

DUBBO SOUTH PUBLIC SCHOOL



WELFARE PROCEDURES

Revised March 2017

INTRODUCTION

Dubbo South Public School seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to be selfdirected, lifelong learners who can create a positive future for themselves and for the wider community.

For this to occur, our school needs to be a place where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

CONTEXT

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/caregivers and the wider school community.

The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation.

*Student Welfare, Good Discipline and Effective Learning
Student Welfare Policy July 2014*

To achieve these outcomes Dubbo South Public School implements the following:

Wellbeing Team:

Key members include Learning and Support teachers, School counsellor, Aboriginal Education Officer, Student Learning Support Officer and stage representatives. This team meets regularly to support academic, social, emotional and behavioural student needs. Every Student Every School underpins the procedures and practice for the school team to support targeted groups of students and individual students.

Positive Behaviour for Learning - PBL Leadership Team:

Universals Tier (PBL Leadership Team) and Advanced Tiers (Wellbeing Team) teams address school wide behaviour support for all staff to support all students using a problem solving framework of data, systems and practice. PBL integrates the 7 essential features of school-wide and non-classroom settings and the 8 elements of classroom settings.

Student Representative Council:

The student's council consists of students elected by the student body Years 5-6 and includes two AECG Representatives. A teacher assists with the co-ordination of the SRC.

Child Protection

Every staff member undertakes Child Protection training and updates.

Stakeholders responsible for support

Principal	Deputy Principal
Assistant Principal/s	Stage Executive/s
Classroom Teachers	PBL teams
Wellbeing Team Coordinator	Learning & Support Teachers
School Learning Support Officers	School Counsellor
Aboriginal Education Officers	Anti-Racism Contact Officer
Early Access for Success team	First Aid Coordinator
Student Representative Council	Parents/Caregivers
Students	Outside Agencies

POSITIVE BEHAVIOUR FOR LEARNING

This program focuses on explicit teaching and supporting positive behaviour for all students. It is a program which supports students' own personal development as well as helping them to understand what is required of them in order to create together a peaceful, productive and harmonious learning community.

SCHOOL-WIDE EXPECTATIONS

Staff, parents, community and students participated in developing the 4 expectations at Dubbo South Public School.

	Universals
<p>RESPECT</p> <p><i>School Uniform Policy June 2014</i></p> <p><i>Bullying: Preventing and Responding to Student Bullying in Schools Policy Nov 2014</i></p> <p><i>Anti-Racism Policy Dec 2013</i></p>	<ul style="list-style-type: none"> • I will be honest • I will use appropriate and polite language • I will keep my hands and feet to myself and maintain my personal space
<p>CARE</p> <p><i>Work Health and Safety Policy June 2014</i></p> <p><i>Protecting and Supporting Children and Young People Policy March 2014.</i></p>	<ul style="list-style-type: none"> • I will look after the school environment • I will show empathy to others • I will use equipment safely
<p>RESPONSIBILITY</p> <p><i>School Attendance Policy Nov 2014</i></p>	<ul style="list-style-type: none"> • I will be in the right place at the right time • I will participate in all learning • I will accept consequences for my actions
<p>COOPERATION</p> <p><i>Student Discipline in Government Schools Policy October 2014</i></p>	<ul style="list-style-type: none"> • I will listen to and follow instructions the first time • I will work willingly with others

SCHOOL-WIDE EXPECTATIONS are explicitly taught in non-classroom settings.

	All settings	Assembly	Moving around the school	Playground
RESPECT	<ul style="list-style-type: none"> • I will be honest • I will use appropriate and polite language • I will keep my hands and feet to myself and maintain my personal space 	<ul style="list-style-type: none"> • face the front • keep hands to yourself • applaud appropriately • sit quietly and listen to the speaker 	<ul style="list-style-type: none"> • listen to teacher instructions 	<ul style="list-style-type: none"> • think about others when using equipment • be aware of other people's space and games • sit down before 9am • listen to the teacher on duty
CARE	<ul style="list-style-type: none"> • I will look after the school environment • I will show empathy to others • I will use equipment safely 	<ul style="list-style-type: none"> • stay to left of doorway when entering and exiting the hall • encourage others • be positive and acknowledge success 	<ul style="list-style-type: none"> • stay on paths • watch where you walk • move quietly 	<ul style="list-style-type: none"> • walk on concrete • put rubbish in bins • care for trees and gardens • look after your friends
RESPONSIBILITY	<ul style="list-style-type: none"> • I will be in the right place at the right time • I will participate in all learning • I will accept consequences for my actions 	<ul style="list-style-type: none"> • sit quietly • leave space for walkway • be attentive • participate appropriately • ignore distracting behaviours from others 	<ul style="list-style-type: none"> • be quiet around classrooms • return to class as quickly as possible • walk when on concrete areas 	<ul style="list-style-type: none"> • stay in-bounds • use play equipment safely • ask before using other people's things • wear a hat
COOPERATION	<ul style="list-style-type: none"> • I will listen to and follow instructions the first time • I will work willingly with others 	<ul style="list-style-type: none"> • sit and stand quietly and still • listen to the speaker • wait your turn to participate 	<ul style="list-style-type: none"> • walk in 2 lines • stay as a class group • keep your hands and feet to yourself • listen to and follow teacher instructions 	<ul style="list-style-type: none"> • be aware of others when playing • ask to join games • include others in games • be considerate of visitors – prams, toddlers etc

SCHOOL-WIDE EXPECTATIONS are also explicitly taught in classroom settings.

