Student Welfare and Discipline Policy
Meadow Flat Public School

- Student Discipline
- Serious Incidents
- Anti-bullying
**Statement of Purpose**

Meadow Flat Public School is committed to a positive approach to student discipline. Practices that foster engagement in learning, set clear limits, recognise appropriate behaviour and apply consequences for inappropriate behaviour are more likely to promote positive student behaviour than punishment alone.

All students and staff have the right to be safe, to be treated fairly and with dignity in an environment free from violence, disruption, intimidation, harassment, victimization and discrimination.

Meadow Flat Public School aims to be a caring centre of learning for students and staff.

We aim to develop and maintain positive inter-relationships between students, staff, parents and the wider community so that our students can develop into mature, self-motivated and self-disciplined individuals.

Our Student Discipline Policy is seen as beneficial because:

- It introduces more consistency into disciplinary procedures by linking various unacceptable types of behavior with specific consequences;
- It signals to students and parents the development of behavioural problems at an early stage and provides the opportunity for these to be corrected;
- It provides the means for desirable behaviour to be recognised and reinforced;
- It emphasises self-discipline rather than imposed discipline by placing the responsibility for student behaviour.

**NSW DEC Documents**

This document is based on the following NSW DEC documents:

- **Student Discipline in Government Schools – support materials**
- **Suspension and Expulsion of School Students Procedures**
- **Suspension and Expulsion of School Students Procedures – information for parents**
- **Core Rules for Students in NSW Government Schools**

**Values Education**

Values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society.

The **Values in NSW Public Schools** are:

- Integrity
- Excellence
- Respect
- Responsibility
- Cooperation
- Care
- Fairness
- Democracy
- Participation
- Democracy

**Core Rules**

The **Core Rules in NSW Public Schools** are expected to be followed. All students in NSW are expected to:

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

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

There are five rules at Meadow Flat Public School.

**Our learning rule**
I will learn all I can

I will:

- Pay attention in class
- Follow my teachers’ instructions
- Arrive in class on time, ready to learn
- Avoid disrupting other students’ learning
- Complete all my learning activities to the best of my ability
- Hand in my completed homework on time

**Our respect rule**
I will respect myself and others

I will:

- Be considerate and respectful to others
- Be honest and truthful
- Co-operate with teachers and students
- Avoid causing injury or embarrassment to others
- Avoid bullying and harassment of others
- Show respect to visitors

**Our Communication rule**
I will speak politely to teachers, students and other adults

I will:

- Speak politely
- Use appropriate language at all times
- Avoid teasing others

**Our property rule**
I will respect mine and other’s property

I will:

- Take care of my property
- Leave other people’s property alone
- Take care of school buildings, grounds and equipment
- Keep the classrooms and playground tidy
- Hand in property that is not mine

**Our safety rule**
I will help make our school a safe place for everyone who learns here

I will:

- Be in the right place at the right time
- Obey school rules and instructions – they are designed to protect me
- Tell teachers about broken things
- Stay within the school’s fences
- Leave dangerous and or illegal items at home
- Wear a hat when playing outside in terms 1 and 2
Strategies and practices to promote positive student behaviour

Rights and Responsibilities

• It is not just rules that govern behaviour. All students at Meadow Flat Public School have Rights and Responsibilities.

• When all rights are respected and responsibilities are carried out, our school will be a caring centre of learning for students and teachers.

My Rights

• I have the right to learn and obtain the maximum benefit from all lessons, classes and sporting activities. Other students should not deprive me of this by their behaviour

• I have the right to be treated as an individual with respect and politeness

• I have the right to be safe at school while in the classroom and on the playground and while travelling to and from school

• I have the right to a pleasant physical environment that is safe

• I have the right to expect that my property will be safe

• I have the right to good health

My Responsibilities

• I have the responsibility to co-operate with teachers and other students to make sure excursions and activities proceed and that I keep up to date with required work

• I have the responsibility to follow teachers’ instructions

• I have the responsibility to not interfere with other students’ learning

• I have the responsibility to attend school regularly, at the right time and take part in all activities to the best of my ability

• I have the responsibility to treat others as individuals and not hurt their feelings or abuse them

• I have the responsibility to treat others with respect and politeness

• I have the responsibility to respect the authority of all teachers

• I have the responsibility to act safely at school by not threatening, hitting or hurting anyone in anyway

• I have the responsibility to learn self-control

• I have the responsibility to not do anything that is dangerous or careless

• I have the responsibility to care for the school environment by keeping my school neat and tidy.

