

MAITLAND PUBLIC SCHOOL



EST. 1874

STUDENT WELFARE

HANDBOOK

2011

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MAITLAND PUBLIC SCHOOL'S FAIR DISCIPLINE CODE

A policy and a program for Student Welfare and Discipline

PREAMBLE

Our Student Welfare and Discipline Policy is designed to create an environment where all students feel safe and valued. The school's policy gives students guidelines on what are expected behaviours. The policy reinforces appropriate behaviour by having a range of supports and rewards for students demonstrating appropriate behaviour. The policy also has consequences for when students make inappropriate choices in their behaviour.

There is a minority of students who have difficulty in interpersonal relationships, lacking skills in resolving conflict. All students will benefit from a whole-school program of developing conflict resolution skills.

We believe that our Student Welfare Program nurtures students' personal development. It addresses building self-esteem and provides many opportunities for the development of self-discipline.

RATIONALE

Maitland Public School endeavours to be a humane learning environment. Australian society accepts that parents and families have the prime responsibility for the welfare of their students. Families, however, share that responsibility with the general community and a range of its social institutions, including schools. In sending their students to school, parents/caregivers rightly expect that they will learn in a caring community concerned for their welfare. They place their trust in the principal, teachers and other school staff and, indeed, in the education system as a whole.

All staff, community, students and parents have a responsibility for student welfare. The principal and executive staff have a specific leadership role in planning, co-ordinating, monitoring and evaluating the school's student welfare program. Much of the caring in schools occurs spontaneously and incidentally, as it does in any community of caring people.

OUTCOMES

Through the implementation of its Student Welfare Policy, Maitland Public School aspires to the following outcomes.

Students:

- experience a sense of enjoyment and satisfaction from learning;
- communicate effectively;
- realise the values that guide behaviour;
- choose to exercise personal and social responsibility for their actions and decisions;
- experience personal dignity and worth;
- show self reliance;
- enjoy a sense of cultural identity;
- enjoy belonging to a wider community;
- express a caring attitude towards others; and
- enjoy satisfying and stable relationships.

Our school, co-operating with parents, will work towards realising these outcomes through learning programs and support services in three major areas:

- general measures to promote the personal development of students;
- preventative measures to ensure the safety and well-being of students; and
- remedial measures to overcome specific difficulties.

FOCUS AREAS

Student Welfare at Maitland Public School is implemented through three major areas:

1. Effective learning and teaching
2. Positive climate and good discipline
3. Community participation

1. General Personal Development

Through its structure, practices & courses, and the relationships formed within it, Maitland Public School will endeavour to contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement;
- develop understanding and skills in communication and interpersonal relationships;
- develop a realistic and comprehensive self-concept;
- enhance self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision-making;
- understand their own feelings and behaviour and those of others;
- positively value cultural differences;
- be caring and supportive of others; and
- contribute positively to the life of the school.

2. Preventative Measures

Teachers will endeavour to take specific action in the normal course of their duties to enhance or protect the welfare of their students. Such action is designed to:

- maintain a school and classroom climate conducive to learning;
- ensure a safe and secure environment where basic needs are met;
- encourage appropriate forms of behaviour; and
- protect students from harm.

These objectives are more likely to be achieved when those who teach, advise & counsel students:

- provide interesting and challenging learning programs;
- model and reinforce the qualities and values which the school aims to develop and foster;
- listen with empathy to the cares and concerns of their students;
- respond to questions and provide information and guidance as necessary;
- offer students genuine opportunities for choice and participation in decision making;
- establish a firm code of school behaviour, including anti-bullying behaviours;
- caution or constrain students for the sake of their own safety and that of others; and
- take appropriate disciplinary action when necessary.

3. Remedial Measures

Remedial measures are special actions designed to:

- assist students towards full participation in the school's educational program;
- cater for specific learning difficulties; and
- address behavioural problems.

Remediation is an essential part of every teacher's function at Maitland Public School and is a requirement of the learning process at any level.

The remedial needs of students vary. Most can be addressed in the regular classroom situation. Some may require provision such as counselling, the services of teachers with particular skills, or special classes.

CHARACTERISTICS OF KEY WELFARE ROLES

Role of the Principal

- Provide leadership and direction
- Oversee workings of the Student Welfare Committee and make decisions based on its recommendations
- Provide staff support and opportunities for professional development
- Encourage a caring atmosphere
- Liaise with staff, parents and community regarding policy and programs.

Role of the Student Welfare Committee

- Write and oversee policies
- Co-ordinate activities of the program
- Communicate with, and where necessary provide guidance for, staff
- Maintain consistency
- Seek solutions to welfare problems
- Initiate and co-ordinate staff development in welfare skills.

Role of the School Executive

- Provide support for the Principal in Student Welfare matters
- Liaise with staff, students and parents; Executive involved following classroom and teacher initial intervention
- Ensure a safe, healthy, clean school environment
- Guide programs related to student behaviour and attendance.

Role of the Student Welfare Co-Ordinator

- Co-ordinate the work of the Student Welfare Committee
- Promote awareness of welfare issues
- Initiate staff development related to student welfare
- Encourage a caring environment
- Interact with outside agencies and relay new information to the school
- Encourage involvement of students and parents.

Role of the Counsellor

- Provide counselling for students when requested
- Provide information about the welfare needs of students
- Provide support for staff and parents in student welfare matters
- Act as a resource person for staff development in student welfare
- Liaise with the Student Welfare Co-ordinator in assisting the promotion of student welfare issues.

Role of the Teacher

- Provide challenging and interesting learning experiences for all students
- Seek to enhance the self esteem of students in all aspects of school life
- Be sensitive to the welfare needs of students
- Provide support as necessary and appropriate for all students in all aspects of school life.

Role of the Parent

- Support the school's program
- Encourage the student's interest in all aspects of schooling
- Participate in decision-making about the Student Welfare Program
- Take part in the Student Welfare Program, as appropriate.

Role of the Support Staff

- Work with teachers on management of difficult students, including withdrawn students
- Help develop and implement programs for students who are at risk behaviourally and/or socially
- Work with class, groups or individuals, within the school in a welfare situation
- Assist with staff development activities, including School Development Days
- Assist with the integration and re-integration of students
- Assist in developing school policies related to student welfare.

