

DNPS STUDENT WELL-BEING POLICY

-Reviewed 2015

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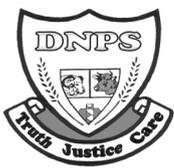
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DNPS STUDENT WELL-BEING POLICY

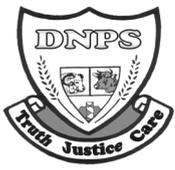
-Reviewed 2015

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DNPS STUDENT WELL-BEING POLICY

PART A-Maintaining a Positive Environment

Introduction

Deniliquin North Public School seeks to provide quality education for all students, taking account of their age, background, ability and interests. It aims to help students become self directed, life long learners who can create a positive future for themselves and for the wider community, and to be a place where every student can learn and grow with confidence. Furthermore it aims to be a safe and happy place for students and their teachers. As a school it appreciates that student well-being is enhanced when all members of the school community participate in its learning programs.

Context

Deniliquin North PS and its community work together to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

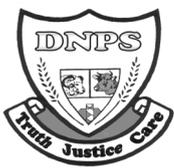
It considers vital, that students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, it aims to maintain high standards of discipline.

Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline at Deniliquin North PS. The aim of any such partnership is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum that caters for the individual needs of students.

Student Well-Being at Deniliquin North PS:

- 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.

NB. Throughout this policy the term parent should be read to include caregiver.



DNPS STUDENT WELL-BEING POLICY

Effective learning and teaching

Objective

Deniliquin North PS aims to enhance effective learning and teaching by:

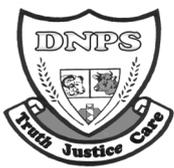
- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and values, and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

Outcomes

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.



DNPS STUDENT WELL-BEING POLICY

Positive climate and good discipline

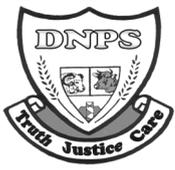
Objectives

Deniliquin North PS aims to enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff well-being and ensuring that staff well-being is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils and school prefecture

Outcomes

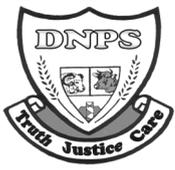
- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have had the opportunity to contribute to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.



DNPS STUDENT WELL-BEING POLICY

Results for students

- Students will be safe in the school environment.
- Students will know what is expected of themselves, and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs and opportunities.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about **student representative councils** and other representative bodies such as the **P&C** .



DNPS STUDENT WELL-BEING POLICY

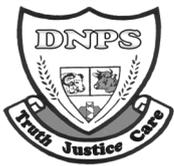
Recognition of Student Behavioural and Academic Achievement

Good thinkers! Hard Workers! Caring Classmates! Excellent Scholars! Big Improvers!

-At DNPS there are many great kids doing great things, and it is important that their wonderful efforts are fully recognised wherever possible.

Some of the ways that the school acknowledges its top kids are:

- Class awards
- Student awards
- Stickers
- Legend Awards
- Supervised early marks
- Principal awards
- Principal commendation letters
- Prizes
- Invitations to the Reward Room, School Socials and Excursions
- Bronze/ Silver and Gold Awards
- Superstar Trophies
- Gold Award morning tea
- A good old-fashioned 'well done'
- School representation
- Presentation Day awards



DNPS STUDENT WELL-BEING POLICY

Recognition of Student Behavioural

and Academic Achievement

The school has implemented an extensive range of awards to recognize outstanding efforts in class and in the playground. The award system is outlined below and on the following page.

YOU'RE A LEGEND 

Card Awarded to: _____
Class: _____

Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10

For: **OUTSTANDING IMPROVEMENT OR EFFORT IN**
(Circle the subject) →

Spelling Writing
Reading Drama
Talking/Listening
Handwriting

Signed: _____

YOU'RE A LEGEND 

Card Awarded to: _____
Class: _____

Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10

For: **OUTSTANDING EFFORT IN**
(Circle the subject) →

Citizenship Behaviour
Weekly Team Winner
Home Reading
(4 nights in a week)

Signed: _____

YOU'RE A LEGEND 

Card Awarded to: _____
Class: _____

Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10

For: **STUDENT TO STUDENT AWARDS**
(Circle the area) →

Canteen
Prefects
Playground

Signed: _____

YOU'RE A LEGEND 

Card Awarded to: _____
Class: _____

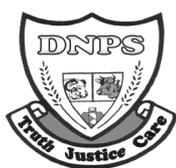
Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10

For: **OUTSTANDING IMPROVEMENT OR EFFORT IN**
(Circle the subject) →

Maths HSIE
Science Technology
Creative/Practical Arts
PE/PD/Health

Signed: _____



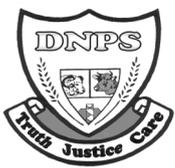
 **Denilquin North Public School**

Merit Award

Name: _____
For: Ten Legend Awards
Date: _____ Signed: _____

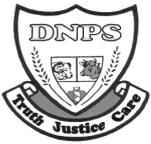
Legend cards are awarded for the types of behaviours and achievements noted on each of the above cards.

When a student collects 10 of these cards, these are traded for a BLUE card (at left) which is awarded at the school's weekly assembly.



DNPS STUDENT WELL-BEING POLICY

Recognition of Student Behavioural and Academic Achievement

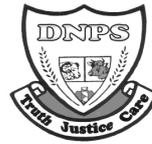


Deniliquin North
Public School

Bronze Award

Name: _____

Date: _____ Signed: _____



Deniliquin North
Public School

Silver Award

Name: _____

Date: _____ Signed: _____



When a student collects 5 BLUE award cards, these are traded for a BRONZE award. A further 5 BLUE awards entitles a student to a SILVER award and a further 5 equates to a GOLD award.



Deniliquin North
Public School

Gold Award

Name: _____

Date: _____ Signed: _____

Students that collect 5 GOLD awards receive a SUPERSTAR certificate (see below) and a trophy which is presented at the Annual Presentation Day ceremony.



Deni North PS

SUPERSTAR

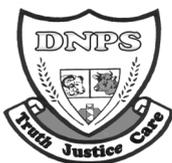
Award

An Outstanding Student **2011**

Presented to



Student Name



DNPS STUDENT WELL-BEING POLICY

Community Participation

Objective

Deniliquin North PS aims to enhance community participation by:

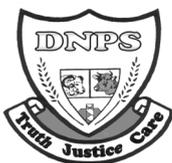
- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent and student representative groups
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences.

Outcomes

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Results for students

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.