Dubbo South PBL Classroom Matrix

	Entering Room	Morning Routine	Classroom Routines	Using Equipment	Packing up Exiting Room
RESPECT	Respect personal space Follow Teacher Directions Put hats in bag before entering room	Follow Teacher direction Say good morning as mark roll	Follow Teacher direction Respect personal space Respect other people's property	Return school equipment in same condition	Follow teacher direction Say good afternoon and wait to be dismissed
CARE	Keep hands and feet to self Enter room quietly	Cough and blow and put tissue in the bin Wash hands quickly and carefully	Keep hands and feet to yourself Stay in your seat Speak nicely to others	Use equipment safely	Keep hands and feet to self Organise chairs safely
RESPONSIBILITY	Walk sensibly Arrive on time Put bags in designated area and move to play area/classroom Get out the equipment you need for the day	Have money/note diary ready to collect Listen to daily messages and follow up your jobs Hand in homework Do home reading	Work quietly Ignore distractions Stay on task	Bring own equipment and use appropriately Label your belongings Put your own equipment away	Pack up quickly and quietly Exit classroom in orderly fashion
COOPERATION	Line up in two lines Finish games on bell and move straight to class	Bring Fruit to school and eat sensibly	Put your hand up and wait until asked to speak 5' Ls Move quietly and safely around the room	Share school equipment	Help your classmates keep the room clean Leave room neat and tidy

See Appendix 1 & 2 for Afternoon routines and Playground rules.

Dubbo South Public School Expected Behaviours teach and reinforce the *Values in NSW Public Schools Policy May 2014*

PBL Organisation The PBL system involves 2 teams. They meet on alternate Wednesday afternoons at 3:30pm to analyse data to make informed decisions regarding student behaviour. The PBL Leadership team meets every odd week to review schoolwide behaviour Universal prevention systems. The Wellbeing team meets each even week to implement and review programs to support advanced tiers students.

For further detail about the PBL organisation at DSPTS please see the PBL staff handbook.

STRATEGIES TO RECOGNISE AND REINFORCE POSITIVE STUDENT BEHAVIOUR

PBL procedures for acknowledging expected behaviours include:

Positive reinforcements

Dubbo South Public School uses a system of acknowledgements in relation to encouraging positive behaviour in all students.

Positive reinforcement. Teachers will issue PBL stickers & tokens to reinforce knowledge and successful practice of rules and expectations. These will be frequent and tangible rewards issued with verbal praise, to students who are successfully following the rules.

The Ollie System –

1. The token system consists of two different coloured behaviour recognition tokens called Ollie tokens.
2. In the playground – Playground Ollie tokens are blue. All staff are to hand out at least 5 Ollie tokens per duty. Only one Ollie to be given per student.
3. In the Classroom – Classroom Ollie tokens are Yellow. All staff are to hand out at least 5 Ollie tokens throughout the whole day.
4. All Ollie tokens are collected in a classroom box. Teachers will use these tokens as their classroom raffle each week and then transfer them to the appropriate stage tubs outside the 'Shed' by the end of each Thursday afternoon.
5. At every whole school and stage assembly, one Ollie will be drawn from each tub and that child will receive a behaviour incentive from a PBL recognition box. A whole school incentive box will be kept in the Deputy's office and each stage PBL Leadership team representative will have a box to take to stage meetings/assemblies.
6. The first token to come out of a tub (the order of which stage is drawn from first will change each week for fairness) at a whole school assembly, the teacher who wrote out the Ollie will also receive a recognition prize. This recognition box will be kept in Deputy's office.
7. Stage tubs - At the beginning of term one, the students will vote for their PBL celebration or activity. Once stage tubs are full, all students in the

stage will receive their chosen PBL celebration or activity – this is to be done by the end of the following week to ensure frequent and consistent recognition for positive behaviour is occurring. Once the tub is full, it is to be emptied and another PBL celebration is planned, using the votes and input from the students. All students present on the chosen day will take part in the celebration event.

Personal acknowledgement of consistent positive behaviour and citizenship. Achievement Awards are to be handed out fortnightly by teachers at Stage Assemblies. 3 per week for English, 3 per week for Maths, 3 per week for other KLAs. Achievement awards are also to be handed out for 25 nights of home reading, school service eg. ANZAC march, eisteddfod participation, and class performances.

These are collected by the students, put onto a personal chart and maintained as a record of the positive behaviours they have demonstrated throughout the year.