IMPLEMENTATION

1. General Personal Development

General Personal Development involves the development of each child's self-esteem through specific awareness raising activities. Maitland Public School endeavours to promote the student's personal development by building self-esteem, encouraging physical fitness, extending cultural and communicative experience and fostering school and national pride. This will be achieved by:

a) Building Self-Esteem

- Verbal praise and encouragement
- School recognition and commendation in assembly
- Merit system including stamps, stickers, awards and notes
- Whole class awards
- Special jobs to assist staff and school
- Notes to parents, verbal and written reports
- Band
- Dance Troupe
- Exemplary students
- Happygrams
- Choir, Recorder Group, Gym-Maits, Sport
- School Performance
- Weekly Performances – assembly items

b) Physical Development

- Sport and daily P.E.
- Competitive inter school sport eg., P.S.S.A.
- Classroom health, hygiene, safety, socialisation and teaching-learning activities
- Learn-to-swim classes
- Dental health/physical check-ups.

c) Social, Cultural & Development Experiences

- Music groups, hobbies, technology quest (inventor's) program
- Special performances for concerts, fetes, assemblies
- Religious instruction and moral education
- Debating - various aspects of public speaking
- Visiting, hosting visitors - guest speakers, excursions
- Pupil authority and decision making - roles & responsibilities, councillors, captains, S.R.C.
- Group/team sports.

d) Contributing Policies & Programs

- Personal Development Syllabus
- Child Protection Policy
- Gender Equity Policy
- Integration Policy
- Orientation and Buddy Programs
- Canteen Policy – nutrition
- Bike Education
- Social Skills Program
- Lifeskills Economy
- Commendation System
- Aboriginal Education Policy
- Aboriginal Student Support and Parent Awareness (ASSPA) program

A system of levels will operate at our school. These levels will be in two categories i.e., preventative and remedial. Preventative will be in the form of commendation with levels of achievement. Remedial will be in the form of discipline with varying levels of disciplinary action needed.

2. Preventative Measures

Preventative measures are the specific actions teachers need to take in the normal course of their duties to enhance and protect the welfare of students. This is achieved at Maitland Public School by promoting a positive approach to ensure the safety and welfare of students, through reinforcing school rules and expectations and developing programs to promote student welfare.

a) Reinforcement of School Discipline Policy

- Clear, (consistent) playground/classroom rules
- Positive and negative consequences to discipline policy
- Relevant teacher training
- Classroom discussion
- Communication with parents including telephone calls, notes and interviews
- Behaviour management plans – Support Teacher Behaviour (STB) teaching resources
- Withdrawal of students with behavioural needs
- Loss of privileges, time-out and suspension policies
- Consistent approval for good behaviour and use of Commendation Scheme

b) Positive Strategies to encourage Whole Class Involvement

- Living Skills Programs
- Units of work
- Personal development programs (Yrs 5/6 Human Sexuality/Puberty Programs)
- Development of communication skills
- Interesting, innovative programs
- Peer support program and buddy system
- Recognising stress situations, role play, dramatising/improving coping strategies
- Referral to counsellor or I.S.T.B.
- S.R.C.
- Encourage full attendance

c) Contributing Policies and Programs

- Child Protection
- Non-attendance policy
- Discipline Policy – Time-out room rules
- Drug Education Programs
- Bus Rules
- Mobile Phone Policy
- Playground Policy – Paddock rules.
- Police visits
- Multicultural Education
- Aboriginal Education
- Sun smart
- Medication Policy & Asthma Action Plan
- Emergency Action - Evacuation
- Critical Incident Management Plan
- Anti-Bullying Policy

Commendation Scheme

The Sticker Book

All students will have a book into which they put stickers/stamps given to them. The stickers/stamps will be given to the students for appropriate behaviour/manners, academic achievement, lining-up, school service etc.

When students have ten stickers/stamps, the class teacher will issue a Pupil Award which will be pasted into the sticker book.

When two Pupil Awards have been issued (i.e. 20 stickers/stamps) the student will be rewarded with a Merit Certificate at a K-6 assembly.

Merit Certificates will only be given out for collecting stickers/stamps. For reward of special activities, e.g. good behaviour on school excursion, home reading etc, the class teacher will determine the reward in an appropriate number of stickers/stamps. This is in order to keep the giving out of Merit Certificates relatively uniform across the grades/classes. Students who have attended a previous school will have one opportunity to submit merit certificates for consideration in the awarding of commendations.

Star Pupil Noticeboard

Students are invited to have their photo placed on the Star Pupil Noticeboard when they receive a commendation. These photos remain on the board for the duration of the year. Removal from the board will occur if the student is placed on a level. The photo is returned to the board when the student returns to level 0 and is reinstated with their gold licence.

Shields

Shields will be presented at various times for achievement, manners or citizenship.

Exemplary Student Scheme

The Exemplary Student Program is a system of rewarding the vast majority of our students who rarely exhibit unacceptable or inappropriate behaviours whilst in class or at play.

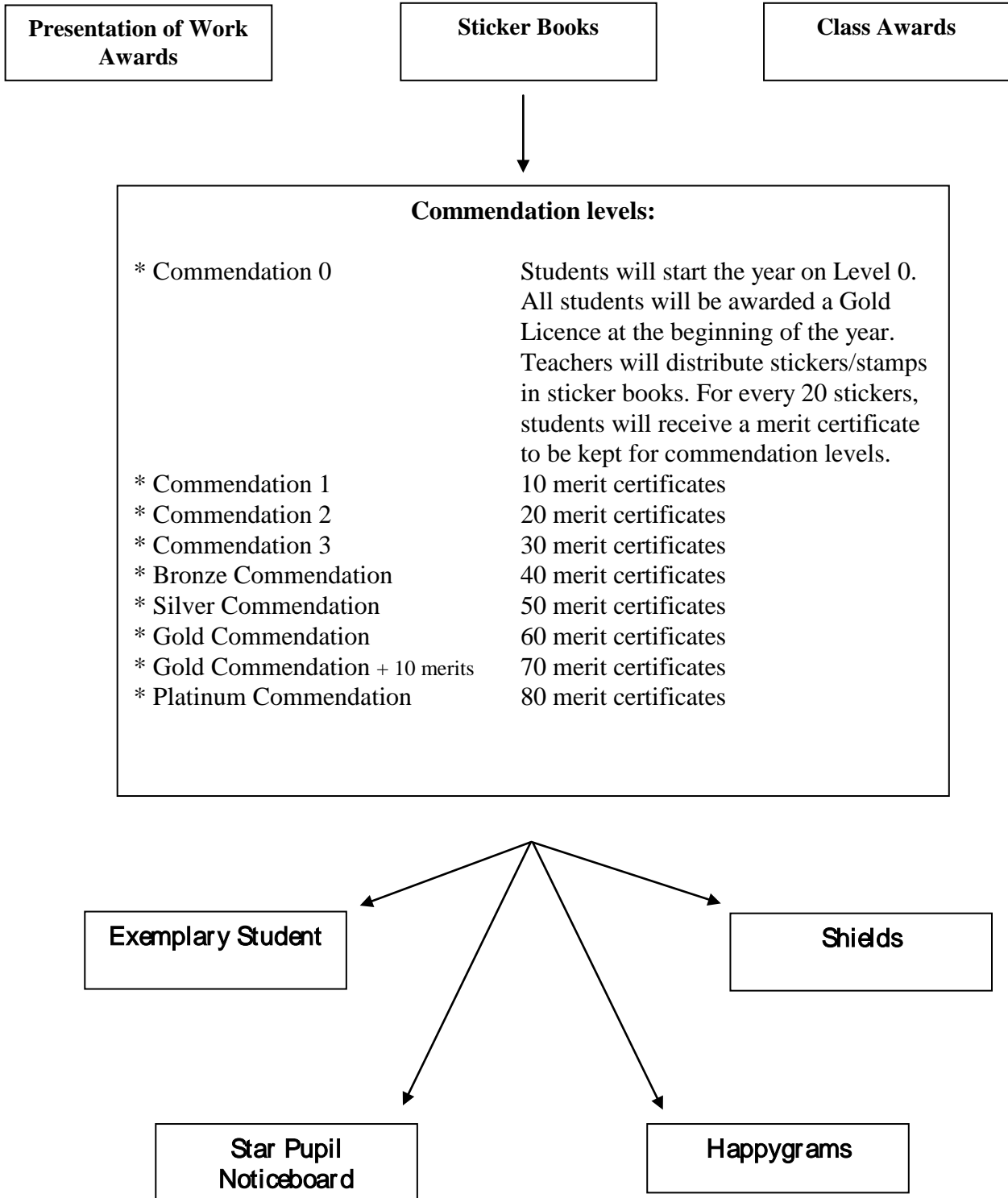
An exemplary student is one who doesn't receive a written behaviour ticket for the current school term. The scheme operates like a lottery where all eligible students are included in a draw for fifteen major prizes. All exemplary students receive extra play activities at a nominated time.

