



'I have come to the conclusion that I am the decisive element in my classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's school life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate, humour or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.

Haim Ginott 1973

**GOULBURN WEST PS
STUDENT WELFARE POLICY
'Look, listen, think'**

The NSW Department of Education and Goulburn West Public School are committed to providing a school environment that is based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

Goulburn West Public School believes that each child and staff member has the right to a school environment that is safe, productive and collaborative. As a team, together with our parents, we promote positive relationships and responsibility at the school.

CORE RULES

We accept and promote the core rules as outlined in Departmental policy:

THE CORE RULES

All students in NSW government schools are expected to:

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

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

Core Rules for NSW schools *Department of Education and Training 2006*

At Goulburn West Public School we communicate these core rules explicitly.

PBS SCHOOL VALUES

Values are based upon the four positive behaviours chosen by our school and its students as representing the type of behaviour they would aspire to:

Be respectful
Be responsible
Be safe

These general rules are supplemented by

ANTI-BULLYING PLAN

see Attachment

BEHAVIOUR MATRIX

see Attachment

SAMPLE LETTER TO PARENTS AFTER REFERRAL

see Attachment

PROMOTING POSITIVE PRACTICE

At Goulburn West Public School we draw upon a number of programs that promote student voice and leadership

- Student Representative Council, School Captains and the Year 6 leadership team
- Buddy programs including Kindergarten Orientation
- Peer Support including fitness

Teachers promote positive behaviour by:

Planning ahead

Teaching clear routines

Using clear rules and short concise language

Encouraging practice and tone of voice

Using meaningful reinforcement

Encouraging independent effort

Developing talent

Knowing the students' needs well

Managing a structured, predictable engaging classroom

Students are rewarded and encouraged for

- academic achievement
- academic improvement
- positive play
- positive learning attitudes
- leadership

Student achievement is celebrated within school and the wider community

- Media releases
- Liaison with service clubs
- Special invitation to parents for presentations.

REWARD SYSTEMS:

Class based reward system

KLA awards

Principal Awards

House points

As in any system, including real life, there are consequences for not meeting behaviour expectations and supporting the values of the school.

OUR SCHOOL CONSEQUENCES

MINOR BEHAVIOURS (disruption, disobeying instructions, inappropriate language, unsafe play, off task after warning, meaning to leave others out)

1. Student will be issued with three warnings in class; warning in the playground
2. If warning ignored, time out in buddy class or on playground seats (5 mins)
3. If no improvement, class or playground detention. Note home, Recorded in detention book.
4. A red slip (referral form) is filled out and logged for each problem.

Three minor behaviours = a major behaviour referral to the principal.

MAJOR BEHAVIOURS (continued disrespect, continued defiance, abusive language, dangerous behaviour, harassment/ bullying/threat, fighting or physical aggression)

Three major behaviours based on continuing problems = a letter to parents

Continuation of major behaviours by the same child after parent letter means the Principal will request a meeting at which a plan for restoring positive behaviour will be worked out together. Planned consequences for continued poor behaviour, eg suspension, will also be put in place at that meeting.

The Principal will always contact parents directly and request a meeting **after a severe incident**.

TIME OUT STRATEGIES

Time-out strategies are included at Goulburn West for use when a student is behaving inappropriately and a temporary separation from that particular environment may assist in supporting the student to demonstrate appropriate behaviour.

Time-out may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment. (NSW DoE Guidelines 2011)

1. A time-out strategy should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.
2. Procedures for the use of time-out strategies are communicated to all students, parents and carers and school staff and include information for parents and carers about the process to be used when parents or carers may have concerns or complaints about the use of a time out-strategy.
3. Any use of a time-out strategy must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy will depend upon:
 - the seriousness or frequency of the behaviour
 - level of disruption to learning
 - risk of harm to the student or others
 - risk of damage to property.

Should a student refuse the time out strategy, a parent meeting will be called to discuss core rules and find an agreed solution.

DEVELOPING PERSONAL RESPONSIBILITY

If students have difficulty complying with any of the school rules, intervention will take place by asking the following questions:

- What do you want?
- What are you doing?
- Is it helping?
- What else can you do?