- 5 Achievement awards earn a merit certificate
- 10 Achievement awards earn a credit certificate
- 15 Achievement awards earn a distinction certificate
- 20 Achievement awards earn an honour certificate
- 25 Achievement awards earns a banner
- 50 Achievement awards earns a P&C award and Ollie badge

Students who earn 10 achievement awards in a calendar year will earn a Principal's award. This is to be tracked by teachers. Our system of recognition of positive behaviours will also include; merit certificates at assembly, and individual class reward systems and recognition of outstanding children each semester with a letter home.

1. *Role Model Letters.* Periodically classroom teachers nominate students to receive a letter acknowledging a student's positive behaviour. This letter is posted to their parent/caregiver.

2. *Annual Presentation Day*

Annual Presentation Day is held in the last week of Term 4. Year 3-6 teachers nominate 5 students per class to receive awards: In English & Maths for achievement and progress plus one home class award of the teacher's choice. Year 6 students are also eligible for a range of special awards. Students are selected on meeting specific criteria.

K-2 Presentation Assembly where each class presents 5 awards per class for English and Maths for achievement and progress.

STRATEGIES TO ADDRESS PROBLEM BEHAVIOURS

Appropriate behaviour is expected at all times. In the event that a student has demonstrated inappropriate behaviour, teachers will support students through re-teaching, pre-correction and corrective feedback where necessary.

Where a student fails to respond to teaching and positive reinforcement or to teacher pre-correction or verbal correction and chooses to continue their problem behaviour, we will also implement a school-wide system of consequences.

Consequences for problem behaviours in the classroom

Classrooms are places for teaching and for learning and any disruption to either process has negative consequences for the teacher and all students in the class. Teachers use many strategies to engage students.

In the classroom, persistent disruption of teaching or learning may result in the following:

On the spot – Teacher conference (A reminder of student responsibilities)

- What are you doing?
- Is that..... cooperative/responsible/respectful/caring?
- How can you make it/be..... cooperative/responsible/respectful/caring?
- Can you do that?
- Thanks.... I would appreciate that.

The process:

Step One Reminder – specific to that child

Step Two Name on board with a cross or use sad faces. If student still **chooses not to conform after second reminder**, another cross or move to next sad face.

Step Three crosses or third sad face means student has chosen to go to time out in classroom. (All classes will need time out table and plans readily accessible). Negotiated self - timing out needs to be pre-arranged between the classroom teacher and the student e.g. time out table in classroom. A guide is only leave them for as many minutes as their age e.g. ESI 5 minutes before you discuss their choices to re-join the class.

Step Four To buddy class - A plan is taken by the student who is escorted to buddy class with work that can be completed. The child does not return to their classroom until the plan has been completed and discussed with buddy class teacher.

Step Five Fill out ODR requesting support from executive. The Executive can take the class while the teacher deals with the issue or the Executive can deal with the issue. Teacher should record this intervention and add to the student's profile on Sentral. If the student still continues with any of the following they have made the choice to go to buddy class.

Straight to Step Five for Bottom Line Behaviour

Points to keep in mind:

- A student may need time to calm down after an incident.
- Negotiated use of a timeout card as part of an Individual Behaviour Management Plan may have been agreed to.
- A student who cannot cope with the classroom environment due to noise, arguing, confrontation may have a designated safe area.
- There may be containment in a safe area until student de-escalates.