DNPS STUDENT WELL-BEING POLICY

Well-Being Responsibilities

The Principal will ensure that:

- a commitment to student well-being underpins all the policies and activities of the school
- the school community reviews policies and practices related to student welfare
- student well-being is regularly reviewed using appropriate planning processes
- the existing school discipline policy is regularly reviewed in light of DET requirements
- the review processes take into account mandatory policies
- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents are assisted to develop strategies for addressing student well-being and discipline needs in all the activities of the school
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Well-Being Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the Student Well-Being Policy

Staff with a specific student support role will ensure that:

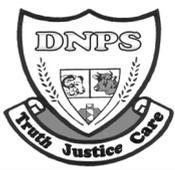
- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties

Students will be encouraged to:

- act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include the student representative council and class meetings
- practise peaceful resolution of conflict

Parents will be encouraged to:

- participate in the learning of their children and the life of the school, including reviews of student well-being and the discipline code
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with teachers to establish fair and reasonable expectations of the school.



DNPS STUDENT WELL-BEING POLICY

Values

Values play a critical role as the 'glue' that binds our society. Young Australians need a clear and functional values framework. The emphasis of values at DNPS helps students develop clarity about their own beliefs, and to understand shared values and to respect different perspectives.

At DNPS, values are emphasized through a whole school approach that recognizes good attributes such as those listed below. These are regularly emphasized in all curricula and classroom practices and are acknowledged each week at school assemblies where students, staff and the principal present weekly awards for that week's focus. Each classroom displays 'Values' posters, and teachers and students use these as a basis for discussion. Values are inherent in all Personal Development lessons.

Values at North

Be Helpful

Be Organised

Be Neat and Tidy

Be a Good Friend

Play Fairly

Share and Share Alike

Caring Kids are Cool Kids

Have Good Manners

Get Along With Others

Be Honest

Be Respectful

Do Your Best

Try to be Tolerant

Be Responsible

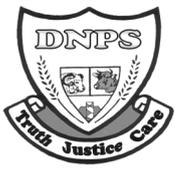
Deni North-a great place to be !

Be Really Organised



Think Ahead !!!
Pack your pencil case
Take your notes home

Reference: Values for Australian Schooling (*Dept of Education, Employment and Workplace Relations, 2009*)



DNPS STUDENT WELL-BEING POLICY

Drug Education

Drug Education is a compulsory and important part of the school's PD/Health curriculum. Students are exposed to the influence of media advertising and general community practices in the use of legal and illegal drugs. The use or misuse of these substances, as well as medications may impair physical, intellectual, emotional and social development.

Drug Education lessons are designed to give students factual information about these issues and to instill values and attitudes so that they are able to make informed decisions about drugs.

Students who are identified as at risk of hazardous drug use, including use of illegal drugs, need to be provided with additional support from the school in collaboration with community health services.

The Role of Parents

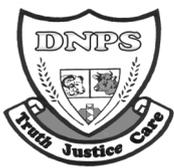
Parent and community awareness and support for the school's approach to teaching Drug Education, as an important part of PD/H, is encouraged. Adult role modelling is a very powerful message to young people in the use of drugs. Parents play a major role in drug education and are encouraged to discuss with the school positive ways of enhancing the school's education program.

Scope and Sequence

<u>Stage</u>	<u>Key Idea</u>	<u>Content</u>
E1	<i>All about medicines</i>	<i>safe use of drugs-storage-administration of medicines identifying medicines-people that help</i>
1	<i>Medicines and me</i>	<i>medications-administration-safe use of medication-People that help-family roles-the safe storage of medicines-purpose of medication-hazards inside/outside home-what to do in emergencies</i>
2	<i>Drugs affect me</i>	<i>identifying drugs-appropriate use-administration and storage of medicines-tobacco effects-passive smoking effects-alcohol effects-labelling of drugs-support networks</i>
3	<i>Keeping myself safe around drugs</i>	<i>legal and illegal drugs-appropriate use, administration and storage of medicines-effects of drugs including caffeine, alcohol, tobacco-labelling drugs-the media and drugs-effects of drug use for the community</i>

References

K-6 Drug Education Resource (second edition,2000)



DNPS STUDENT WELL-BEING POLICY

Child Protection

Child Protection lessons are an integral part of both the PD/Health curriculum and the school's Student Well-Being policy. Lessons are designed to empower students with information and strategies that will assist in reducing the incidence of child sexual assault in our society.

Objectives

Students will:

- understand that those who commit child sexual assault are doing something wrong and unacceptable
- develop their competence to protect themselves against sexual assault
- develop their capacity to participate in positive relationships
- develop thinking and social skills such as: asserting oneself, establishing support networks, obtaining assistance when threatened or assaulted, communicating effectively with others, interacting with others in full appreciation of rights and responsibilities and caring for and nurturing others
- value and trust their feelings as reliable evaluations of situations
- value appropriate touching from family and close friends
- feel comfortable when discussing the sexual parts of the body
- develop sensitivity to the needs of others
- take action to obtain assistance and to help prevent child sexual assault

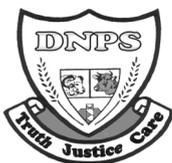
Roles and Responsibilities

The teachers' role is:

- to implement and evaluate classroom programs and the DET Child Protection lessons
- to notify Principal of suspected cases of child sexual assault so that DOCS can investigate

The school's role is:

- to implement the DET Child Protection lessons
- to secure parental permission before students participate in Child Protection programs



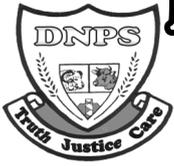
DNPS STUDENT WELL-BEING POLICY

Child Protection

Content Overview

<u>Themes</u>	<u>Stage</u>	<u>Focus Areas</u>
<p><i>Recognising Abuse</i></p> <p><i>Power in Relationships</i></p> <p><i>Protective Strategies</i></p>	E1	<p><i>Protection</i></p> <p><i>Body Parts</i></p> <p><i>YES and NO feelings</i></p> <p><i>Warning Signals</i></p> <p><i>Safe and unsafe situations</i></p> <p><i>Touching-wanted/unwanted</i></p> <p><i>Relationships/trust</i></p> <p><i>Rights and responsibilities</i></p> <p><i>Strategies-NO, GO,TELL</i></p> <p><i>Networks</i></p> <p><i>Happy/Unhappy secrets</i></p> <p><i>Telling-persistence</i></p>
	1	<p>As above and also:</p> <p><i>Comfortable/Uncomfortable feelings</i></p> <p><i>Kinds of touching-wanted/unwanted</i></p> <p><i>Caring for others</i></p> <p><i>Assertiveness</i></p>
	2	<p>As for Stage 1 and also:</p> <p><i>Physical and sexual abuse</i></p> <p><i>Effects of abuse</i></p> <p><i>Abuse of power</i></p> <p><i>Bribes and threats</i></p> <p><i>Feel-think-act</i></p> <p><i>Skills fir telling</i></p>
	3	<p>As for Stage 2 and also:</p> <p><i>Emotional abuse and neglect</i></p> <p><i>Indicators of risk</i></p> <p><i>Different types of relationships</i></p> <p><i>Gender role expectations</i></p> <p><i>Sources of power</i></p> <p><i>Coercion and harassment</i></p> <p><i>Planning for safety</i></p> <p><i>Talking about it</i></p> <p><i>Community support</i></p>