• I have the responsibility to tell teachers about any defective equipment or hazards.

• I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property and property belonging to Meadow Flat Public School.

• I have the responsibility to develop good habits in nutrition and personal cleanliness.
Specific strategies to maintain a climate of respect

The following are school based strategies for encouraging and continuing positive behaviour:

- The school welfare and discipline organisation is such that all students know the procedures to be followed in all circumstances. Students should be in no doubt as to the reasoning for rules, i.e. the safety, consideration of others and respect at all times.
- The teacher guides individual and group behaviour to develop considerations and helpfulness to others.
- Opportunities for self-direction and decision-making are provided within the framework of each classroom organisation.
- Lesson preparation is thorough to ensure that all students work to fully engage their time. The work should support all students to achieve success and satisfaction at their own ability level.
- Quality lessons are scheduled to provide interesting and varied activities.
- The teacher is consistent in expecting from every student a standard of work and behaviour that is reflective of their individual learning potential and seeks to achieve a standard of excellence reflective of their individual potential.
- Commendation of achievement uses the whole school Nutsy Awards system.
- Effective and timely communication, between teachers, with students and parents, is planned and implemented.
- The teacher is consistent and proactive in maintaining core DEC rules, school and class rules at all times and in all situations.

Strategies and practices to promote positive student behaviour

The school has one system to reinforce positive student behaviour. The school does not provide sweets to reward students.

The school Nutsy system is effectively implemented in all classrooms.

Strategies and practices to recognise and reinforce student achievement

The use of appropriate rewards and consequences are essential components of the school discipline policy. Rewards and consequences should be appropriate for the age and developmental level of students as well as consistently and fairly applied, avoiding any gender or cultural bias.

Meadow Flat Public School encourages and supports a learning environment through the school’s rewards system that rewards students with positive awards called the Nutsy Award.

These awards are awarded to students to increase and reinforce acceptable behavior in and out of the classroom. The system is structure in this way:

- students cash in a Nutsy award for a metallic sticker;
- these are then placed onto a cardboard strip and displayed in the classroom;
• when x5 stickers are received then the student is awarded a Principal's certificate; and
• when x4 Principal certificates have been awarded then a pennant is awarded.

This system operates for one year and it recommences at the start of the following year.

The nine Values of Public Education are the underpinning values reinforced in this student based rewards program.

Strategies and practices to manage inappropriate student behaviour

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a student’s inappropriate behaviour. Whilst we will encourage and focus on the Positive Behaviours we will always experience the need to implement Reactive Strategies.

These strategies are how we work with students to teach them accountability for their actions and choices.

The following strategies may be implemented in the event of a Major incident:

- Restorative Justice
- Apology
- Restitution
- Time out from play
- Letter to parents
- Parent meeting
- Individual Behaviour Plan
- Involvement of support staff
- Suspension
- Exclusion
- Formal detention
- Expulsion

When students choose to behave in an unacceptable or disruptive manner, the following whole school procedures may be implemented to assist students to be self-managing in terms of their behaviour in the event of a minor incident:

<table>
<thead>
<tr>
<th>Regular Strategy</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
</tr>
<tr>
<td>Step 1: Redirection (Warning)</td>
<td>Clean up duty</td>
</tr>
<tr>
<td>Step 2: Time Out in Class</td>
<td>Moved to another area</td>
</tr>
<tr>
<td>Step 3: Buddy Class</td>
<td>Separation</td>
</tr>
<tr>
<td>Step 4: Office Referral</td>
<td>Time Out</td>
</tr>
<tr>
<td><strong>Playground:</strong></td>
<td>Class detention</td>
</tr>
<tr>
<td>Step 1 : Redirection (Warning)</td>
<td>Assigned play area</td>
</tr>
<tr>
<td>Step 2: Time Out – sitting out</td>
<td>Class detention</td>
</tr>
<tr>
<td>Step 3: Time Out in a supervised space</td>
<td>Parent Contact</td>
</tr>
<tr>
<td>Step 4: Office Referral</td>
<td>Lunch time detention</td>
</tr>
<tr>
<td></td>
<td>Letter Home</td>
</tr>
</tbody>
</table>