Happygrams

The "Happygram" is designed to help the school improve home-school relationships by sending favourable notes home to parents when their child does something especially positive at school.



COMMENDATION FLOWCHART



Commendation Levels

Commendation 0

- All students will start the school year on Level 0.
- Students will be made aware of the school rules.
- Students and teachers will discuss and establish classroom rules.
- All students will be awarded a Gold Licence at the beginning of the year. These are to be displayed in the classroom.
- Teachers to explain to students the method of achieving Merit Certificates and how they can progress to the various levels.
- Teachers will be responsible for the giving out of stickers/stamps in sticker books.
- For every 20 stickers/stamps in their sticker books students will receive a Merit Certificate at whole school assembly.

Commendation 1

- Student displays acceptable behaviour in the playground and in class.
- Student will receive the First Level of Achievement at a whole school assembly for receiving 10 Merit Certificates.

Commendation 2

- Student continues to display acceptable behaviour in the playground and in class.
- Student will receive the Second Level of Achievement at assembly for receiving 20 Merit Certificates.

Commendation 3

- Student continues to display acceptable behaviour in the playground and in class.
- Student will receive the Third Level of Achievement at assembly for receiving 30 Merit Certificates.

Bronze Commendation

- For 40 Merit Certificates the student will receive a Bronze Commendation Award.

Silver Commendation

- For 50 Merit Certificates the student will receive a Silver Commendation Award.

Gold Commendation

- For 60 Merit Certificates the student will receive a Gold Commendation Award as well as an Honour Student Bar.

Gold Commendation + Ten Merits

- For 70 Merit Certificates the student will receive a Gold Commendation + Ten Merits Award

Platinum Commendation

- For 80 Merit Certificates the student will receive a Platinum Commendation Award.

School Rules

1. Listen to and obey teachers, staff and school workers
2. Speak and act kindly to one another
3. Play safely with all equipment
4. Move sensibly around our school
5. Look after school property and the environment.

Bus Rules

1. Students are to go straight to bus lines when dismissed from class
2. Sit in bus lines in a sensible and quiet manner
3. No ball games to be played while waiting for buses
4. Teacher will accompany students to the bus
5. Move to the bus in two lines keeping close to the school fence and away from the road. No student is to pass another student while walking to the bus.
6. Be courteous to all on the bus
7. Travel directly to school and home.

Specific School Rules

Playground Rules

- Walk your bike through the school playground.
- Play in approved areas (see overview and map).
- The sandpit is reserved for students in Kindergarten, Year 1 and any student given permission by a teacher.
- Prior to the bell, go to toilet/wash hands and go to lines.
- On bell, quietly go to class lines. (On Monday at 9:10: quietly line up under the COLA).
- Students are only to leave playground with permission.
- Morning and recess play should be passive.
- Passive games are handball, hopscotch.
- No soccer, football and active type games at morning/recess.
- No tackle/wrestling type games at all.
- Caution should be exercised when moving on asphalt area.
- Line up in designated area for paddock; paddock teacher waits for a reasonable time and reasonable number of pupils before going to paddock. Students must wear a broad-brimmed hat.
- Students do not empty bins into waste hawk.
- If balls go over fence a teacher will retrieve them or supervise retrieval.
- Sports equipment – if you borrow it, return it. Don't hand it over to someone else – they can re-borrow.
- Respect flora and fauna.

Rules for the Paddock Playground

- The paddock area will be available for use by K-6 students.
- Students to line up in designated area when the bell rings.
- Teacher and Aide to escort students across the road to the paddock area.
- No students are to cross the road after first group crosses.
- All students must have a hat on at all times.
- When students and teacher enter the playground, the gates are to be shut.
- All students to stay inside the fence at all times. If a ball goes outside the fence, students must tell the teacher and safe retrieval of the ball will be closely supervised by the teacher.
- Students can use the play equipment and COLA area.
- All students may use the paddock area.
- Kindergarten students are not to climb to the top of the climbing bars.
- If toileting is needed, students will be escorted across the road and will not be allowed to return.
- Teacher's Aide to remain near the playground equipment.
- Teacher on duty to take walkie-talkie to the paddock area.

In-School Buildings Rules

- Students can only go into classrooms and buildings when given permission and a pink badge is sighted.
- Move quietly on stairs, hallways.
- On library days, line up at Library door under COLA at second bell. Wait for Librarian.
- Students with a class computer badge line up at ramp at northern end Pender building at second bell. Wait for teacher.
- Knock on classroom doors and then enter. Do not stand there continually knocking.
- Teacher supervise own class for 10 minutes eating period at lunchtime (inside or outside).
- In case of wet weather, duty teacher will advise students to move to wet weather classroom for quiet, passive activities only.

Canteen

- Order lunch and recess before going to class.
- Always be polite and use the words “please” and “thank you”.
- Queue calmly while waiting to be served.
- Canteen service is only available at morning, recess and first half of lunch on Monday, Thursday and Friday.
- Returns are taken at end of eating time when dismissed from class group.

Excursions

- Follow group leader’s instructions.
- Stay with teacher/parent helper/teacher’s aide.
- Listen attentively.
- Put all litter in bins etc.
- Respect other members of the community.
- Exclusion from excursions of students on Level 3 and higher (at discretion of Principal).

Health / Uniform

- Wear school uniform / broad brimmed hats.
- Leave jewellery at home. Only sleepers, studs, signet rings and watches may be worn at school.
- Encourage safety of earrings.
- Use toilets sensibly.
- Students should bring nutritious food for recess and lunch.

Student Mobile Phone Policy

Introduction

As a communication device mobile phones, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. However, mobile phones have the capacity to have a negative impact on the learning environment and the safety and well being of students.

This policy aims to establish guidelines for the use of student mobile phones within the school environment and aims to set out the responsibility of staff, parents and students.

What Is Inappropriate Use?