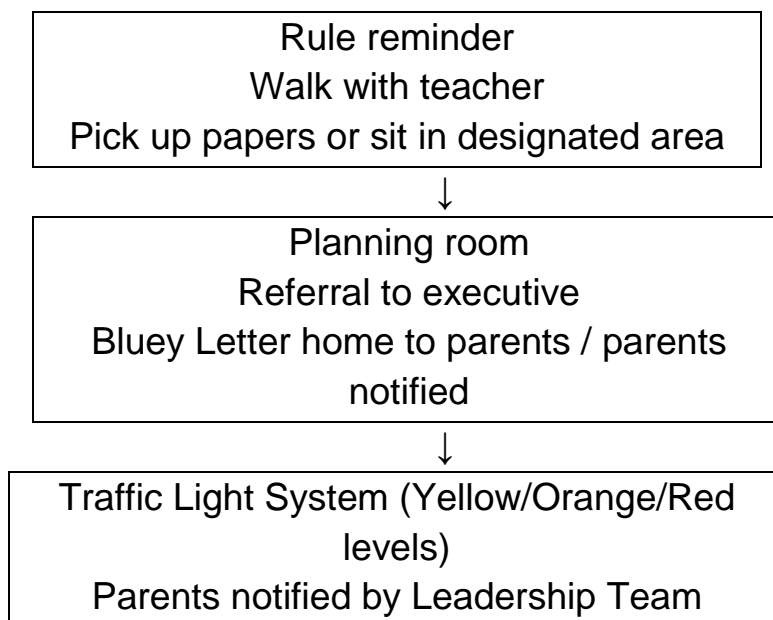
MAPA Intervention

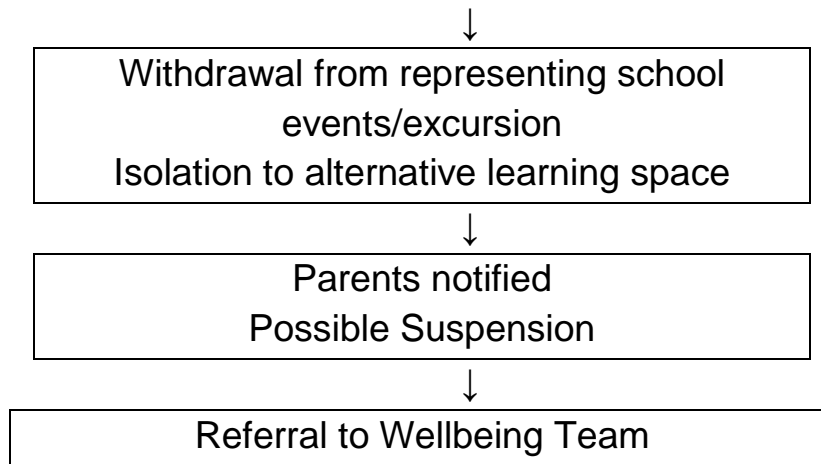
Management of Actual or Potential Aggression (MAPA) is a safe, non-harmful behaviour management system to help staff provide the best possible care, welfare, safety and security of disruptive and out-of-control students. MAPA identifies that the key to setting limits for students is to use simple, clear and explicit instructions that are reasonable and enforceable. This is in-line with our school PBL expectations.

All staff members at DSPS are trained in MAPA protocols, with updates organised annually. We also have a MAPA Critical Response team that have further training to respond during critical situations.

Consequences for problem behaviours in the playground

In the playground, disruption of others' play or engaging in unsafe play may result in the following:





Playground behaviour

On the spot – Teacher conference (reminder of student responsibilities)

- What are you doing?
- Is that..... cooperative/responsible/respectful/caring?
- How can you make it/be..... cooperative/responsible/respectful/caring?
- Can you do that?
- Thanks.... I would appreciate that. Student to continue playing.

Teacher addresses issue – sit down, walk & talk, plays within designated area – teacher notified – documented on minor incident ODR. These are to be recorded by the duty teacher on Sentral.

Children who do not follow this verbal contract and are continually exhibiting this behaviour, are sent to the planning room.

Complete Office Discipline Referral (ODR). When staff tick 'Planning Room', the teacher in the Planning Room will deal with the problem and the ODR will be returned to referring teacher's pigeon hole for them to log on Sentral.

Special needs students (not mainstreamed) in the Special Education MC Unit will attend a Planning Room in the MC Unit conducted by the Special Education Assistant Principal.

All incidences involving MC Unit students need to be recorded on Sentral and notified to AP Special Ed. AP Special Ed will then make a decision as to consequences in consultation with the Principal and Assistant Principal Wellbeing.

Please note as stated in the *Suspension and Expulsion of Students procedures 2014*. Principals must suspend children for having weapons, using violence, use of illegal substances, ongoing non-compliance.

See Appendix 3 & 4 for glossary of types of problem behaviours and teacher response flowchart

Executive managed consequences- Traffic Light level system

Behaviour Levels System – “Traffic Lights”



Green Level: All students will start at a Green level at the beginning of each year.
(Reward each term)



Yellow Level: (monitored by Classroom teacher)

After Classroom interventions by teacher and contact made with parents, child can be moved to yellow by teacher after 3 major issues in a fortnight – executive notified.

- All monitoring at this level will be for 2 weeks
- Behaviour monitored using yellow card – class/playground as normal
- Complete each class lesson and playground session/breaks of the day being signed by teacher
- 3 unsatisfactory sessions will see student move to Orange (in 2 week period)
- Phone call to parent and letter will be sent home

Note: At any time students may be suspended for physical violence or threatening serious physical violence; aggressive behaviour; possession of suspected illegal drugs; possession of a prohibited weapon; persistent disobedience or criminal behaviour to the school.

Any student who returns from a suspension will be automatically placed on a yellow level card for 2 weeks for monitoring across playground/classroom.



Orange Level: (Monitored by Executive)

Executive only will place child on Orange Level and contact parent.

- All monitoring on this level will be for 2 weeks
- Behaviour monitored using Orange card – class as normal
- Complete each class session, teacher to sign and taken to executive by the end of day
- No Playground – isolation in designated area
- 3 unsatisfactory sessions - will see student move to Red level
- There will be no involvement in non-curricular activities – these could be excursion, special events, sporting PSSA
- Phone call to parent and letter will be sent home



Red Level: After contact made with parent

Executive only will place child on Red level.

- Student will be isolated on Red Level for 3 days
- They will be assigned to a class (not their stage) and will be off playground
- There will be no involvement in non-curricular activities excursion, sporting events or special events in /out of school
- Students return to yellow for monitoring for 5 days.
- Student may move to suspension if not participating positively in the Red level requirements.