At Meadow Flat Public School we DO NOT endorse the following reactive strategies:

- Writing of lines or copying of texts
- Keeping students back after school
- Exclusion from curriculum activities
- Removal from the classroom in an unsupervised location (eg outside the classroom)

**Formal Detention**

Formal detention will be held each day. It will be held during the lunch break and supervised the playground teacher. It involves students contributing back to the school. Tasks may include:

- Collection of litter
- Weeding of a garden
- Tidying up of an area
- Duty Teacher needs to complete a Risk Assessment before undertaking a task
- The referring teachers must complete a Behaviour Incident Form if the student receives detention and these must be sent to the office.
Individual Behaviour Plans

Students who are identified as consistently needing behaviour modification will be considered for an Individual Behaviour Plan:

- Students who have been involved in three or more major incidences should be considered for an Individual Behaviour Plan.
- The format for the Individual Behaviour Plan will be discussed with the class teacher and the school Principal.

Functional Behaviour Analysis

Functional Behaviour Analysis is a process of examining the function that a particular behaviour plays for a student that includes an analysis of the frequency, intensity and duration of a behaviour. The end result of the FBA is an Individual Behaviour Plan (IBP) which is a plan to implement intervention for specific behaviours as identified.

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

- Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.

Approach the student in a non-threatening manner

- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

- If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students’ attention towards their usual activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member;
- Posing an immediate danger to themselves or to others.

Appropriate physical intervention may be used to ensure that Meadow Flat Public School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation; and
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

Staff trained in Non-Violent Crisis Intervention are on hand at Meadow Flat Public School if required.

**Record Keeping**

Records need to be kept of incidents and any processes followed in response to an incident:

- Decisions made and the reason for those decisions
- Any investigation of the incident including the process that was followed, the outcomes of the investigation and what action was taken as a result
- Any risk assessment or change to a risk assessment arising from the incident including any strategies implemented to eliminate or control risk
- Any consideration that was given to the implementation of reasonable adjustments
- Any consultation, or attempts at consultation, with students and parents

- The student discipline policy or procedure that applied at a particular time

Refer to *Legal Issues Bulletin 5: Student discipline in Government Schools* appendix 1 – Legal Requirements for reporting requirements and process checklists.

**Critical Incidents**

Each instance involving the use of physical intervention must be formally documented.
Meadow Flat Public School
Major Behaviour Incident Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Reported By:

<table>
<thead>
<tr>
<th>Inside Classroom</th>
<th>Outside Playground</th>
<th>Library</th>
<th>Oval</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Witnesses:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Incident:

Incident Details:

Continued Minor Offences

<table>
<thead>
<tr>
<th>Property Damage / Vandalism</th>
<th>Fighting / Physical Aggression</th>
<th>Deliberate Disruption / Defiance</th>
<th>Harassment</th>
<th>Property Misuse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inappropriate Sexual Contact

<table>
<thead>
<tr>
<th>Physical Assault on School Personnel</th>
<th>Assault Inappropriate Interactions with Peers and Adults</th>
<th>Use / Possession of Tobacco, Drugs or Alcohol</th>
<th>Possession of a Dangerous Weapon</th>
<th>Forgery / Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other:

Incident details:

Motivation:

<table>
<thead>
<tr>
<th>Obtain Peer Attention</th>
<th>Obtain Adult Attention</th>
<th>Obtain Activity or Event</th>
<th>Obtain Sensory Stimulation</th>
<th>Obtain Object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Don’t Know

<table>
<thead>
<tr>
<th>Escape / Avoid Peer Attention</th>
<th>Escape / Avoid Adult Attention</th>
<th>Escape / Avoid Activity or Event</th>
<th>Escape / Avoid Sensory Stimulation</th>
<th>Escape / Avoid Instructional Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further Action:

<table>
<thead>
<tr>
<th>Parent Contacted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Parent Contacted by: ____________________________________________________________________________  __/__/__

Action Taken by Teacher

- Step 1: Warning / Redirection
- Step 2: Time Out in Class
- Step 3: Buddy Class / Time Out in a Supervised Place
- Step 4: Office Referral
**Minor Incident**

Minor incidents are to be managed in the situation by the classroom teacher.

