newsletter.
- Hats are considered part of the school uniform in line with the 'Sunsmart' Policy: No hat, play in the shade.
- It is the responsibility of the principal to provide parents and carers with the school's uniform policy and uniform requirements.

Girls' Uniform:

- Blue and white check dress, with flecks of red and yellow. The collar is made from the same material as the dress and is edged with royal blue piping (summer)
- Yellow polo-shirt with school badge emblem printed on front.
- Royal blue culottes, shorts or dress pants
- Royal Blue jumper or jacket with badge printed on left hand side
- Royal blue track suits (optional). Not to be worn under dresses.
- White socks
- Black tights (winter)
- Black shoes.
- Royal Blue hats with school emblem printed on front.

PLEASE NOTE:

Year 6 Commemorative Polo Shirts are to be worn on designated days only.

Boys' Uniform

- Blue trousers or shorts
- Yellow polo-shirt with school badge emblem printed on front.
- Royal Blue jumper or jacket with badge printed on left hand side
- Royal blue track suits (optional)
- White socks
- Black shoes.
- Royal Blue hats with school emblem printed on front

Sports Uniform

- Yellow and blue school sports shirt with school badge emblem printed on front.
- White socks
- Mostly white sandshoes or sneakers.
- Royal Blue beach hats with school emblem printed on front.
- Royal Blue culottes, shorts, or tracksuit pants

Attendance Policy Statement

Purpose:

Regular attendance at school is important if students are to reach their potential. Research indicates that attendance patterns set in the early years of school will impact on long term regular attendance.

Guidelines:

- Parents are responsible for ensuring that their children attend school regularly. They should notify the school promptly, by phone call or letter, of the reason for absence.
- Excellent attendance and improved attendance should be acknowledged. School staff have a responsibility to keep accurate records of student attendance, including reasons for absences, and implement programs and practices to address issues relating to attendance.
- The Principal has a responsibility to ensure that attendance records are kept in accordance with department guidelines. He/she should ensure that staff are trained to implement school attendance policies and procedures and that all cases of unsatisfactory absences are investigated.
- The principal / classroom teacher should contact parents within two days of an unexplained absence occurring. Contact may be made by telephone or by providing the parent with an Absentee Notice - Compulsory School Attendance.
- If a student is to take leave in excess of 10 days and up to 50 days in a twelve month period, applications should be made to the principal for exemption. e.g. family holidays, participation in the entertainment business.
- School Education Directors need to authorise an exemption from school attendance totalling up to 100 days in a twelve month period.
- The principal will delegate responsibility for the maintenance of attendance registers to teachers and other school personnel, provided that the nominated person is fully aware of the Attendance Policy.
- Records must be kept of written, electronic and verbal explanations from parents. Notes and records of verbal explanations for attendance from parents should be retained for a period of two years from the date of receipt. Attendance registers should be retained for three years. Where a student has an accident necessitating an accident report, all attendance records should be retained until the year the student reaches the age of 24 years.
- The Principal may approve leave that is for genuine sickness or accidents, appointments with health professionals, short family holidays that cannot be taken during normal vacation times, religious festivals or ceremonies, or special events not related to the school.
- Where the reason for an absence is unjustified, this will be recorded in the roll and the parent/caregiver notified of this action. Unjustified absences include days off for birthdays, head lice (more than one day for treatment), shopping, sports carnival, refused to go to school, homework not completed, excursion on, tired,

running late, slept in etc Strategies that can be used to support attendance difficulties include:

- - student and parent interviews
- - review of the appropriateness of the student's educational program
- - referral to the school counsellor or outside agencies
- - support from school based personnel.
- When issues relating to attendance are not resolved support should be requested from the Home School Liaison Program.

Anti-Bullying Plan & Policy

For full details, please refer to the school's Anti-Bullying Plan and Policy

OVERVIEW

Our Student Welfare Policy and Anti-Bullying Plan is supported by three values as we strive to provide a **Safe** and **Respectful** setting to maximise a positive **Learning** environment for all our students. We believe in and promote:

High standards of behaviour based on co-operation;
Mutual respect;
Self worth; and
Shared responsibility.