Lockdown and Lockout

Lockout is a procedure which prevents unauthorised persons from entering the school and is commonly used when the threat is general or the incident is occurring off the school property. This procedure allows school activities to continue as normal during the outside disruption.

Lockdown is a procedure used when there is an immediate threat to the school eg school intruders. Lockdown minimises access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorised person eg principal or police officer.

Lockout Procedures

Steps to implement lockout:

1. Office staff will announce across phone system **“front gate is closed”** to communicate Lockout. Teachers with phones in their classroom communicate this announcement to buddy class teachers. The principal or principal’s delegate directs students who are in the playground or outside school fences (e.g. ovals) to immediately return to the nearest school building and classroom.
2. The principal or designated serious incident coordinator, with support from General Assistant, should ensure that all doors and perimeter fences, if appropriate, are secured and that students are accounted for and safe.
3. The only entry to the school for the period of lockout should be through the main entrance.
4. The principal or principal’s delegate should ensure that access is monitored and that only authorised personnel have access.
5. The principal liaises with NSW Police or other emergency services if necessary, to develop and implement a plan for students to depart at the end of the school day if the incident is still continuing.
6. When phone system announces **“Doors may be opened now”** it is the signal for the end of Lockout

Lockdown Procedures

Steps to implement lockdown:

<p>Chief Warden: Sharon Murray (Principal). Wardens: Neva Pengilly and Renae Giddings</p>
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Signal: Continuous bell

Chief Warden (Principal):

- Raise the alarm to alert all persons to implement ‘Lockdown Procedure’:
- Arrange phone group message across the school – advising of lock down requirement.

- Phone Emergency Services on **000** and provide all known details about the incident.
- Direct all outside activities should cease immediately.
- Arrange for students in sick bay to remain in office area.
- Where it is safe to do so – arrange checking non class areas – grounds, toilets.

Wardens – assist Principal and Emergency Service personnel as directed.

Procedure where the event occurs during class time:

- **Teacher on class** will immediately instruct students, support staff and others to:
 - remain quiet and calm and remain secured in their room until the all clear is given.
 - secure the room - lock the door, close windows, and blinds and cover door window and switch off lights to limit visibility from outside the room.
 - sit on the floor between desks, away from windows and doors
 - mark roll. Report any missing students to warden. Any students from other classes need to be reported to warden.
- **Staff not on class, contractors, visitors** to secure themselves in the nearest room where another staff member is located eg. library, LAST room, shed etc.

Procedure where event occurs during break time:

- **On-duty Teachers** will immediately supervise the movement of students to the nearest classroom, hall or library and remain with the group.
- **Teachers on duty in Ronald St / Canteen areas** - go to the hall and supervise.
- **Teachers on duty in grassed and asphalt areas** - go to the library and supervise.
- **Teachers on duty on Top Terrace** - go to Room 2 and supervise
- **Teachers on duty on Bottom Terrace** – go to Room 29 and supervise
- **Teachers on duty on Fitzroy St-** go to Room 21 and 22 corridor

Note: Rooms should be secured as for class time procedure – see above

Principal or delegate will lock and secure all exterior doors and entrances (only emergency services personnel should be allowed access to the school premises from this point)

Wait near the main entrance of the school (if it is safe to do so) to direct emergency services.

Reporting safety: Teachers to record the names of students and others in their care and report to wardens through phone system. **Others to report their location** to wardens through phone system.

Where the lockdown extends beyond normal school hours, **Principal or delegate** coordinates the notification of parents via local media and with the assistance of police.

Principal - gives the 'all clear' by 1) sending a phone group message across school – 'all clear - lockdown suspended',

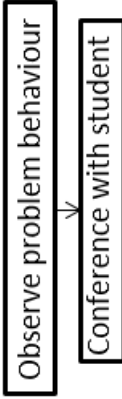
In the event of a lockdown occurring during breaktime, once the all clear message is conveyed then all students are to return to their classrooms for roll marking.

Evacuation

In the event that people need to evacuate an area within the school grounds please refer to WHS Policy.



**Dubbo South Public School Behaviour/PBL
Dealing with Behaviour FLOWCHART**



Is the Behaviour

Executive Managed?

No

Yes

Use classroom management system

3 warnings

Time out in class

Buddy Class

Complete Behaviour Referral
(Sect 1-5)

Stage Executive Referred

Does the student

have 3 behaviour referrals
in a fortnight

Executive to follow up with
parents

Classroom Managed

Low level disruption

Movement out of seat

Disrespectful behaviours eg.