Reference: Child Protection Education (NSW DET, 1997)



DNPS STUDENT WELL-BEING POLICY

Discipline Policy

Introduction

The *School Discipline Policy*, ensures that no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This policy is to be implemented consistent with [Occupational Health and Safety Policy](#) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

The *School Discipline Policy* may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

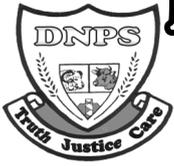
It is the policy of DNPS to fully investigate major breaches before deciding on the action to be taken.

Objectives

- to encourage positive behaviour inside and outside the classroom
- to provide staff, parents and students with consistent schoolwide approach to discipline issues
- to increase students on-task time
- to encourage students to make sensible personal choices about their behaviour, choice of friends and activities
- to ensure the safety of individual students, groups of students and adults, both within the school grounds and during any school activity outside the school grounds e.g. sporting events
- to include parents support as an important strategy in the School Discipline Plan
- to make the classroom, playground and community a happier and safer place for students, staff and other adults

Implementation

- Whole school, and class, student well-being and personal development programs are an important part of the school's discipline plan. They are used to help students grow and mature and become responsible adults.
- Each teacher will have a set of class rules appropriate for the age and development level of students.
- Students will be made aware of the rules, rewards and consequences.
- Rules will be discussed and agreed to by the principal.
- Parents will be informed of the rules, rewards and the consequences of the class plan.
- Major playground rules and consequences will be included as part of the school plan.
- Teachers on playground duty will have access to award certificates to give to students displaying good behaviour, and a folder to record names of students not complying with appropriate behaviours.
- Class teachers will use a reward system to acknowledge the positive behaviour of students.
- Whole school acknowledgement of behaviour patterns is included in assemblies.
- Class and school rules apply to all school related activities both in and outside the school grounds. Any student who demonstrates that he/she is not able to comply with reasonable requests and/or acts in a way where the safety of others may be at risk, may be excluded from specific activities e.g. an excursion, sport, a visiting performance.
- Student council meetings can be used for input into student well-being issues.
- Staff meetings have a safety and well-being segment where relevant issues can be discussed and decisions made.
- Students will be required to make restitution, either by repair or replacement, or by service activities in the case of vandalism or wilful damage.
- Individual behaviour modification plans are put in place, if needed, with negotiation between the school, home, student and other relevant personnel.
- Evaluation of the discipline policy will be carried out each year to determine if outcomes are being achieved and if any modification is needed. This process will involve staff, students and parents.



DNPS STUDENT WELL-BEING POLICY

Responsibilities and Delegations

Principal

The Principal is:

- accountable through the School Education Director for ensuring a safe, secure and harmonious work environment for students and staff.
- responsible for the development, implementation and monitoring of the school's Discipline Policy.
- responsible for ensuring that the school's policy is evaluated and reviewed by the school community each year, and must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- responsible for providing a copy of the *School Discipline Policy* to the school education director when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.
- responsible for ensuring that parents and students have access to a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.
- responsible for ensuring that all disciplinary actions involving suspension or expulsion from school are managed consistent with the [*Suspension and Expulsion of School Students*](#)

[*- Procedures.*](#)

Parents

Parents are expected to support the school in the implementation of the school discipline policy.

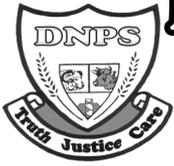
Teachers

Teachers are expected to participate in the development of the School Discipline Policy and to support its effective implementation.

Students

Students are expected to:

- follow the discipline code and school rules, and to comply with staff directions regarding discipline and appropriate behaviour.
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.



DNPS STUDENT WELL-BEING POLICY

School Rules

Students are required to:

***Respect the rights, feelings and property of others**

Examples:

- no stealing
- no put-downs
- no bullying

***Act in a way that does not harm or endanger anyone**

Examples:

- no violence
- move in a sensible and safe way
- no weapons

***Obey playground rules and remain in designated areas**

Examples:

- don't climb trees
- ask teacher for permission to fetch a ball in out of bounds area
- play safely
- do not enter a classroom during breaks, unless permitted

***Cooperate in class and not prevent or impede the learning of others**

Examples:

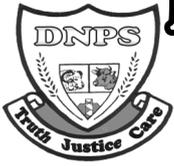
- no back answering
- hands up to respond when asked
- follow directions
- no running in classroom

***Conform to DET expectations and requirements**

Examples:

- hand in notes for excursions (no note/no go)
- don't leave grounds unless permitted

When students contravene these rules the processes outlined in the 'School Discipline Policy' are initiated and implemented.



DNPS STUDENT WELL-BEING POLICY

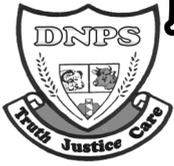
DNPS RULES REMINDERS

Rules At Lunchtime

- Students must sit in designated areas and have their lunch with their teacher.
- No student is to leave this area until dismissed by the teacher, at approximately 1:05 p.m., when the bell rings (Students are not permitted to line up at, or hang around the canteen until they have been dismissed by the teacher).
- When dismissed students are to walk, NOT RUN, from that area.
- Students that are not finished their lunch may take their lunch to the shelter on the oval, and continue eating there.
- Students that are finished their lunch may place lunch boxes and drink containers in their school bag, and then go to the canteen or the oval.
- After this, no student is allowed to eat or drink in any area apart from the shelter on the oval, except for grade 6 students, who are permitted to continue eating and drinking in the grade 6 area.
- Students are not permitted to play whilst eating.
- In terms' one and four, hats must be worn whilst playing. Students without hats must remain under the shelter.
- Students are not permitted to go near classrooms, or to be on the top assembly area at recess, without teacher permission.
- Students are not permitted to go near classrooms, or to be on the top assembly area, after the bell rings at 1:05 p.m..
- The area on the western side of the path (the basketball court side) leading to the bus shelter is out of bounds until the second half of lunch.

Bus Rules

- Students must stay inside the fence at all times, until directed through the gate by the teacher on duty, and to the bus.
- Students are permitted to play sensibly on the western side of the path (the multicultural garden side), until called to line up for buses by the teacher on duty.
- Only students in grade 5 and 6 are permitted to bring in the crossing flags. Two reliable students are required each time.