The use of mobile phones in schools should not automatically be of concern. It is only if a mobile phone is used inappropriately that action will be necessary.

Generally, a mobile phone will be used inappropriately if it:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school,
- threatens or is likely to threaten the safety or well being of any person, or
- is in breach of any law.

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone. This type of misuse will be dealt with under the Student Welfare and Discipline Policy.

Guidelines For Use

1. Once at school the phones should be turned off while students are in class or on the playground and stored in their school bag. It is advisable that the bag be securely locked. If a student is found with a mobile phone on their person or out of their bag it will be given to the Principal and parents will need to collect the phone from school. The phone will be turned off and kept in a secure storeroom.
2. Students must not lend a phone to another student for use as a phone, for text messaging or for use as a camera or video recording device.

Responsibility for Mobile Phones

Students bring mobile phones to school at their own risk – the school and school staff members will not accept any responsibility for any loss or damage to mobile phones or for investigating loss or damage.

Related Technology

The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, Walkman, ipods and similar devices.

Introduction and Reinforcement of Mobile Phone Policy

- Teachers will discuss this policy with classes.
- When inappropriate use is detected it will be dealt with in terms of the policy, thereby reinforcing the policy.
- The community will be made aware of the policy in the weekly newsletter.
- The policy will be published in the handbook given to all new enrolments.

Staff

Staff have been advised to act as appropriate role models for students by not using mobile phones in public areas in the school except on school related business.

3. Remedial Measures

Remedial measures are special actions designed to assist students towards full participation in the school's education program. They include catering for learning difficulties and addressing behavioural problems. It is recognised at Maitland Public School that this is an essential part of every teacher's function and that this is achieved by the involvement of a vast support network of professional resource people, parents and community helpers and requires effective liaison and communication. The Learning Support Team will provide a valuable mechanism to address individual student needs, through the suggestion of a variety of strategies.

The following remedial measures will be undertaken at our school.

Playground Discipline

Behaviour slips (tickets) will be kept to record the names of students who display inappropriate behaviour while in the playground. Records will be checked and monitored on a regular basis by the Student Welfare Committee.

If a student displays inappropriate behaviour whilst in the playground, the duty teacher will decide appropriate action i.e., 'time out' after consultation with Executive staff / Student Welfare Committee members; shadowing a teacher.

Time Out Room

A room will be set aside, if required, for the detention/isolation of those students who commit a serious misdemeanour whilst in the playground, as determined by the Student Welfare Committee. The number of students in the Time Out room should be kept to a minimum. Time Out will be supervised. A record of students on detention will be kept by the Assistant Principal /Principal. If a student is on a continual detention he/she will move onto the next level. A roster system may be organised as the need arises for the detention/supervision of students. This will work in with the playground roster system.

Time Out Room Rules

1. Students line up in corridor and wait there for duty teacher.
2. Students are to go to the toilet **first** before entering the time out room.
3. Students may complete food or drinks but are **not allowed to go to the canteen**.
4. Students are to be positioned in separate seats away from one another, if possible.
5. No toys/games are to be brought into the time out room.
6. **No** talking is allowed between students in the time out room.
7. No student is to get out of their allocated seat; they must raise their hand and ask the teacher for help.
8. Duty teacher will mark names off from the Time Out Room folder.
9. Duty teacher will allocate a worksheet/worksheets for students **unless** they have already been given un-finished classroom work from their own teacher.
10. Duty teacher will discuss planning strategies for future behaviour or may work with students on particular “behaviour targeting worksheets”– (see teacher resource folder in time out room tub)
11. 2nd Half: **If** the student has finished the worksheet given to them during 1st half then they may choose from the following:
read a book; use paper/pencils from the tub to draw their own picture (NO folding or cutting); use colouring sheets from the tub.
12. If students cannot follow these rules then it is suggested that they have spare paper and copy out these rules.
13. Students **must** be dismissed on the first bell and instructed to go straight to the toilet, drink and wash hands.

Blue Card

A ‘blue card’ is available in Student Welfare folders for teachers who wish to have a student’s behaviour monitored.

In-Class Discipline

Each teacher is responsible for having an assertive discipline plan within the classroom. The students need to be made well aware of the consequences of their action. The class rules should be discussed with the students at regular intervals. The method of discipline should be documented and discussed with the supervisor. The Principal will need to be informed of each teacher’s disciplinary action, so that support can be given to teachers when necessary. Discipline will need to be within departmental guidelines regarding toileting, eating etc.

A proforma is available in the Student Welfare folder for documentation of unacceptable classroom behaviour.

Integration of Students with Special Needs

- Support classes within the school including I.M. and Language.
- Group work and self-help programs
- Integration of support classes within mainstream
- Integration of students from support classes in mainstream classes
- Inclusion of disadvantaged students in normal activities and special events
- Parental involvement within the classroom
- Parent-Teacher interviews
- Communication to parents - Newsletters etc.
- Oral and written reports
- Community network support
- Parent helpers at school.

N.B. Parents will receive written information at the beginning of the school year, or on enrolment, regarding the Levels System and Management of Remedial and Preventative Measures.

Maitland Public School Anti-bullying Plan

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

It devalues, isolates, frightens and can affect an individual's right to achieve. Bullying has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Bullying involves the abuse of power in relationships and can involve all forms of harassment (including sex, race, disability etc), humiliation, domination, intimidation and victimisation of others.

Bullying behaviour can be:

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

Statement of Purpose:

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted. Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Bullying will not be tolerated at Maitland Public School. The school takes bullying seriously and it is not acceptable in any form. Bullying acts against the fundamental rights of students to feel safe and happy at school and be treated with respect. Students at Maitland Public School will behave in a manner that allows everyone to learn in a safe, non-threatening environment.

Students, teachers, parents, caregivers and members of the wider community can expect:

- ✿ that students will be safe at school, free from the fear of bullying, harassment, intimidation and victimisation
- ✿ to be involved in the collaborative development of the school Anti-bullying Plan
- ✿ to know what is expected of them and others in relation to the Anti-bullying Plan
- ✿ that all students will be provided with appropriate support when bullying occurs.

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- ✿ promote positive relationships that respect and accept individual differences and diversity within the whole school community
- ✿ contribute to the development of the Anti-bullying Plan and support it through words and actions
- ✿ actively work together to resolve incidents of bullying behaviour when they occur.

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to –

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to –

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to the Maitland Public School Anti-bullying Plan.

Parents and caregivers have a responsibility to –

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

Schools have a responsibility to –

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the School Welfare document 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 and 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.

Teachers have a responsibility to –

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

Strategies to Prevent Bullying

- Strategies to effectively teach the skills and understandings that will lead to the elimination of bullying behaviours will be in place across key learning areas. These strategies will be reinforced consistently through school practices that promote respectful relationships.
- Staff will undertake regular professional development in current anti-bullying strategies and policy.
- Appropriate anti-bullying resource kits for each stage will be prepared and utilised in the PDHPE program.
- Regular communication through newsletters and parent groups will ensure that the school community is familiar with, and supportive of, the school's Anti-bullying Plan.
- The Anti-bullying Plan will empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation. This will contribute to the general wellbeing of students.