It is important that if a pattern of minor behaviour incidents occur that it will be necessary to record them due to the possible escalation to a major incident.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Regular Strategy</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Language</td>
<td>Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way</td>
<td><strong>Classroom</strong></td>
<td>Clean up duty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 1: Redirection (Warning)</td>
<td>Moved to another area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 2: Time Out in Class</td>
<td>Separation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 3: Buddy Class</td>
<td>Time Out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 4: Office Referral</td>
<td>Class detention</td>
</tr>
<tr>
<td>Defiance/disrespect</td>
<td>Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions</td>
<td><strong>Playground:</strong></td>
<td>Assigned play area</td>
</tr>
<tr>
<td>Disruption</td>
<td>Intentionally behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat</td>
<td>Step 1: Redirection (Warning)</td>
<td>Class detention</td>
</tr>
<tr>
<td>Rough play</td>
<td>Non-threatening physical interactions</td>
<td>Step 2: Time Out – sitting out</td>
<td>Parent Contact</td>
</tr>
<tr>
<td>Missing Detention</td>
<td>Unauthorised missing of detention</td>
<td>Step 3: Time Out in a supervised space</td>
<td>Lunch time detention</td>
</tr>
<tr>
<td>Lying</td>
<td>Student delivers message that is untrue and or deliberately violates rules</td>
<td>Step 4: Office Referral</td>
<td>Letter Home</td>
</tr>
</tbody>
</table>

**Minor Playground Incident:**

Name: _________________________  Year: __________  Date: __________  Time: __________

Teacher: _________________________  Witnesses: _________________________

Location:

<table>
<thead>
<tr>
<th>Library</th>
<th>Oval</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandpit</td>
<td>Tennis Court</td>
<td>Play Equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate language</th>
<th>Defiance/disrespect</th>
<th>Disruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough play</td>
<td>Lying/cheating</td>
<td>Other – write below</td>
</tr>
</tbody>
</table>
# Major Incidents

Consequences usually given and managed by the Principal. All major behaviour incidents MUST be referred to the Principal.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive/Inappropriate Interactions with Peers and Adults</td>
<td>Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way.</td>
<td>Restorative Justice</td>
</tr>
<tr>
<td>Fighting/Physical Aggression</td>
<td>Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)</td>
<td>Apology</td>
</tr>
<tr>
<td>Physical Assault on School Personnel</td>
<td>Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc) directed at school personnel.</td>
<td>Restitution Lunch time detention</td>
</tr>
<tr>
<td>Inappropriate Sexual Contact</td>
<td>Consensual physical contact between students that is sexual in nature.</td>
<td>Involvement of support staff Suspension Expulsion</td>
</tr>
<tr>
<td>Harassment</td>
<td>Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.</td>
<td></td>
</tr>
<tr>
<td>Deliberate Disruption / Defiance</td>
<td>Behaviour causing an interruption in a class, building or playground activity where the student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling, or screeching; noise with materials or body parts; roughhousing; sustained out of seat behaviour; verbal refusal to comply with repeated instruction.</td>
<td></td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Unauthorised and inappropriate use of school property including technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to web sites)</td>
<td></td>
</tr>
<tr>
<td>Property Damage / Vandalism</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property</td>
<td></td>
</tr>
<tr>
<td>Forgery/Theft</td>
<td>Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person.</td>
<td></td>
</tr>
<tr>
<td>Use/Possession of Tobacco, Drugs or Alcohol</td>
<td>Student is in possession of or caught using tobacco, drugs or alcohol</td>
<td></td>
</tr>
<tr>
<td>Bomb Threat/ False Alarm</td>
<td>Student delivers message (electronically, verbally, gesturally) or orchestrates the delivery of a message of possible explosive materials being on-campus, near campus, and or pending explosions; student pulls or orchestrates pulling of an unwarranted fire alarm</td>
<td></td>
</tr>
<tr>
<td>Possession of a Dangerous Weapon</td>
<td>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm</td>
<td></td>
</tr>
<tr>
<td>Continued Minor Offences</td>
<td>Student exhibits continued minor offences with no regard for consequences</td>
<td></td>
</tr>
</tbody>
</table>