DNPS STUDENT WELL-BEING POLICY

Class Rules

Classroom rules are decided through consultation between the class teacher and students. Parents/carers are provided with a copy of the class rules via a classroom newsletter in early Term 1. Class rules are displayed in each room and are directly connected to the School Rules.

Breaches of Class Rules

If a student is sent to the supervisor/principal from a classroom the following procedures are implemented:

- The student is to be accompanied by 2 other students and wherever possible, an exit card provided.
- The student is required to work with the supervisor/principal for the rest of the session and/or during the lunch period that day or the following day.

Possible detentions are:

- Grades K/1/2 for 15-30 minutes off the playground during lunchtime.
- Grades 3-6 for up to 45 minutes off the playground during lunchtime.

For repeat offenders-refer to **attachment 1**.

Where students are physically violent in the classroom or for severe disruption, refer to **attachment 3** for different violence categories, and associated action. A minimum of an immediate in-school suspension is actioned and the offending student is to work away from other students for a session or the remainder of the day. Students are allowed to go to the toilet, but are to have no contact with peers and minimal contact with adults.

For dealing with rude/ disruptive/ non-compliant behaviour in the classroom refer to **attachment 2**.

DNPS-STUDENT CHART:

What happens if you make it hard for others to learn in the classroom

Step 1: WARNING GIVEN



If you do not stop or do not do as you are told



Step 2: MOVE TO A PLACE IN THE ROOM AWAY FROM YOUR FRIENDS



If you do not stop or do not do as you are told



Step 3: YOU WILL MOVE TO THE TIME-OUT SEAT TO CALM DOWN



If you do not stop or do not do as you are told



Step 4: YOU WILL BE SENT, WITH A RED CARD, TO THE SUPERVISOR



If you do not go to the supervisor



THE TEACHER WILL SEND FOR THE PRINCIPAL, AND YOU ARE IN BIG TROUBLE

** call out*

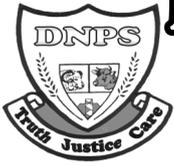
** be rude*

** disrupt others*

DO NOT:

** make it hard for other's to learn*

** talk when no talk is allowed*



DNPS STUDENT WELL-BEING POLICY

Classroom Exit Guidelines (22/2/11)

1. A Single Exit in One Day

- *student exited to Supervisor*
- *student remains with Supervisor for a session*

2. Two Exits in a Day

- *student exited to Principal*
- *student remains with Principal for minimum of one session*

3. Three Exits in a Week

- *student exited from Supervisor to Principal*
- *parents contacted*
- *in-school suspension from half to one day*

4. Continued Exits over Prolonged Period

- *student exited from Supervisor to Principal*
- *counselor referral may be considered*
- *parents contacted*
- *in-school suspension of 1-2 days*
- *suspension if improvements not forthcoming (duration determined by Principal)*

Playground Exits

Refer to attachments– Violence and Non-Violence in the Playground

DNPS-Dealing with Rude/ Disruptive/Non-Compliant Behaviours in the Classroom

Step 1: WARNING GIVEN

Say: eg. I don't like the way that you spoke to me. I want you to stop.



If student does not comply, proceed firmly and immediately to STEP 2.

Step 2: MOVE TO DESIGNATED ROOM AREA

Say: eg. I asked you to stop & you didn't. Move to that table.



If student does not comply, proceed firmly and immediately to STEP 3.

Step 3: MOVE TO DESIGNATED TIME-OUT SEAT OUTSIDE ROOM

Say: eg. You've been asked to stop twice and you haven't. Your behaviour is not appropriate for this classroom. Go to the 'time-out seat'. I'll invite you back in when you have calmed down.



If student does not comply, proceed firmly and immediately to STEP 4.

Step 4: SEND TO SUPERVISOR

Say eg.: You have repeatedly disrupted this lesson and broken class rules. This is not acceptable. Take this red card to (have student escorted by 2 others)



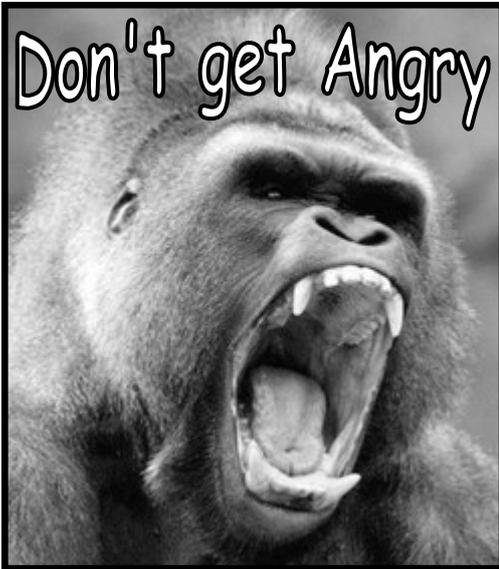
If student does not comply, inform student that if they do not exit to the supervisor, you will have to send for the Principal.



If this warning has no effect, send red card to Principal, and write on it.....
“student refuses to leave to supervisor”

What is TIME-OUT

Time-Out is a place for you to go, so you can settle down and be calm.



For when
you can't
work with
your
class ma-
tes



Rules of Time-Out

- If you are told to go to Time-Out you **MUST** go!!
- When you go, do not answer back or mouth off
- Use the time to settle yourself down
- Do not move away from the Time-Out area
- When you are ready, your teacher will invite you back into the lesson

If You Refuse to go to Time-Out

You are instantly in bigger trouble!

AND

If the Principal has to come you will be in-school suspended or even suspended

DNPS Violent offences in the Classroom (4/2/05)