Strategies to Deal with Bullying:

- Maitland Public School will deal with bullying quickly and effectively.
- Strategies for dealing with bullying will be implemented consistently by school staff in accordance with the Anti-bullying Plan.
- Every teacher will develop their own classroom strategies for reporting bullying in their classroom.
- The strategies for dealing with bullying are linked to the School Discipline Policy and encompass the range of options available to deal with unacceptable behaviours, including suspension and expulsion.
- The school's Welfare and Discipline Committee will monitor behaviour reports for patterns of repeated or recurring offences of bullying behaviour.
- Students, their parents and caregivers are encouraged to be proactive in dealing with bullying, so that appropriate support is provided to those students involved in any incident.
- Parents, caregivers and teachers who recognise that a student is experiencing difficulties in any aspect of school life can complete a referral to the Learning Support Team. The Learning Support Team will meet to determine an appropriate course of action.

Procedures to Report Bullying for Students:

If it occurs in the playground:

1. Go to the teacher on duty.
2. Tell your teacher. (Go to your teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time to listen to you.)
3. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

If it occurs on the bus:

1. Try to ignore the behaviour.
2. If you can, tell the other child to stop.
3. If it persists, speak to the bus driver.
4. When you get home, tell your parents.
5. The next day at school, tell your teacher. (Go to your teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time to listen to you.)
6. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

If it occurs on the way to school:

1. Try to ignore the behaviour.
2. If you can, tell the other child to stop.
3. As soon as you arrive at school, tell a teacher. Go to your teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time to listen to you.)
4. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

If it occurs on the way home from school:

1. Try to ignore the behaviour.
2. If you can, tell the other child to stop.
3. When you get home, tell your parents.
4. The next day at school, tell your teacher. (Go to your teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time to listen to you.)
5. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

Procedures to Report Bullying for Parents:

If your child is being bullied:

1. Discuss what has happened with your child.
2. Make contact with your child's teacher and/or an Assistant Principal and/or the Principal.

Procedures to Report Bullying for Teachers:

1. If a teacher witnesses an incident or receives a report about an incident, they must investigate the matter immediately and attempt resolution. If the incident is serious, the teacher should issue a ticket.
2. If the teacher is unable to resolve the situation, they will make an immediate referral to the Stage Supervisor. The Stage Supervisor will investigate the matter and inform the parents of both the victim and the perpetrator.
3. If the Stage Supervisor is unable to achieve resolution, they will refer the matter to either the Counsellor, Principal or Assistant Principal Welfare. In conjunction with this process, the school will ensure that it provides support for both victim and perpetrator.
4. If the matter is still unable to be resolved, a report will be forwarded to the school Welfare / Discipline Committee. Appropriate support and possible punitive actions will be taken. The parents of both victim and perpetrator are to be contacted, and involved in resolution of the matter.

Refer DET Policy: Prevention of Bullying in the Workplace Policy

https://detwww.det.nsw.edu.au/policies/staff/oh_s/bullying/PD20050246_i.shtml

Procedures for Intervening in a Bullying Situation for Students:

If you see someone being bullied:

1. If you are able to, tell the person doing the bullying to stop.
2. Support the victim.
3. Tell a teacher immediately.

Procedures for Intervening in a Bullying Situation for Parents or Caregivers:

If you witness a bullying incident in the playground:

1. Tell the person doing the bullying to stop.
2. Support the victim.
3. Report the details of the incident to a teacher immediately.

Procedures for Intervening in a Bullying Situation for Ancillary School Staff:

If you witness a bullying incident in the playground:

1. Tell the person doing the bullying to stop.
2. Support the victim.
3. Report the details of the incident to a teacher immediately.

Procedures for Intervening in a Bullying Situation for Teachers:

1. Tell the person doing the bullying to stop.
2. Support the victim.
3. Investigate the matter, interview witnesses and attempt a resolution.
(Refer to Procedures to Report Bullying for Teachers).

Departmental Appeal Procedures for Students, Parents and Caregivers:

These guidelines provide information for handling complaints including how to make a complaint, how to deal with a complaint and how to support persons involved.

<https://www.det.nsw.edu.au/aboutus/epac/index.htm>

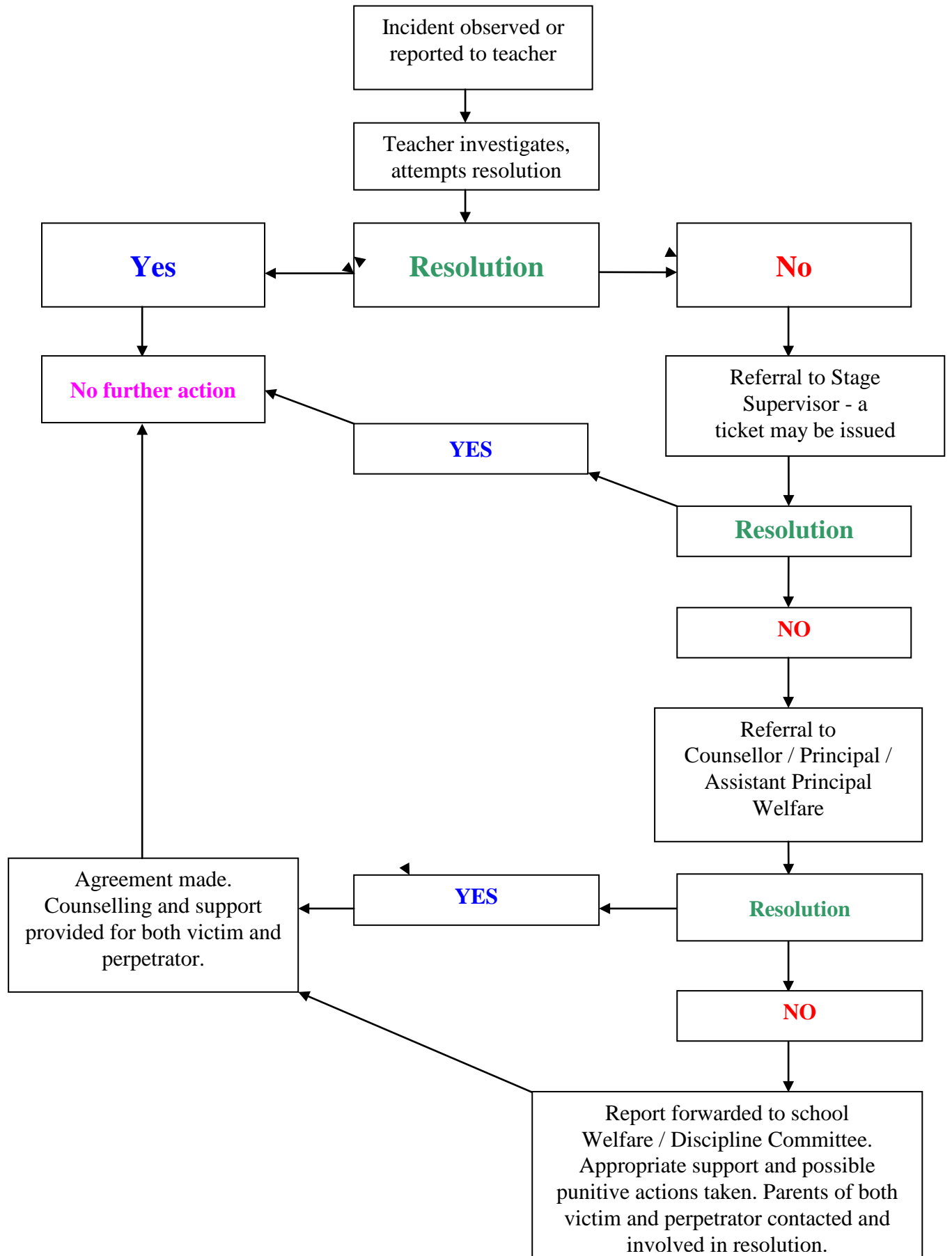
Responsibilities and Delegations:

The Principal is responsible for leading the development, implementation and evaluation of the Anti-bullying Plan and for ensuring that the plan is readily accessible to all members of the school community.

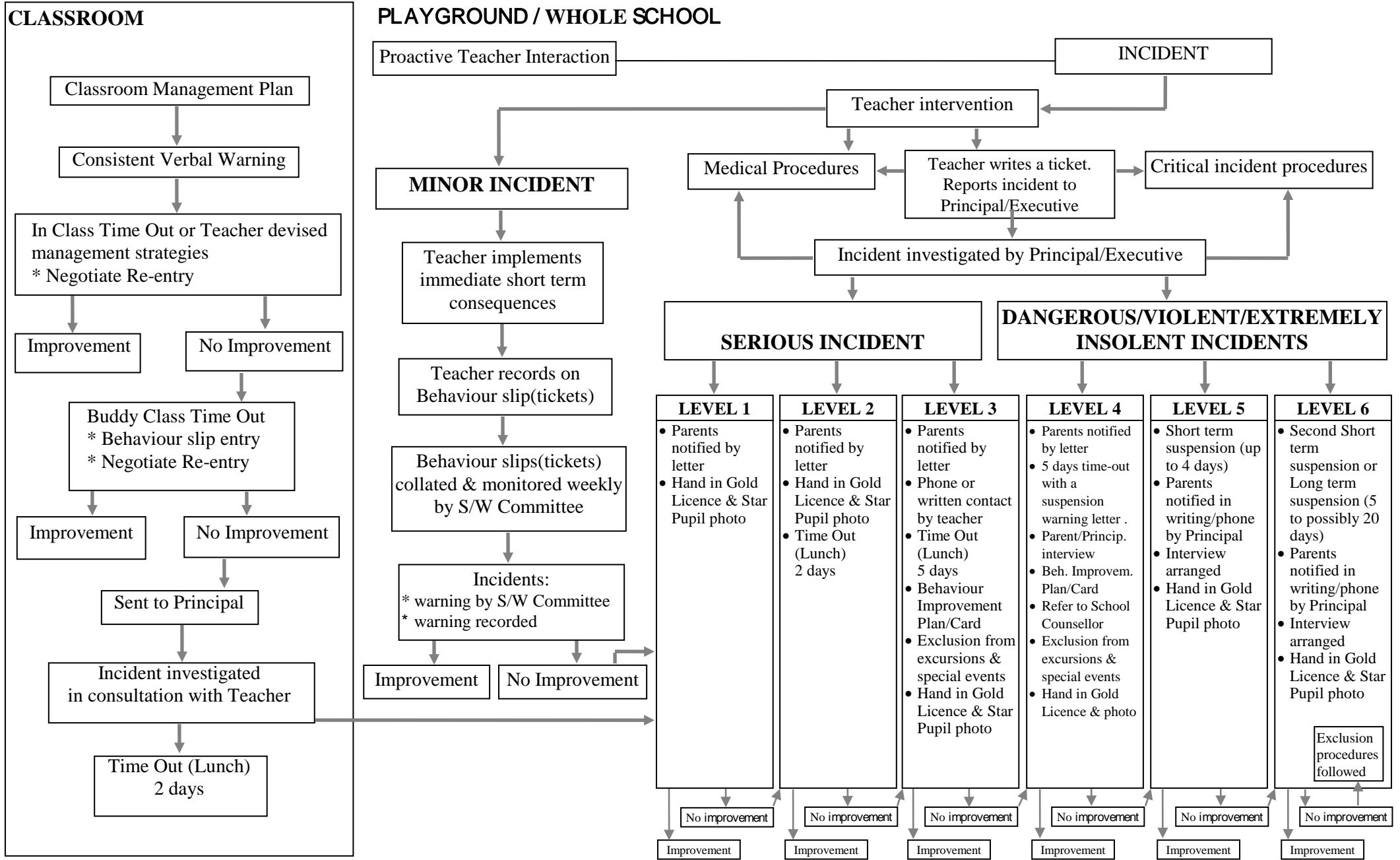
Monitoring and Evaluation:

- ✿ The school Welfare / Discipline Committee will review discipline levels each term to analyse trends in student behaviour. The Committee will implement strategies to address any identifiable patterns.
- ✿ Maitland Public School will conduct an annual survey of the school community to collect information about bullying at the school.
- ✿ The school Anti-bullying Plan will be monitored and amended, where appropriate, to reflect changes in the school and current teaching and learning practices.