---

Student Welfare and Discipline Policy – Meadow Flat Public School
Meadow Flat Public School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities.

This plan encompasses the work of students, staff and parents of Meadow Flat Public School who are committed to see that all students and staff are able to learn and work in a bully-free environment. All key stakeholders are committed to having this document regularly reviewed to ensure it meets the needs of the school community.

Statement of purpose

Meadow Flat Public School exists in a society where intimidation and harassment occur. Bullying is taken very seriously and is not acceptable.

Students, teachers, parents, caregivers and members of the wider Meadow Flat community have a responsibility to work together to address bullying.

Protection

The students, parents, and staff do not accept bullying in any of its forms. This includes:

- students bullying students, staff and parents;
- staff bullying students, students, staff and parents; and
- parents bullying other parents, staff and students.

By means of:

- computers and cyber bullying; and
- verbal and non-verbal actions.

Meadow Flat Public School sees bullying as actions or activities that:

- devalues, isolates and frightens;
- affects an individual’s ability to achieve; and
- has long term effect on those engaging in bullying behavior, those who are the subjects of bullying behavior and the onlookers or bystanders.

The school community can expect of Meadow Flat Public School:

- is a place where students will be safe at school, free from fear of bullying, harassment and intimidation;
- 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; and
- that all students will be provided with appropriate support when bullying occurs.

Prevention

Students will be taught the skills to develop strategies to protect themselves to deal with bullying. These strategies include:

- conflict resolution;
- empathy training;
- problem solving;
- use the STOP strategy across the school;
- assertiveness training; and
- negotiation and mediation skills

The Interpersonal Strand of the Personal Development / Health / Physical Education syllabus provides activities that address issues associated with anti-bullying. The students will complete a unit of work associated with anti-bullying skills on an annual basis. This unit may be across key learning areas.

The Promoting Positive Bystander Behaviour lessons will be taught on an annual basis to all students K-6.

Each student will be provided with the following cards as a quick reference guide to remind them of what to do if being bullied. These can be kept in lunch boxes and will be given to the students and parents one per week for four weeks.

Bystander          Parents          Cyber

Student Welfare and Discipline Policy – Meadow Flat Public School
Early Intervention

Early intervention strategies and programs at Meadow Flat Public School will be implemented for students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying or having engaged in bullying behaviour.

- this will promote students and staff to report incidents of bullying;
- all staff will remind the students to report incidents of bullying;
- parents will be encouraged to contact the school if they become aware of a problem that could be developing for their child or that of another student; and
- recognition and awards will be provided for students to reward positive behaviour and positive resolutions.

Response

Meadow Flat Public School will implement these strategies to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Bullying cannot be reduced unless it is reported to the school staff:

- all students are responsible to report incidents of bullying that occur to them or another student;
- all teachers are responsible to listen to a student’s report of bullying and take appropriate measures to support the student; and
- all parents or caregivers are responsible to make contact with the school to discuss the concerns they may have about possible bullying that could be occurring to their child.

The following procedures for reporting incidents of bullying at Meadow Flat Public School will be followed:

- a student may make a verbal notification that they are being bullied;
- a student may make a written notification that they are being bullied; or
- another student, teacher or parent may disclose that they have noticed other students being bullied.

The classroom teacher will:

- determine whether the report is bullying, poor social skills or school rule breaking. This may be a one off situation or an ongoing one;
- the teacher will deal with the incident using restorative question practices, apply logical consequences and if needed develop an individual students management plan in conjunction with the student’s parents;
- record details in the school bullying book outlining victim, incident and others involved; and
- communicate this event with the student’s classroom teacher.