CATEGORY & Definition	Examples	Range of Possible Consequences
<p>A</p> <p>Low level violent act that has potential for injury</p>	<p style="text-align: center;">Scuffle</p> <p>Low level pushing Low level tripping Low level poking Throwing object (no injury)</p>	<p>LEVELS A/B</p> <p>Any of following:-</p> <ul style="list-style-type: none"> • Direct intervention and warning • Classroom isolation by teacher • Lunch detention with teacher • Parent contact (if repeated frequently) • Omission from upcoming event
<p>B</p> <p>Low level violent act that causes upset.</p>	<p style="text-align: center;">Tripping Pushing fiercely Spitting at Poking to body Wrestling</p> <p style="text-align: center;">Hair pulling Punching Kicking Throwing object that hits Poking eye Spitting on Kneeling</p>	<p>LEVEL C</p> <p style="text-align: center;">EXIT TO SUPERVISOR for session</p> <p>Possible Combinations of:-</p> <ul style="list-style-type: none"> • Lunch detention/s • Counseling • Parent contact • Omission from event • In-School suspension (for 3 category C offences in term)
<p>C</p> <p>Medium level violent act that could or does cause physical injury, usually not requiring 'FIRST AID'.</p>	<p style="text-align: center;">As for Category B/C, with 'FIRST AID' sought.</p>	<p>LEVEL D</p> <p style="text-align: center;">EXIT TO PRINCIPAL</p> <p>Either of:-</p> <ul style="list-style-type: none"> • In-School Suspension • Short suspension • Long Suspension • Expulsion
<p>D</p> <p>High level violent act that causes physical injury, requiring 'FIRST AID'. (NB. Severity and intent are to be considered for incidents of injury.)</p>	<p style="text-align: center;">As for Category B/C, with 'FIRST AID' sought.</p>	<p>LEVEL D</p> <p style="text-align: center;">EXIT TO PRINCIPAL</p> <p>Either of:-</p> <ul style="list-style-type: none"> • In-School Suspension • Short suspension • Long Suspension • Expulsion

REPEAT OFFENDERS

- For Level C Offences**
- 2 in week= sent to Supervisor & then Principal
 - 3 in term= in school suspension (min.of half day)
 - 4 in term = parent letter/ possible counselor referral/ in-school suspension

- For repeated Level A/B offences**
- Combinations of:-
- 2 Day detention by teacher
 - parent contact and/or letter by teacher
 - Omission from event/s
 - Referral to Supervisor

INVESTIGATIONS

All incidents must be investigated thoroughly and conclusively.

NB. Students who honestly admit to an offence may receive a reduction in detention time, as determined by the Class Teacher/ Supervisor/Principal..

DNPS STUDENT EXIT CARD

Student's name: _____ Class: _____
 Date of Exit: _____ Exited to: Supervisor/ Buddy Teacher/ Principal (circle)

<u>OFFENCE/OFFENCES</u>	<u>Action/Actions Taken (circle all)</u>
Violence (to be specified): Categories A/ B (Teacher), Category C (Supervisor), Category D (Principal) Disruption to Lessons (specify below) Refusals/Defiance (specify below) Swearing/Back Answering (specify below) Aggressive Behaviour (specify below) Unsafe Behaviour (specify below)	<ul style="list-style-type: none"> • Warning • Repeated warnings • Isolation within room • Isolation outside room • Lunch detention • In Class Suspension • Other (Specify)

COMMENTS/SPECIFICS

TEACHER: _____ (Signature)

BUDDY TEACHER or SUPERVISOR REPORT (circle)

- Student Satisfactory in Time Out
 - Student Unsatisfactory in Time Out (send to Principal)
- NB. Buddy Teacher to pass Red Card to Supervisor, for recording on RISC.*

DNPS STUDENT EXIT CARD

Student's name: _____ Class: _____
 Date of Exit: _____ Exited to: Supervisor/ Buddy Teacher/ Principal (circle)

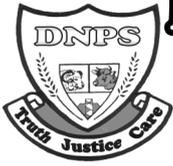
<u>OFFENCE/OFFENCES</u>	<u>Action/Actions Taken (circle all)</u>
Violence (to be specified): Categories A/ B (Teacher), Category C (Supervisor), Category D (Principal) Disruption to Lessons (specify below) Refusals/Defiance (specify below) Swearing/Back Answering (specify below) Aggressive Behaviour (specify below) Unsafe Behaviour (specify below)	<ul style="list-style-type: none"> • Warning • Repeated warnings • Isolation within room • Isolation outside room • Lunch detention • In Class Suspension • Other (Specify)

COMMENTS/SPECIFICS

TEACHER: _____ (Signature)

BUDDY TEACHER or SUPERVISOR REPORT (circle)

- Student Satisfactory in Time Out
 - Student Unsatisfactory in Time Out (send to Principal)
- NB. Buddy Teacher to pass Red Card to Supervisor, for recording on RISC.*



DNPS STUDENT WELL-BEING POLICY

Playground Rules

Playground rules include:

- always play in a safe and fair way. This includes: no pretend fighting, not keeping to the rules of the game, no climbing on fences, trees and dangerous places.
- Not run on the top playground area. This includes no running and jumping over seats, no running on verandas, no chasing, no running games or football, basketball, netball, cricket.
- Sit down when eating and stay in a sheltered area if you have no hat (terms' 1 and 4).
- Do not go in out of bounds areas.
- Do not name call, tease, harass, bully, use racist comments or putdowns. This includes not making unkind, hurtful or insulting comments to anyone about their clothing, possessions, actions, work, appearance, family etc.

Procedures

Students that breach the playground rules have their name recorded in the playground folder by the relevant duty teacher and the level of offence is recorded as per **attachment 4**. The investigating teacher must sign any entry in the playground folder. Should a teacher be mid-investigation when the bell rings, the incident is referred to the principal and/or an executive teacher. All students that reach a level 3 offence are to be exited from the playground. This is especially so for a level 3 violence offence-refer to **attachment 5**. A school executive will be in charge of monitoring the playground folder and for level 3 offences is required to organise teaching staff to supervise the withdrawal room, enter the incident on RISC, place a printed copy in the student welfare file in the principal's office, inform the principal and send a letter home informing parents.

Exited students are required to spend the remainder of lunchtime with either the principal or an executive.

Depending upon the violence category, the student is required to attend the withdrawal/detention room either on that day or on the following days. When on detention, the rules of the withdrawal/detention room are explained to the student.

These rules include:

- no talking
- lunch to be eaten in the room

Students that breach the rules of the withdrawal room are to be sent to the principal. Parental contact may be made if the rules of the withdrawal room are not followed. All parents of students that register a level 3 offence are contacted by letter, or in extreme cases, phone. Students that repeat dangerous behaviour during the school term run the risk of a week-long lunchtime detention.

Rules-Outside School Hours

Students that act in a way that would be a breach of School Rules whilst coming to or from school, may fall under the jurisdiction of the school's Discipline Policy. Severe cyber-bullying may be referred to the police. All school rules apply on excursions.