Defiant

Back answering

Not taking turns

Personal space

Repetitive

Task avoidance

Calling out

Poor attitude

Late to Class

Petty annoyances

Out of bounds (playground)

Littering

Hat infringements

Speaking unkindly to others

Playing in toilets (playground)

Using electronic devices

Executive Managed

Violence (major)

Swearing at staff

Repeated bullying

After/before school incidents

Use of weapons

Repetitive & ongoing behaviours

Parent issues

Abuse by parent

Welfare intervention

Absenting from classrooms

(students) after break

Leaving school grounds

Consistent-high level disruption

Stealing

Mandatory reporting

Complete behaviour referral

Non-teaching Executive &

Teacher determines consequence

Feedback is given to all relevant staff and Parents contacted

ANTI-BULLYING

Definition:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

This policy links with key departmental and school policies including:

- *Complaints Handling Policy – September 2011.*
- *Bullying: Prevention and Responding to student bullying in School's Policy – Nov 2014.*
- *Protecting and Supporting Children and Young People Policy - March 2014.*
- *Student Discipline in Government Schools Policy October 2014*

Bullying and harassment can include:

- Verbal abuse including name calling, teasing, put downs, threats and laughing at.
- Physical abuse including spitting, biting, scratching, hitting, punching, kicking, tripping, touch of a sexual nature and using anything as a weapon.
- Social exclusion including spreading rumours, dirty looks, stalking, hiding and damaging possessions, note passing, sexual innuendo and stand over tactics.
- Cyber bullying using mobile text messages, email messages, social media inappropriately
- Harassment based upon sex, race, disability, homosexuality or transgender

Primary prevention and intervention strategies

As a school we will:

- Include regular anti-bullying information for parents in school newsletter.
- In-service staff in strategies to deal with bullying
- Conduct programs such as Social Skills and BounceBack to address problem solving skills.
- Have a central register to track repeat offenders and target behaviours -Sentral
- Teach PD/H/PE units, PBL behaviour expectations and Child Protection program

Anti-bullying Responsibilities

Principal will:	Teachers will:
<ul style="list-style-type: none"> • Ensure the Anti-Bullying Plan is put into place across the school community • Aid in developing and implementing programs for bullying prevention • Ensure that there are programs developed providing early intervention support for students identified by the school as being at risk • Help to empower community to recognise and respond appropriately to bullying • Monitor and evaluate the effectiveness of the plan • Provide support to any student, who has been affected by, engaged in or witnessed bullying behaviour 	<ul style="list-style-type: none"> • Deal with the problem not the person. • Be role models in word and action • Ensure students feel safe and valued in your classroom • Be at class on time • Be pro-active on all supervision duties • Be observant of signs of distress or suspected incidents of bullying • Take action to help students by removing the source of distress. • Report to executive staff and Wellbeing team • Encourage students to tell – <u>silence and secrecy nurture bullying</u> • Disseminate relevant parts of the guidelines to parents and students • Review the guidelines regularly (every 2 years unless earlier need arises) • Treat each incident seriously and in context • Follow up issues with parents
Students will:	Parents/caregivers will:
<ul style="list-style-type: none"> • Follow all school rules • Not retaliate with physical or verbal bullying • Tell another person about incidents of bullying; an older person you trust, your parent, a teacher, your principal, a relative or the counsellor • Not be a bystander to incidents of bullying • Use statements with the bully like “Stop! I don’t like what you’re doing/saying” “ I will tell the teacher if you don’t stop” • Report issues of bullying confidentially to staff 	<ul style="list-style-type: none"> • Watch for signs of distress in your child • Watch for signs of bullying behaviour in your child • Listen to your child • Advise your child to tell a trusted staff member • Be willing to attend interviews at the school • Be willing to inform the school of any cases of suspected bullying even if your child is not directly affected. • Keep an open mind remembering you are being told one side of a story only • Read these guidelines and encourage your child to follow the procedures. • Work collaboratively with the school to resolve incidents of bullying when they occur.

Appendix 1- PBL Afternoon Routines

Afternoon Routines	Fitzroy Street	Dalton Street
Bus	<ul style="list-style-type: none"> All students line up in bus lines under Fitzroy St COLA area All students line up behind coloured labels 2 Bus Monitors with megaphones 1 inside 'bus' gate & 1 near air conditioner Teacher on duty walks bus lines to bus and monitors the students catching the bus safely Executive to monitor students in Fitzroy St playground until 2nd teacher returns from Dalton Street duty Students may play under the COLA area once instructed 	<ul style="list-style-type: none"> Bus 13 seated under tree near bottom gate (weather permitting under 3/4M veranda) When the bus comes teacher on duty walks bus line to bus and monitors the students catching the bus safely Teacher return to Fitzroy St to assist with remaining bus students. If not collected by the time the bus 13 goes, go to the top office
Walkers	<ul style="list-style-type: none"> All walkers (students & parents) to exit through middle 'pedestrian' gate (near rocks) Cross Fitzroy St at crossing with RTA supervisor 	<ul style="list-style-type: none"> Walk down ramp areas through double gate Stop at gate Cross Dalton St at crossing with RTA supervisor
Parent Pick up	<ul style="list-style-type: none"> Students wait for parents under Fitzroy St COLA Exit through middle 'pedestrian' gate (near rocks) Cross Fitzroy St at crossing with RTA supervisor If not collected by the time the bus 7 goes, go to the top office 	<ul style="list-style-type: none"> Sit inside single gate on designated seats Exit through double gates Cross Dalton Street at crossing with RTA supervisor
Bikes and scooters	<ul style="list-style-type: none"> All bikes to exit through front gate outside office Scooters can be walked through pedestrian gates Helmet to be put on before walking bike through side gate-out front gate Push bike to Fitzroy Street crossing and cross with RTA supervisor if crossing Fitzroy St 	<ul style="list-style-type: none"> Scooters can be walked through pedestrian gates
After School Care	<ul style="list-style-type: none"> Kinder students collected from classrooms Other students walk to blue wall and sit down under supervisors instructions 	