These procedures will be publicised to the school community through the school newsletter and in the school information booklet.

Meadow Flat Public School will implement the above strategies as promptly as possible when an incident of bullying is reported to the school. In most cases this will be the same day as it occurred, but investigations may take some time depending on the availability of those involved.

Students who have been affected by, engaged in, or witnessed bullying behaviour will be supported to ensure that behaviour change has been noted. In each case counseling and teacher support will be offered.

For students who engage in bullying behaviour the following strategies or consequences will be considered for their suitability and may involve:

- exclusion from the playground;
- withdrawal of privileges;
- notes to parents;
- meetings with parents;
- behaviour monitoring;
- development of behaviour management plans;
- itinerant Support Teacher (Behaviour) referral; and/or
- suspension from school for short or long periods of time.
Meadow Flat Public School will provide regular updates, within the bounds of privacy legislation, to parents and caregivers about the management of bullying incidents that have been reported to the school.

Parents will be contacted to ensure they are aware of any incident requiring further interventions.

Meadow Flat Public School has procedures for reporting incidents involving assaults, threats, intimidation or harassment to the police. These must be reported within 24 hours to the School Safety and Response Hotline on 1300363778.

An incident is broadly defined in the Department’s Incident Reporting Policy as an event which:

- causes disruption to an organisation;
- creates danger or risk that could significantly affect individuals within the organisation;
- impacts on the effective operation of the workplace;
- attracts negative media attention or a negative public profile for the workplace or the Department of Education and Communities; and
- Workcover describes as a “serious incident” which must be reported by law.

Where one of the factors is at a significant level or more than one of the factors applies to the incident, the principal should seriously consider making a report. Principals are encouraged to seek further advice from the School Safety and Response Unit if they are still uncertain about whether to report the incident to police.

- Did the assault or incident result in a visible injury such as bruised face, split lip, or swelling?
- Did the incident result in a participant complaining of pain or discomfort?
- Was the incident premeditated or planned?
- Was the incident recorded on a mobile phone or camera and then posted on a social networking site or broadcast to others?
- Was external assistance eg an ambulance required to attend to one of the participants?

Meadow Flat Public School will contact the Child Wellbeing Unit if information to identify and implement appropriate local responses to support the child, young person and their family where the suspected risk of significant harm threshold is not met, but there are concerns for the safety, welfare or wellbeing of the child or young person. The Child Wellbeing Unit can be contacted by telephone on 02 9269 9400 from 8am to 5.30pm Monday to Friday (excluding public holidays).

If information comes to hand that identifies a significant risk of harm the Principal will contact Community Services on 133 627.

The NSW Department of Education and Communities (DEC) seeks to resolve difficulties, grievances and complaints in a prompt, impartial and just manner. The school has specific procedures to deal with these issues. Anyone can make a complaint.

A complaint can be about:

- any aspect of the service provided, or not provided, in any Department of Education and Communities site;
- the behaviour or decisions of staff; or
- practices, policies or procedures.

Complaints by parents

- it is best to discuss your concerns with your child’s teacher first. Make an appropriate time to meet with them or phone the
school and ask for an appointment with the teacher.

- if you are not happy with the result, or if you do not feel it is appropriate to talk to them, phone and make an appointment to discuss your concerns with the principal.

- you may bring a friend or relative to be your support. If you need an interpreter, we can arrange that - just ask beforehand.

- if your complaint is about the principal you will need to contact the school education director in your area. Ask the school office staff at your school for their name and number.

- if your complaint cannot be resolved in an informal way, we may ask you to put it in writing. It is important that you include specific details of the situation and tell us what you would like to happen as a result of your complaint. We can help you to put your complaint in writing, if you require it.

- alternatively a complaint form may also be used. Complete the form and send it to the principal, or the school education director in your area.

Meadow Flat Public School will use the following strategies to identify patterns of bullying behaviour:

- students will be provided with formal surveys where the student will be given the opportunity to record incidents when bullying behaviour has not been dealt with by the school; and

- parents will be surveyed to determine their opinions about the effectiveness of the Anti-bullying Plan and to notify the school of any incidents of bullying suffered by their child.