At Kingswood South Public School we believe bullying is:

Targeted and repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or groups towards one or more persons. Cyber bullying refers to bullying through informational and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, religion, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Kingswood South Public School believes in zero tolerance towards any type of bullying.

Staff have a responsibility to encourage co-operative behaviour and be vigilant and proactive on playground duty; to respond to students' concerns and complaints and to assist with the identification of students who are using bullying behaviour.

Parents have a responsibility to support the school's Anti-Bullying Plan and Policy, encourage positive behaviour in the children, discourage retaliation of any kind, encourage independence in their children and report incidents of bullying to support the school's expansion of a bully-free school zone.

Students have a responsibility to behave appropriately, respecting individual differences and diversity. They need to behave as responsible digital citizens. It is important for students to behave as responsible bystanders when bullying occurs.

All class teachers (K-6) will teach an 8 week unit dealing with identifying bullying, suitable anti-bullying strategies, cyber bullying and bystander behaviour in Term One (two-three 30 min lessons per week). These lessons will cover: what is bullying, types of bullying, examples of bullying, bystander behaviour and the strategies for handling bullying *which include the steps of NO – GO – TELL.*

Fair play and social skills lessons to support the anti-bullying lessons will be taught throughout the year as part of our student-lead peer support program.

Posters and visual aids developed by students, staff and the PBL team will be used and displayed by staff to embed anti-bullying messages throughout the year.

A variety of playground initiatives will be implemented by staff during break times such as:

- organised games and competitions with staff as umpires
- provision of sporting equipment and assigned locations
- provision of passive play equipment and assigned locations
- targeted support through the use of peers and SLSO's for students identified as needing assistance with social interaction in break times

Managing Bullying Reports from Parents and Caregivers

At times an incident of bullying is reported to school staff by a parent, caregiver or member of the community. In this instance the school will direct the parent/caregiver/citizen to the School Principal or relevant Assistant Principal who will investigate the reported incidences of bullying. All relevant parties will be included in the following up process and provided with feedback as to the outcome or consequences of any reported incidences. Follow up meetings with parents and students will occur promptly following the initial reporting. All reported incidences of bullying will be recorded by the School Executive, along with the subsequent outcomes and consequences.

With certain students and their families that have been involved in instances of bullying, members of the School Executive (along with class teachers) will maintain regular contact with students, parents and caregivers to ensure the wellbeing and safety of the student/s.

Managing Bullying on the Playground

Teacher uses the common language approach:

1. What happened?
2. Who was involved?
3. Was anybody hurt?
4. What strategies have you tried or used so far?
5. How can we fix the problem?

Responses to the answers

- If physical injury is obvious – send to office for first aid
- If child is too distressed to talk – send for executive assistance
- If suitable ask student to go back and try 2 strategies
- If 2 strategies have been tried and have not been successful duty teacher discusses how else the problem could be fixed
- Monitor/check in with student throughout remainder of break time to follow up success of strategies

Teacher Follow Up

- If possible, duty teacher follows up with student/s identified as the bully, following common language for students who are not following school expectations (see Student Welfare Policy)
- Complete a behaviour referral slip (indicating name of victim/s, bully/s) and send to appropriate class teacher
- If victim/s distressed, alert their class teacher for follow up and monitoring
- Class teacher of bully or victim follows up/refers to School Executive as per 'Consequences Flow Chart' in Student Welfare Policy

School Executive Follow Up May Include:

- Conflict resolution sessions, parent meetings, counsellor referrals
- Warning letter of suspension, parent phone calls
- Consequences such as a drop to Orange Level, or Short and Long Suspensions
- Specific targeted social skills program implemented
- Ongoing support for the victim or bully
- Access of regional and departmental support
- Access of outside agency support within the community
- Reporting incidences of bullying to the police and School Education Director as per the NSW DET Incidents Policy and Procedures
- Report incidences to the Child Wellbeing Unit or Community Services where appropriate as per reporting guidelines