Appendix 2 – PBL General Playground rules

General Playground Rules

- Teachers to be proactive on duty
- Listen to teacher on duty
- Play in playground area only-not on verandah
- Sit down in Canteen Area before 9am
- Walk on concrete, verandahs and in hallways
- Use play equipment safely
- Be aware of other peoples space and games
- Put rubbish in the bin
- Care for trees and gardens
- Look after your friends
- Include others in your games
- Stay in-bounds (keep away from areas with red line)
- Mr Edmunds to retrieve balls or belongings that go on buildings or over the fence at a suitable time for him
- Tips/touch/soccer played on grass areas only
K-Grass St1 – Ronald Street St2 – Bottom Terrace St3 - Top Terrace

Appendix 3 - Glossary : Types of behaviours

RESPECT			
minor	behaviour	major	behaviour
Dishonesty	Initially untruthful, but discloses truth without executive intervention	Deceit	Repeated dishonesty, intentionally sustaining/withholding truth (significant staff time/investment to resolve issue)
Inappropriate language	Messages or use of words in an inappropriate way for the developmental age of the student – eg. name calling, low level swearing, teasing	Abusive language	Messages that are disrespectful to another person – includes offensive comments re race, religion, gender, age, disability or other personal matters – eg. threats, high level swearing, intimidation, obscene gestures,
Inconsiderate	Unintentional/thoughtless comments or actions which cause hurt to others,		
Physical contact	Non-serious, but inappropriate physical contact – eg. over affectionate, patting, tapping, poking, pushing shoving, tripping, rough play	Physical violence	Actions involving serious physical contact where injury may occur – eg. hitting, punching, hitting with object, kicking, hair pulling, biting, scratching. Use of serious threat/intent to cause physical harm.
Invalidate personal space	Causing inconvenience or discomfort to others due to proximity or actions, includes invading games/fields /courts,		

RESPONSIBILITY			
minor	behaviour	major	behaviour
Out of bounds	In an unsupervised area – eg. behind GA shed, in BBQ area, classrooms/bag areas (during breaks), climbing, playing in toilets,	Absconding	Leaving school grounds or hiding within school grounds, leaving class without permission, safety concern – risk of harm to self or others
Late to class	Missing from class group when lining up – eg. playing after bell, not going to toilet / getting drink after first bell,		
Disengaged	Off task, withdrawing from learning activity,	Interrupting learning	Continual and/or significant disruption to classroom learning environment (eg learning cannot continue, support from other staff is required to re-establish teaching and learning).
Unwilling to accept consequences	Questioning or ignoring teacher decisions or directions,	Refuse consequences	Overt/externalised challenging of reasonable staff behaviour intervention. (DSPS consequences flow-chart).

CARE			
Minor	Behaviour	Major	Behaviour
Property Damage (minor)	Carelessly damages another student's/school equipment / possessions or work in an inappropriate way (low intensity) – eg. scribbles on property /work, snaps another student's pencil, uses school property inappropriately.	Vandalism	Any form of damage caused to property, due to negligence or an intentional or deliberate act, eg. causing damage to school property / equipment, destroying work, school property,
Unfriendly	Unkind words and actions which hurt the feelings of others (including body language, looks, gestures, exclusion from group activities).	Malicious	Intentional actions to cause harm to others, criminal behaviour, harassment, stalking, victimisation, cyber bullying.
Misuse of equipment	Using any equipment for a purpose other than the intended use.	Dangerous use of equipment	Reckless or deliberate use of equipment to threaten or cause harm to people or property, (eg sports equipment, weapons, furniture, classroom equipment).

COOPERATION			
Minor	Behaviour	Major	Behaviour
Non-compliance	Low intensity failure to respond to adult request – eg. not sitting where asked, not wearing hat, repeatedly ignoring requests.	Defiance	Refusal to follow directions, talking back and / or socially rude interactions (repeatedly), refusal to work, back answering.
Causing disunity	Not adhering to rules and games/group activities (eg arguing decisions in handball/grass area games)	Refusal to work with others	Actively avoiding/intentionally refusing to engage cooperatively with other students.
		Illegal Activity	Any behaviour which is considered unlawful. eg possession of drugs (alcohol and tobacco) possession of a weapon, possession of or accessing pornographic material, electronic hacking or identity theft.