The school will keep copies of the details of such surveys and incidents of bullying behaviour that have not been acted upon previously will be immediately.

Meadow Flat Public School will promote and publicise this Anti-bullying Plan by making it available to parents. It will be incorporated into the school information booklet and made available to the school community via the school website.

Meadow Flat Public School will monitor and evaluate the effectiveness of its Anti-bullying Plan through parent and staff surveys. The results will be communicated to the school community through the Annual School Report and P&C meetings on an annual basis.

Meadow Flat Public School will review the Anti-bullying Plan:

- in 2012 and then every 2 years;

- through staff development meetings, student and P&C consultations;

- to determine effectiveness of the plan in developing a safe and secure environment for students and staff; and

- using reflection, data of incidents, patterns and trends.

Additional Information

1800 55 1800

13 11 14


Principal’s comment

This Anti-bullying Plan provides a framework for all Meadow Flat Public School staff, students, and parents and outlines their roles and responsibilities to prevent bullying behaviors, how to support students affected by bullies and how bullies will be dealt with under the school Student Discipline Policy.

Michael Wood
Principal
Letter to Parents

Dear Parents,

**BULLYING CAN BE STOPPED**

All students at Meadow Flat Public School will be taught the attached strategy to assist them to deal with bullying behaviours. Your support of this and an understanding of this information will assist to support all students.


**WHAT IS BULLYING?**

Bullying occurs when someone acts aggressively towards your child in order to gain power over them.

Bullying is a deliberate attempt to make your child feel uncomfortable or unhappy.

To help Meadow Flat Public School be a safe and happy place for your child, it is important that you work with the school to solve any bullying problem.

Bullies can be anywhere...at school, at work, even neighbours. It is important that your child learns to deal with bullies.

Meadow Flat Public School has zero tolerance for bullying. But remember, if we don’t know about it, we can’t solve it.

**BULLYING CAN BE...**

- Giving nasty looks
- Teasing
- Making rude gestures
- Keeping someone out of a group
- Calling names
- Acting in an unpleasant way near someone
- Being rude and impolite
- Hurting someone physically
- Spreading stories and rumours
- ‘Mucking about’ that goes too far
- Any form of discrimination based on disability, gender, race or religion.
- Harassment

**YOUR CHILD MAY BE BEING BULLIED IF HE/SHE...**

- Becomes moody
- Suddenly does not want to go to school
- Has bruises but won’t talk about them
- Frequently feels sick with vague symptoms
- Suddenly unable to sleep

**WHAT YOU CAN DO TO HELP**

- Assure your child that the problem can be solved
- Let the school know that your child is being bullied by contacting your child’s teacher
- Communicate and co-operate with the school until the problem is solved
- Explain to your child that bullies are usually people with a problem themselves and bullying others as a way to make themselves feel good
- Bullies are often victims themselves
- Bullies often have poor social skills and do not know how to behave towards others in a positive way
- Explain that bullies know that what they are doing is wrong and the reason that they pressure their victims not to “dob” is because they are afraid
- Develop your child’s sense of humour and tolerance of others
- Positively reinforce your child’s self-esteem and sense of self worth
- Develop your child’s social skills by teaching him or her to share and to co-operate with others in group situations

**NO ONE HAS THE RIGHT TO BULLY ANYONE ELSE**

Children who are bullied feel frightened and powerless. They sometimes blame themselves. Being bullied can seriously harm self-esteem and prevent successful learning. It is important that the
victim take the appropriate action to stop the bullying.

Ignoring the bullying behaviour is only a short-term strategy. If the bullying continues more than a few days some other action needs to be taken. Avoiding the situation by going to another school may not solve the problem as there are bullies everywhere.

Responding to bullying by retaliation or with violence rarely solves the problem and often gets the victim in more trouble with other students and with the school discipline code. The school cannot tolerate violence no matter what the reason.

The most appropriate action is to tell someone at the school and work with the school staff to solve the problem.

IF YOUR CHILD IS BEING BULLIED...