DNPS Non-Violent Offences in the Playground (March 2015)

<u>CATEGORY & DEFINITION</u>	<u>Examples</u>	<u>Range of Possible Consequences</u>
W Warning given- not recorded in playground register	<ul style="list-style-type: none"> Low-level name calling Out of bounds 	Teacher monitors situation
1 Low-level offence that warrants recording in playground register as Step 1	<ul style="list-style-type: none"> Repeated low-level name calling Low level intimidation 	Teacher records in playground register
2 Medium-level offence that warrants recording in playground register as Step 2	<ul style="list-style-type: none"> Interfering with game repeatedly Repeated intimidation 	Teacher records in playground register. Student may be isolated for up to 10 minutes if necessary.
3 High-level offence that warrants recording in playground register as Step 3	<ul style="list-style-type: none"> Relentless harassment Swearing loudly Racist comments Dangerous out of Bounds Willful destruction of equipment Vandalism Strong, sustained intimidation 	Student sent from the playground with an escort. Parent letter to be sent home. Other possible consequences, dependent upon severity, include: Lunch detention, suspension, in-school suspension

REPEAT OFFENDERS

<u>In a Single Day</u>	<u>Over a Week</u>
Accumulated Level 1 and 2 Offences that tally 3 or 4 (3x Level 1 or Level 1+2 or Level 2+2) <i>-student sent from playground.</i> <i>Executive records this on RISC as equivalent to level 3. Letter to parents sent.</i> <i>Level 3 offences to accumulate with violent offences, leading to possible 4 in a term etc., with ensuring consequences as per 'Violent table'.</i>	<ul style="list-style-type: none"> For continued low-level offences tallying 3-to be monitored by Executive-reported to Principal. <i>Possible detention, but NO letter to parent</i> For continued low-level offences, tallying more than 3-a letter to parents may be sent. <i>Lunch detention may result.</i>

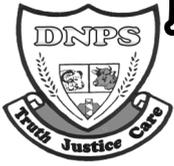
INVESTIGATIONS

All incidents must be investigated thoroughly and conclusively. Final categorisation of incidents is the responsibility of the Executive in Charge &/or the Principal.

NB. Students who honestly admit to an offence may receive a reduction in detention time, as determined by the Executive/Principal. This reduction shall be no more than half the allocated detention time.

DNPS Violent offences in the Playground (4/2/05)

<u>CATEGORY & Definition</u>	<u>Examples</u>	<u>Range of Possible Consequences</u>
<p>A</p> <p>Low level violent act that has potential for injury (recorded as step 1 if warning given) (recorded as step 2 if isolation given)</p>	<p>Scuffle Low level pushing Low level tripping Low level poking Throwing object (no injury)</p>	<p><u>LEVEL A:</u> Direct intervention and warning Direct intervention and sit with or near teacher for minimum of 10 min.</p>
<p>B</p> <p>Low level violent act that causes upset. (recorded as step 3)</p>	<p>Tripping Pushing fiercely Spitting at Poking to body Wrestling Hair pulling Punching Kicking Throwing object that hits Poking eye Spitting on Kneeing</p>	<p><u>LEVEL B:</u> A single lunchtime detention</p> <p><u>LEVEL C:</u> 2 Day lunchtime detention</p>
<p>C</p> <p>Medium level violent act that could or does cause physical injury, usually <u>not</u> requiring 'FIRST AID'. (recorded as step 3)</p>	<p>As for Category B/C, with 'FIRST AID' sought.</p>	<p><u>LEVEL D</u></p> <p>EXIT TO PRINCIPAL</p> <p>Either of:-</p> <ul style="list-style-type: none"> • In-School Suspension • Short suspension • Long Suspension
<p>D</p> <p>High level violent act that causes physical injury, requiring 'FIRST AID'. (NB. Severity and intent are to be considered for incidents of injury.)</p>		
<u>REPEAT OFFENDERS</u>		
<p><u>For Level B/C Offences</u></p> <p>2 in week= 2 day detention (no reduction)/parent contact</p> <p>3 in term= in school suspension (min.of half day)</p> <p>4 in term = parent letter/ possible counselor referral/ weeks detention or in-school suspension</p> <p><u>For Level D Offences</u></p> <p>2 or more in term = further short suspension/ counselor referral / long suspension/ expulsion</p>	<p><u>For repeated Level A offences</u></p> <p>Combinations of:-</p> <ul style="list-style-type: none"> • counseling with Principal • single detention • 2 Day detention • parent contact and/or letter • in-school suspension for up to half day 	<p><u>INVESTIGATIONS</u></p> <p>All incidents must be investigated thoroughly and conclusively. <u>Final</u> categorisation of incidents is the responsibility of the Executive in Charge &/or Principal.</p> <p><u>NB.</u> Students who <u>honestly</u> admit to an offence may receive a reduction in detention time, as determined by the 'Executive in Charge'. This reduction shall be no more than half the allocated detention time.</p>



DNPS STUDENT WELL-BEING POLICY

Dealing With Inappropriate Behaviours Responsibilities

Classroom Teachers

- Warning/s
- Isolation within room
- Time-Out from classroom
- Lunch detention
- Step 1 and 2 playground offences
- Parent phone calls with Principal approval

Executive Teacher

- Step 3 playground exits
- Classroom exits
- Parent phone calls/letters with Principal approval
- Lunch detention

Principal

- Classroom exits
- Step 3 playground exits
- Parent phone calls/letters
- Omission from excursion/events
- Behaviour Cards (see over)
- Counsellor referrals with teacher input as required
- Parent referrals to Intereach/DOCS
- District Behaviour team referrals
- In-school suspensions
- Short suspensions
- Long suspensions
- Expulsion in consultation with DET authorities

DNPS STUDENT WELL-BEING POLICY



BEHAVIOUR CARD

Name: _____ Class: ____
 DAY: _____

Relevant box to be signed by teacher and student sent to Principal at times indicated.

IN CLASS BEHAVIOUR

	0	1	2	4	5
Score at 10:00					
Score from 10:00-Recess	0	1	2	4	5
Score from Recess-12:00	0	1	2	4	5
Score from 12:00-Lunch	0	1	2	4	5
Score from lunch-2:00					
Score from 2:00-Home	0	1	2	4	5

Scoring Key:
 5=tried/ cooperated/ good to others
 4=satisfactory efforts/ OK to others
 2=warning 1= second warning 0=exited

Your Score for the day was: 
 Score 28-30= Brilliant!!
 Score 25-27= Good !!



BEHAVIOUR CARD

Name: _____ Class: ____
 DAY: _____

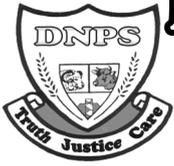
Relevant box to be signed by teacher and student sent to Principal at times indicated.

CLASS and PLAYGROUND BEHAVIOUR

	0	1	2	4	5
End of morning session					
After Recess	0	1	2	4	5
End of middle session	0	1	2	4	5
After Lunch	0	1	2	4	5
End of afternoon session	0	1	2	4	5

Scoring Key:
 5=tried/ cooperated/ good to others
 4=satisfactory efforts/ OK to others
 2=warning/ step 1 playground

Your Score for the day was: 
 Score 23-25= Brilliant!!
 Score 21-23= Good !!