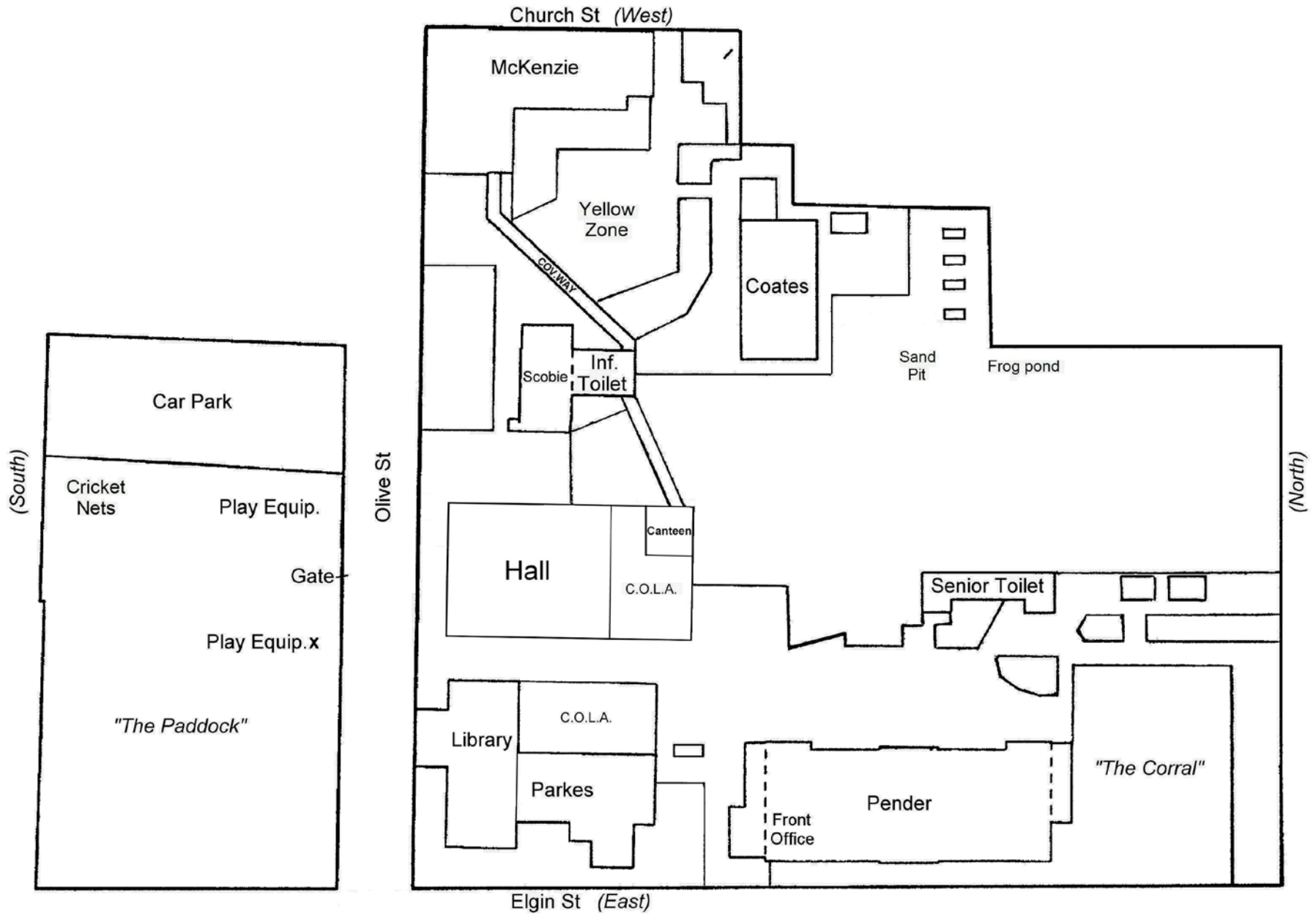
Procedure for Dealing with Bullying Incidents



Maitland Public School STUDENT BEHAVIOUR MANAGEMENT PLAN



Maitland Public School



Discipline Levels

BEHAVIOURS	REQUIRED ACTION
COMMENDATION 0	
<p>EVERY STUDENT STARTS AT/RETURNS TO THIS LEVEL</p> <ul style="list-style-type: none"> • acceptable behaviour in following class and school rules 	<ul style="list-style-type: none"> • students made aware of school rules • teacher and students establish class rules • awarding of a “gold licence” at commencement of the year • provide feedback to students about sticker books • positive reinforcement of acceptable behaviour • awarding of stickers, stamps, praise, school merit certificates and commendations.
SERIOUS INCIDENTS	
ORAL WARNING	
<ul style="list-style-type: none"> • breaking of class and school rules 	<ul style="list-style-type: none"> • reflect on class rules • loss of gold licence (and photo from Star Pupil Notice board) for 1 week until child returns to Commendation 0
LEVEL 1	
<ul style="list-style-type: none"> • breaking of class and school rules 	<ul style="list-style-type: none"> • reflect on class rules • teacher reflects on the effectiveness of current strategies • teacher and student work together to improve student behaviour • utilise in-class isolation • loss of gold licence (and photo from Star Pupil Notice board) for 1 week until child returns to Commendation 0 • contact with parents e.g., letter form. Copy of Discipline Level letter (that is sent to parents) attached in Student Welfare “Behaviour Records” folder. • maintain teacher consistency and persistency • commence individual documentation eg., date, itemised behaviour record • possible repositioning of student’s seating • possible completion of work in student’s time • optional loss of classroom privileges • possible in-class isolation • staff notified about students on levels

BEHAVIOURS	REQUIRED ACTION
LEVEL 2	
<ul style="list-style-type: none"> • consistent and repeated misbehaviour and breaking of class and school rules (including out-of-bounds) • hassling others to cause problems • playing/acting in a dangerous manner (e.g. tree climbing) • writing inappropriate words in class time • mild aggressive behaviour (not causing injury) • talking to people who are outside the school fence 	<ul style="list-style-type: none"> • loss of gold licence for 1 week (and photo from Star Pupil Noticeboard) until child returns to Commendation 0 • time-out lunch 2 days • possible counselling by appropriate in-school staff • possible parent interview if requested. Written notification to parents • possible involvement of counsellor and I.S.T.B. • maintenance of behavioural records
LEVEL 3	
<ul style="list-style-type: none"> • non-compliance with in-class isolation, playground isolation or time out • insolence • disobedience/disrespect to staff • damaging property – vandalism • wet paper on ceiling • theft • vulgarities, e.g. swearing, exposure, rude gestures, etc. (written or verbal) • abusive language • aggression/threatening behaviour/biting/spitting • instigating/encouraging others to fight • absconding from school (depending on circumstances) • deliberate downloading or creating of inappropriate material (eg explicit images) • stealing passwords (students' & teachers') • lying to staff • inappropriate behaviour in the toilets • throwing hard objects • graffiti 	<ul style="list-style-type: none"> • loss of gold licence for 1 week (and photo from Star Pupil Noticeboard) until child returns to Commendation 0 • time out lunch 5 days • written notification to parents requesting an interview with Classroom Teacher and informing as to possible consequences (viz next level in-school suspension) • involvement of school counsellor and outside agencies if warranted • STB intervention • exclusion from excursions and special activities • possible payment for damage or theft encouraged • Behaviour Improvement Card / Plan • Computer privileges withdrawn (1 month) as well as Time Out (5 days)

BEHAVIOURS	REQUIRED ACTION
DANGEROUS / VIOLENT/ EXTREMELY INSOLENT INCIDENTS	
LEVEL 4	
<ul style="list-style-type: none"> • no improvement in behaviour after involvement of school staff, parents, counsellor & other outside agencies • extreme insolence – behaviour which is repellent, coarse, vulgar, offensive or disrespectful • persistent disobedience to teaching staff, parents, volunteer helpers • wilful property damage • persistent theft • dangerous behaviour, extreme aggression, extreme insolence 	<ul style="list-style-type: none"> • loss of gold licence for 2 weeks (and photo from Star Pupil Noticeboard) until child returns to Commendation 0 • 5 days Time Out with a Suspension Warning letter – reasons for Suspension Warning to be included in the letter • Behaviour Improvement Card / Plan
LEVEL 5	
<ul style="list-style-type: none"> • no improvement in behaviour or reversion to previous behaviours following ‘in-school’ suspension and involvement of, or offer of involvement of, school staff, counsellors and other outside agencies • violent, dangerous & extremely insolent behaviour • deliberate downloading or creating of pornographic or extremely violent material 	<ul style="list-style-type: none"> • loss of gold licence for 2 weeks (and photo from Star Pupil Noticeboard) until child returns to Commendation 0 • parents notified in writing by Principal • involvement of S.W. Committee / ISTB / School Counsellor • short term suspension (at home) up to 4 days. School Education Director (SED) notified. • suspensions on Principal’s recommendation