NEGATIVE CONSEQUENCES

After minor negative behaviour, students are given the opportunity to make amends, so they can move on by accepting responsibility for their behaviour and talking to (and/or apologising) to anyone they may have upset, or making amends in other ways that may be appropriate.

In the playground, students may be asked to sit in a designated area to reflect upon their behaviour or make decisions about their next course of action.

If a serious incident occurs, parents will be contacted to either be informed of the incident or become involved in the counselling session.

Further serious breaches are treated in line with Departmental policy

***NSW Department of Education and Training
Suspension and Expulsion of School Students -PD/2002/0014/V02***

Attachment

POSITIVE PLAYGROUND BEHAVIOURS:

Play safely

Have fun

Follow instructions

Learn to co-operate

Give others space and keep hands off

CONSEQUENCES FOR BREAKING RULES:

1. Warnings (2, unless serious breach)
2. Student/s sent to time out for minor breach (10 – 15 minutes)
3. Time lost from playground in next play session (Details are to be recorded on a red referral slip)

DUTY BAG

Contains notebook, pen, WESTIES, yellow caution slips, yellow sick bay slips, red referral slips and toilet passes

SERIOUS BEHAVIOUR PLAN:

1. Send **Red Support Card** to Office
2. Direct student/s to **STOP** (without endangering self)
3. Move other students to a **SAFE** area.
4. Ensure safety of target student/s by observing/monitoring
5. Principal or delegate will ring: Parents OR Emergency Contact OR Police in this priority order.
6. Debrief
7. Record
8. Serious Incident Report to SED and Safety & Security Directorate

A Broadbent
Principal
Policy review 2016

Attachment

ANTI-BULLYING PLAN A SUPPLEMENT TO THE POSITIVE BEHAVIOURS OF RESPECT, SAFETY, FUN AND LEARNING

Definition of Bullying

“ ... when someone keeps doing or saying things to have power over another person. Some bullies operate by saying nasty things about other people, leaving some people out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.”

(Source: Kidsmart – Official Blue Light Kidsmart Handbook, 2005 page 31)

Bullying Behaviour

Bullying behaviour can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, medical needs or sexual preference), humiliation, domination and intimidation of others

Bullying behaviour can be:

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

School Statement

At Goulburn West Public School we recognise that:

- Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form
- Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation
- Bullying devalues, isolates and frightens. It affects an individual's ability to achieve and has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders
- Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying

School Programs

At Goulburn West Public School we implement a number of programs that help address problems with bullying:

- Peer Support
- Literature Based Units
- Child Protection
- PD/Health staged Units of Work
- Anti-Racism Program
- Discipline Policy
- Student Welfare and Pastoral Care programs

On Report of Bullying

Teacher to investigate and upon determining bullying has taken place: Students record in bullying book in each classroom.

Phase 1

Counsel those who have been bullying in light of our school code of conduct:

If students have difficulty complying with any of the school rules, counselling will take place by asking the following questions:

- What do you want?
- What are you doing?
- Is it helping?
- What else can you do?

and reminding the student/s of our school values and the type of school we want to have.

After the student/s accepts responsibility for their bullying behaviour, they will be given the opportunity to clean up, so they can move on. Cleaning up involves recognising the impact of their bullying behaviour and talking to (and/or apologising) to the victim of their bullying and/or making amends in other ways that may be appropriate. It also involves a commitment to future behaviour and developing positive relationships.

Note: Reports of Bullying are to be reported to the relevant class teacher/s immediately and conveyed to other members of staff at the next staff meeting.

Reports of bullying are to be part of the weekly Staff Meeting agenda.

Phase 2

Upon notification of continuing bullying, the teaching staff will meet with the perpetrator/s and the victim for a further counselling session as per Phase 1.

Parents will be informed of the meeting and its outcome and/or they may be called to attend the meeting.

Phase 3

Upon notification of sustained bullying, the teaching staff will meet with the perpetrator/s in a formal setting. The definition of bullying will be read after hand-out notes (from *Kidsmart* 2005) about bullying are distributed for everyone to read. Students will talk about the links between their behaviour and the handout notes. A commitment to the group about future behaviour will be made to the group, by students declaring their intentions for future behaviour towards the student/s who are victims. This commitment will be recorded in writing in an appropriate way.