DNPS STUDENT WELL-BEING POLICY

Prohibited Weapons

These include but are not restricted to:

- firearms, knives, whips, blow guns or dart projectors, spear guns, mace, slingshots, knuckle dusters, batons

Possession of weapons is a criminal offence and police are to be contacted where weapons are on the premises. A student in possession of a weapon is to be immediately suspended.

Procedures-Dangerous Behaviours

Where a student is in danger of self harm or of harming others it is imperative that appropriate action be taken. Some of the following procedures may be necessary, dependent upon the situation at hand:

- evacuation of classroom/playground
- lock down or lock out
- removal of student from dangerous area/ other students
- contact of police, rescue, fire authorities

Procedures-Critical/Serious Incidents

School staff or the Principal should assess the critical incident and ensure that the safety of students and staff is in hand. This may include evacuations, lock outs and lock downs.

Depending on the nature of the incident the following should be contacted:

Contacts

1. NSW Police

Call 000-Schools should telephone 000 for immediate assistance in the event of a serious incident. In a less urgent situation, schools should contact their Police Local Area Command.

2. School Support Officers

Call 9561 8247-School Safety and Response hotline 1300 363 778

(24 hours per day 7 days per week)

Experienced senior officers and police officers staff the hotline, 24 hours a day, seven days a week for immediate assistance for serious incidents involving violence, weapons, illegal drugs and or major criminal activity.

3. School Security Unit

Call 9672 2000-School Security hotline 1300 880 021

(24 hours per day 7 days per week)

This unit is a specialised area that provides advice and training to schools on security issues. School principals can request a visit from the unit to discuss security concerns. The unit also operates a hotline for physical security issues on 1300 880 021.

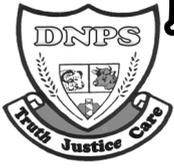
4. NSW Fire Brigades

Call 000-All fires, even if you believe they have been extinguished, should be reported on the 000 emergency line.

5. Southern Riverina SED-Call 131536

6. The DET media unit-call 0263348080- may also need to be contacted once the area is secured.

The above should be considered in conjunction with the school's 'Critical Incidents' policy.



DNPS STUDENT WELL-BEING POLICY

Suspensions

Any consideration of suspension must be managed in keeping with the NSW Department of School Education guidelines. A full and fair investigation will always be held by the appropriate people before any decision on suspension is made. All teaching staff are to be notified of suspensions. Any period of suspension provides a time when the parties involved seek a positive resolution to the current problem.

At Deniliquin North school suspension of students can include any of the following:

a) In-class timeout-where a student is required to work in, or near their class for a short period of time and is isolated from the rest of the students. Student expectations are outlined in the attachment, 'What Is Timeout'.

During timeout students go to recess and lunch at the same time as the rest of students. Timeout is dealt with by the class teacher, often in consultation with the principal or executive staff member. During timeout acceptance is to be reached about behaviour change or restitution.

In-class timeout will result from the following kinds of behaviour:

- continued disruption that prevents learning
- low-level damage to property
- non-compliance
- low-level nonconformity to class rules

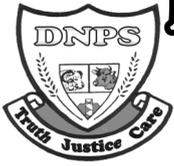
Students that do not comply with the timeout rules are to be sent to the supervisor concerned, or the principal. A student exit card is to accompany the exited student.

b) In-school suspension-where students work for a part day, full day or longer in a designated place away from their class.

During in-school suspensions students have recess and lunch away from other students. In-school suspensions are managed by the principal or an executive in consultation with the class teacher who provides work for the student. Parents may be informed of an in-school suspension, at the principal's discretion.

A minimum of **in-school suspension** will result from the following types of behaviour:

- continual defiance
- violence with intent to harm (category C violence)
- verbal abuse to teacher
- repeated continual disruption
- repeated offensive language to someone
- repeated harassment, discrimination, racist comments
- wilful, deliberate damage to school/student property



DNPS STUDENT WELL-BEING POLICY

c) Short suspension-where as a student is excluded from school for a period of 1-4 days.

During Short Suspension periods, students complete work set by the class teacher while at home under the supervision of a parent/carer. Students suspended will undertake management plans that will involve the class teacher, principal or executive, parent/caregiver, and, if required: home school liaison officer, school counsellor and other appropriate student services personnel. Parents and/or students are required to attend a suspension re-entry meeting before the student returns to school.

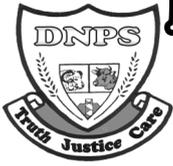
A minimum of Short suspension will result from the following types of behaviour:

- a single category D violent act or repeated violence
- repeated non-compliance
- continuation of inappropriate behaviour following in-school suspensions
- repeated obscene language

d) Long suspension where a student is required to work at home for a period of 5 to 20 days. This is done in accordance with Departmental procedures.