• Tell your child that:
• They need to use the STOP strategy on the attached page
• It is not their fault
• He or she has the right to feel safe and happy
• He or she has the right not to be bullied
• It is all right to walk away
• It can be stopped
• It is alright to tell the school staff
• By acting on the bullying you are also protecting other students from the bully.

WHAT WILL THE SCHOOL DO IF BULLYING IS REPORTED?

• Assure the students that the problem can be solved and then provide ongoing support
• Investigate the problems raised
• Treat everyone involved with fairness
• Take action that is appropriate to the particular circumstances – this may be:
  o Mediation
  o Disciplinary action
  o Warnings
  o Social skills program
  o Counselling
  o Parental involvement
  o Recording of details at school


Michael Wood
Principal
13/08/14
The School STOP Strategy

Stop Strategy: In a situation where disrespectful behaviour occurs, it is important for student recipients to utilise the following steps in an effort to stop the problem behaviour before it escalates.

If someone treats you or someone else in a way that feels disrespectful:

- Step 1: Use the school-wide “stop phrase.”
- Step 2: If the person stops, say “cool” or “OK” and move on with your day.
- Step 3: If the person does not stop, decide whether to ignore the person or seek support.
- Step 4: If you decide to ignore, don’t look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support.

Bystander Strategy: In a situation where a student observes another student being treated disrespectfully, it is important for that student (the bystander) to utilise the following steps in an effort to stop the problem behaviour before it escalates and to provide the recipient support.

If you observe someone using the stop strategy, and the perpetrator doesn’t stop, do one or all of the following three things:

- Use the stop strategy toward the perpetrator.
- Ask the recipient to go with you, and leave the area.
- Comfort the recipient later by saying something like “I’m sorry that happened. It wasn’t fair.”

Stopping Strategy: In a situation where a student asks another student to stop behaving disrespectfully, it is important for the accused student to utilise the following steps in an effort to de-escalate the situation.

If someone uses the school-wide stop phrase toward you:

- Step 1: Stop what you are doing, even if you don’t think you are doing anything wrong.
- Step 2: Remind yourself “No big deal if I stop now.”
- Step 3: Say “OK” to the person who asked you to stop and move on with your day.
<table>
<thead>
<tr>
<th><strong>EXAMPLES OF BULLYING</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Verbal**               | **NAME CALLING**
|                          | **TEASING.** |
| **Physical**             | **HITTING**
|                          | **PUNCHING**
|                          | **KICKING,**
|                          | **SCRATCHING** |
| **Psychological**        | **TALKING ABOUT PEOPLE**
|                          | **IN AN UNKIND WAY TO**
|                          | **OTHERS,** **HIDING OR**
|                          | **DAMAGING OTHER**
|                          | **CHILDREN’S THINGS.** |
| **Social**               | **LEAVING CHILDREN OUT**
|                          | **OF GAMES**
|                          | **IGNORING CHILDREN.** |
If you see someone being bullied, keep safe and choose your response to match the situation:
- **Speak up** and let the person doing the bullying know what they are doing is bullying
- **Refuse** to join in with their bullying and walk away
- **Support** the student who is being bullied to ask for help
- Ask a teacher or support person for help. Reporting what happened can help 'unravel' a situation.

If you are being bullied online, take the following actions immediately:
- **Tell an adult you trust**
- **Leave the area or stop the activity**
- **Block the sender's messages**
- **Keep a record**
- **Advise your Service Provider**
- **Report to police**

Parents and caregivers can support young people by:
- assisting them to understand and identify bullying behaviour as outlined in the school’s Anti-bullying Plan
- responding to incidents of bullying in a manner consistent with the school’s Anti-bullying Plan
- supporting all students in the school to deal effectively with bullying through strategies in the Anti-bullying Plan.

If you are being bullied:
- Think of ways to stay **safe**
- If it is **safe** tell the person to stop
- Respond **respectfully**
- Don’t react, **explode** or take revenge
- Tell a teacher, friend, or parent
- Ask them for **help**
- Tell yourself that you never deserve to be **bullied**
- **Report the bullying** as soon as it happens
- Make it **stop**