BEHAVIOURS	REQUIRED ACTION
LEVEL 6	
<ul style="list-style-type: none"> • failure to respond to any modified programs • continued unacceptable behaviours e.g, as in previous Level 	<ul style="list-style-type: none"> • introduce a modified program of attendance and instruction eg., part time attendance with approval of all concerned • possible modified program by Classroom teacher, ISTB, Counsellor. Child informed and consulted • monitor program and alter as appropriate • second short term suspension or long term suspension (short term suspension to be followed by 6 to 9 days probation; long term suspension to be followed by 5 days probation) • parents informed in writing by the Principal that their child is on a long term suspension – reasons for the suspension and an interview time will be included in the letter • advise SED of Suspension - 5 days or more, up to 20 days. • all possible resources used to resolve the suspension in consultation with SED.

EVALUATION

To have an effective policy, teachers and staff at Maitland Public School will need to continually evaluate their approach to discipline and commendation. The effectiveness of the implementation of the Policy will be enhanced through the following:

- Learning Support Team meetings
- Discussions/Meetings with class teacher and supervisor
- Discussions/Meetings with whole staff
- Student Welfare Meetings
- Written evaluation by staff, parents, and students at end of year
- Observation and discussion of the consistency with which the program is implemented by staff.
- Review Student Welfare including discipline, determine key issues for action; develop action plans relating to Student Welfare; implement Student Welfare actions and the school discipline ongoing planning and reporting processes.

RESOURCES

DEPARTMENT OF SCHOOL EDUCATION DOCUMENTS

Good Discipline and Effective Learning

Student Welfare Policy

Strategies for Safer schools

kit

Anti Bullying. Best Practice in Schools

A Fair Go For All

books

Local School Community Drug Summit Support Materials

Preschool-Year 12 Road Safety Education Policy Statement

Revised Resources for Teaching Against Violence

Code of Conduct

Complaints Handling Policy

Countering Discrimination: Support materials for schools

CHILD PROTECTION

Getting Home (NAPCAN)

video

Safe at Home (NAPCAN)

video

Keeping Ourselves Safe - Pete & Penny

video

Responding to Child Sexual Assault

booklet

Little Red Riding Hood

book

In the Child's Best Interest

Teacher Resource Book

10 x 4 Posters on Child Protection

Not Bought You're Caught

Child Protection Education Stage 1, 2, 3

video / Teacher curriculum materials

Tell a Friend It's Never Too late

kit

Resilient Kids Program

2 CD's + 1 manual

Stranger Danger – Angela Andrews

books

A Safe Place To Be

video

Let's Talk About It

video

The Playground: Best Practice in Primary Schools

DRUG EDUCATION

Drug Ed. - The Mountain Hopscotch

video

Kangaroo Creek Gang

video; blackline masters

Butt It Out

kit

Get Real

kit

Using Drugs For Good or Ill

kit

K-6 Drug Education Resource

kit

The Non-Smoking Way

kit

Smoke Free TV

video

BULLYING

Bullying – RIC Publications (Lower, Middle, Upper)	books
The Hidden Hurt	
Girls Boys and Equity	
The Resilient Kids Program	2 CD's + 1 manual
I am Special. I Am Me	
An Approach To Bullying	book
Anti Bullying Best Practices in Schools	
Bullying Solutions – H. McGrath/ T. Noble	
A Fair Go for All	
Stop Think Do	
How to Tame a Bully	book
The Playground Bully	book
I like Myself (self esteem, courage, helping)	Pack
Everybody Feels (sad, angry, happy, scared)	Pack
www.friendlyschoools.com.au	
Bullying Among Young Children – A Guide for Parents	
Bullying Among Young Children – A Guide for Teachers & Carers	

HUMAN SEXUALITY / PUBERTY

Let's Talk About It	video
Australia Place	video x 3
Where Did I Come From?	video
What's Happening to Me	video
Uterus Charts	
Johnson and Johnson Kit	
Where Did I Come From?	book
What's Happening to Me	book
Being Born	book
ABC Australia Place Growth and Development 1,2,3	videos

ASTHMA

Agro on Asthma	video
Thomas has Asthma	book

BEHAVIOUR / DISCIPLINE

RISC Program	CD Rom
Behaviour Management Manual	Books 1, 2 & 3
Stop, Think, Do	video
Strategies for Difficult Students	booklet
Anti Bullying Best Practices in Schools	
The Hidden Hurt	book
Bullying	book
An Approach to Bullying	book
Behaviour Management	books

SOCIAL SKILLS

Lessons and Activities	Pre-K, 1-3, 4-6
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EFFECTIVE DISCIPLINE

Skill Streaming for Early Students - Goldstein	
Skill Streaming for Elementary Students - Goldstein	
The Solution Book - A Guide to Classroom Discipline	
Assertive Discipline - Canter	
Restitution	
Relaxation for Students	
Coping with Students - parenting from 3-12	
Procedures for Resolving Complaints about Discrimination Against Students	
Good Discipline and Effective Learning	

BOYS EDUCATION STRATEGIES

The Rock and Water Approach
Girls, Boys and Equity book

GENERAL

Classroom Strategies for Equal Opportunity
Gender Equity booklet
Skills for Growing - Teachers Manuals K-5
Me, You and Others book
Coping with Crises in Schools
The Safest Way video
Crash Bang Boing video
It's Smart to be Safe video
Let's Get Bushwise video
Multiple Intelligence and Australian Classrooms video
Brochure Stand and Brochures stand brochures
First Aid Kits kits
Posters: by Trend Publications: Self Esteem
CPR posters & wallet cards for teachers
Circle Time and learning about feelings book
Circle Time and learning about stories book
Circle Time for the Very Young book
Quality of Life Survey
Mindmatters: A mental health promotion resource for secondary schools

PERSONNEL

- * School Counsellor
- * Support from STB
- * In-school support network/Student Welfare Committee
- * Home School Liaison Officer
- * Student Welfare Consultant
- * Student Services and Equity Co-Ordinator

Useful Websites

- * www.det.nsw.edu.au/antibullying
- * Walk safely to school day – www.walk.com.au
- * www.kidscape.org.uk
- * Engaging Fathers Program (EFP) Newcastle University – www.newcastle.edu.au/centre/fac/efp/index.html
- * EFP Resources to help fathers become more involved –
www.newcastle.edu.au/centre/fac/efp/fathers-in-schools.html
- * Child Safety Education – <http://www.firstalert.com/KidsSafety.aspx>
- * Dads in Education – www.dads.org.au
- * www.friendlyschools.com.au
- * www.bullyingnoway.com.au