A note to parents of the student's involved will be posted home (see Sample letter).

Phase 4

If bullying behaviour persists a meeting with parents to discuss further action will be held and further action will be taken via the School Counsellor, LST and APL, and in consultation with the NSW DET Guidelines for Suspension and Expulsion policy.

This plan was last revised in Term 1 2012 and due to be reviewed in 2013.

Dear

This letter is to inform you of a recent meeting held with at our school in regards to reports of bullying.

Your child attended this meeting with

.....

At the meeting we looked at a definition of bullying and other issues relating to bullying.

We agreed that bullying is:

“ ... when someone keeps doing or saying things to have power over another person. Some bullies operate by saying nasty things about other people, leaving some people out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.”

(Source: Kidsmart – Official Blue Light Kidsmart Handbook, 2005 page 31)

The students agreed that bullying had been taking place and they could identify specific behaviours that they had engaged in that could be deemed bullying. They also agreed that this was not the type of behaviour they were proud of or the type of behaviour we wanted in our school.

After discussing the impact that bullying behaviour can have, the students agreed to change their behaviour in the future by:

- Having a respectful attitude towards to other people
- Being more friendly towards everyone at our school
- Using kind words
- Being more thoughtful about the impact their behaviour has upon other students

We believe the students were sincere in their regret of the way they have been behaving at times and in their commitment to improved behaviour in the future. We are also hopeful that their improved behaviour will mean an end to further problems

If you wish to discuss this matter further, please ring the school for an appointment.

Yours truly
Annette Broadbent
(Principal)

ATTACHMENT

PLEASE FIND BELOW A SAMPLE OF A LETTER HOME, INFORMING PARENTS OF A NUMBER OF RED SLIP REFERRALS

Goulburn West Public School

Phone: 4821 1781

Fax: 4822 1460

Web Page:

www.gunning-p.schools.nsw.edu.au

Sample Anti-Bullying Letter

Dear

Our Positive Behaviour program carries clear consequences for students who do not obey our school rules or support our values.

Our school-wide values developed in consultation with our SRC are:

RESPECT SAFETY LEARNING and FUN

To date, _____ has had several referrals to me for behaviour such as:

EVENT	DATES (S)

I have attached a copy of the core rules that every student in every NSW school should obey, and a copy of the behaviour grid that students at Goulburn West PS aim to stick to. If there are further problems with _____ behaviour, I will be contacting you to arrange a formal disciplinary meeting. At that meeting we would discuss strategies for the future to support both _____ and _____ classmates to have a safe and happy learning time at school.

Yours sincerely

Annette Broadbent

Principal

ATTACHMENT - GOULBURN WEST PUBLIC SCHOOL BEHAVIOUR MATRIX

WHERE AND WHEN	RESPECTFUL	SAFE	LEARNERS	FUN
At all times	Be honest Use your manners Care for others and their property	Follow directions from staff Wear school uniform Right place, right time	Stay on task Do your best Participate	Enjoy yourself at school Have a sense of humour
CLASSROOM	Follow/ listen to instructions	Move carefully	Complete tasks Try by yourself first	Positive attitude to learning
CANTEEN	Say 'please' and 'thank you'	Wait behind the line	Order healthy food Mind your money	Chat quietly in lines Give our helpers a smile!
ASSEMBLY	Listen to student leaders Wait quietly between items	Leave space to walk to the stage	Listen to class items	Enjoy performances
TOILETS	Keep others privacy	Wash hands Move carefully	Report problems	
EATING AREA	Be friendly Put things away Rubbish in bins	Stay seated when eating Play by the rules Stay in bounds	Help solve problems Stay in bounds Move on the bell	Eat in groups Laugh with friends after eating
PLAYGROUND	Be respectful at all times	Stay in bounds	Help solve problems Stay in bounds Move on the bell	Start a game
BUS/CROSSING	Wait in correct area Follow instructions	Safe noise level on bus Remain in seat on bus	Obey road and bus rules Go straight into school	Tell quiet jokes on the bus