Appendix 4 - Glossary: Teacher Response Flowchart

TEACHER RESPONSE FLOWCHART (Teacher Log)	
TYPE	DEFINITION
Conference with Student	Conversation with student to discuss their performance / behaviour. Reminder of expectation
3 Warnings	Student has had 3 reminders to improve performance / behaviour. Filed on Sentral
File Only	Student being monitored - all information needed for tracking purposes
Time Out in Class	Student requires isolation in class as an opportunity to plan for positive behaviour
Buddy Class	A student is withdrawn from their normal class activities and is required to spend time in another classroom with nominated teaching staff for a set period of time
Executive exit	Referral completed for Executive managed incidents – eg. violence, swearing at staff, repeated bullying, before / after school incidents, weapons, repetitive and ongoing behaviours, parent issues, absconding, theft
Parent Contact – Phone / Email	Written or verbal contact with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance
Parent Contact Interview / Meeting	Meeting with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance, IEP, PLASP etc
Planning Room Referral	A student is required to attend time in the 'Planning Room' with formal documentation and processes.

EXECUTIVE ACTION(Executive Log)	
Conference Dubbo South Public School	Formal meeting with student to discuss any issues including performance, behaviour, social or emotional concerns. Positive reinforcement and monitoring of Tier 2/3 students eg. pink card
Parent Contact – Phone / Email	Written or verbal contact with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance
Parent Contact Interview / Meeting	Meeting with parent to provide or detail specific or consistent examples of positive / negative behaviour or performance, IEP, Plasp etc
Planning Room Bluey	Blue slip written out by Planning room Executive and given to student after they have completed a Planning Room conference/positive plan. The Bluey is taken home by the student, and parent/caregiver signs and returns the Bluey to the class teacher to acknowledge they are aware of the Planning Room incident and have spoken with their child.
Monitoring Card	Pink card given to student. Target behaviours are identified. Teacher to record satisfactory (S) or unsatisfactory (U) in classroom and playground
Contract	Student and exec negotiate focus area for in class activities. Teacher monitors target areas each session and ticks / crosses accordingly. Parent informed and involved in process
Alternative Classroom Setting	Student withdrawn from normal class and is required to spend set period of time in another area – eg. office or nominated classroom
Playground Book	Student/s allocated a specific playground area. Students are monitored by teacher-on-duty and check in with class teacher daily and planning room staff each week
Suspension	Following Departmental policy Short: 1-4 days Long: 5-20 days Only a Principal or nominated replacement can suspend
Part Time Attendance	Follow Departmental policy. (Principal and LAST discretion) with plan

Appendix 5A – Wellbeing Centres: Ollie’s Nest

Philosophy

Ollie’s Nest is a place where students who are having difficulties making positive choices can resolve social and behavioural issues in a supportive, caring environment to reinforce PBL expectations. This process will develop collective efficacy around the well-being of all students in our school.

Criteria

- Students on orange or red cards
- Students who have had 3 visits to the planning room within a fortnight must have the following 3 days in Ollie’s Nest
- Parents will be informed of students need to attend Ollie’s Nest through a tick box on the Bluey sent home from Planning Room
- Students will no longer be working in the office area during breaks
- Neva and Renae will alternate supervision of Ollie’s Nest at recess as required

Teacher responsibilities in Ollie’s Nest:

- Teachers will target the core values through conversations, role play and games with an emphasis on following rules, taking turns, being patient and speaking kindly to others to build respect, resilience, empathy and tolerance.
- Emphasis is on teachers creating connections with these students by interacting positively with them and showing an interest
- Extending these connections beyond Ollie’s Nest where appropriate eg. asking how things are going when you see them in the playground/or how did your weekend go?
- The Ollie’s Nest key will be located on the wall just inside the shed on the left
- A box of resources to be used will be provided or create your own according to student needs
- Students must be on time and stay for the whole sessions.

Appendix 5B – Wellbeing Centres: Kids Cave

Philosophy

The Kids Cave has been introduced to provide an alternate setting for students who have emotional and social difficulties and who may find the playground overwhelming. Students will interact with teachers and other students in a safe, calm and supportive environment to minimise anxiety and alleviate potential negative behaviours.

Criteria

- used for high needs students only
- self-referrers must ask their classroom teacher for a card
- the Kids Cave will be open at Lunch and Afternoon break only
- teacher referral cards need to be signed, dated, include a reason for entry, session(s) attending
- teacher referral cards will be placed in pigeon holes in the staffroom
- The Kids Cave key will be located on the wall just inside the shed on the left

Teacher responsibilities in the Kids Cave

- Teachers will provide support and build relationships with students using appropriate strategies
- The goal is to assist these students to develop strategies in order to minimise feelings of anxiety and be more confident when tackling friendships in the playground
- Emphasis will be on not taking things personally, putting things into perspective, building resilience and forming healthy friendships
- Some students will need quiet time, some may need to talk and others might like to engage in activities with friends
- Students must be on time and stay for the whole session.
- Students referred by teachers will have priority in order to alleviate larger numbers of students attending