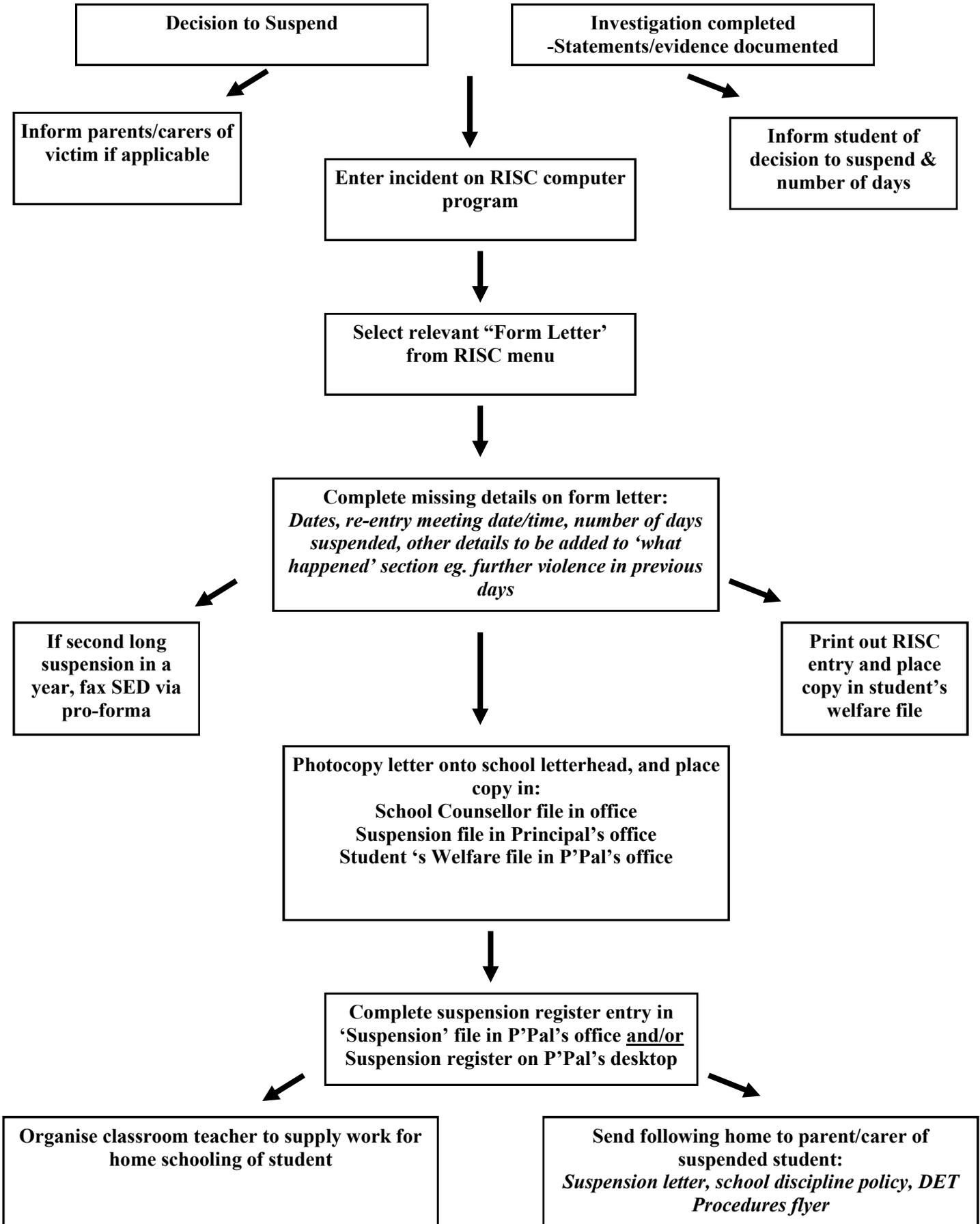
Expulsion

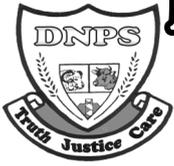
Like long suspension, expulsion of students is to be done in accordance with Departmental procedures.



DNPS STUDENT WELL-BEING POLICY

Short/Long SUSPENSION PROCEDURES (22/2/11)





DNPS STUDENT WELL-BEING POLICY

Student Strategies

Strategies for students to utilise in different situations at school, include:

- ignoring low-level inappropriate comments
- acting as if inappropriate comments are not hurtful
- being around other students, so that inappropriate comments can be witnessed
- in a very firm voice saying to the person, “ No. I don't like what you are saying/doing. Leave me alone!”
- moving away from the person who is acting or speaking inappropriately
- telling the teacher who is on duty, if the person refuses to cease
- if, after the teacher has intervened, there are further incidents, making a further report to the teacher on duty or see the principal

Procedures for Complaints Concerning Discrimination

The New South Wales Antidiscrimination Act (1977) makes it unlawful to discriminate against or harass a person on any of the following grounds: race-including colour, nationality, descent and ethnic, sex, marital status, disability, homosexuality or age.

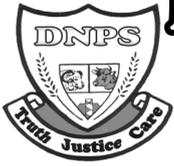
All New South Wales government departments, including schools, are to implement procedures to deal with issues covered by the Act.

These procedures include educational programs such as child protection.

Full details of the procedures for making a complaint are outlined in:

‘ Procedures for Resolving Complaints About Discrimination Against Students’ which is available at the school.

At the start of each school year 2 members of staff are nominated in the positions of Grievance Officer and Industrial Relations Officer. Any grievances are to be made to the Grievance Officer or to the Principal who then will explain the procedures to be followed.



DNPS STUDENT WELL-BEING POLICY

Anti Bullying

Plan Statement

Schools exist in a society where intimidation, harassment and victimisation occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

Bullying Behaviour-Definition

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

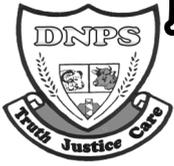
Bullying behaviour can be:

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

About Bullying

Bullying:

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



DNPS STUDENT WELL-BEING POLICY

Prevention

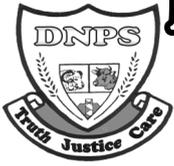
Working on the premise that prevention is better than cure, the school has developed an extensive anti-bullying program. This program includes specific lessons as outlined below for different stages of learning and are designed to ensure that all students are fully aware of the following:

- What is bullying?
- What is the nature of bullying?
- What is cyber-bullying?
- What strategies can be used when a student is bullied?
- How does the School Discipline Code deal with bullying?

Strategies to prevent bullying

The following are some of the strategies employed at DNPS to develop a positive climate and to prevent bullying:

- Messages at assembly promoting happy, safe play and that bullying is not tolerated in this school.
- Teacher training in Anti Bullying strategies and ways of dealing with bullies.
- Anti Bullying, Child Protection and Drug Education lessons incorporated into PD/H units.
- Teacher training and implementation of Anti Bullying Programs such as APEEL.
- Classroom and whole school rules enforced.
- Quality teaching occurring in classrooms to keep students engaged and on task.
- Reward system for positive behaviour and discipline code followed for misbehaviour.
- Social skill program (PD curriculum) developed and taught to empower/teach students how to play appropriately.
- Values Education
- Peer Support Programs



DNPS STUDENT WELL-BEING POLICY

Specific Roles and Responsibilities

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

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

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

Students have a responsibility to:

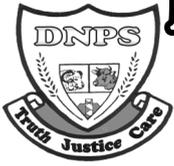
- behave appropriately, respecting individual differences and diversity
- follow the school Anti-Bullying Plan
- respond to incidents of bullying according to their school Anti-Bullying Plan.

Parents and caregivers have a responsibility to:

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

The school has a responsibility to:

- develop an Anti-Bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-Bullying Plan
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment, intimidation and victimisation



DNPS STUDENT WELL-BEING POLICY

Teachers have a responsibility to:

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

Identification and Responses

Students are taught to identify bullying behaviour by:

- participating in Anti Bullying lessons and looking for signs in interactions with others

Parents/Caregivers are encouraged to:

- Attend workshops on Anti Bullying, training in strategies to look for behaviour signals in their own child
- Observe and listen to own child's reports about day at school.

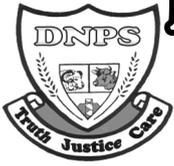
Teachers are expected to identify bullying behaviour by:

- observing student interactions
- encouraging and rewarding students who are bystanders and speak out against bullies
- remaining vigilant in areas identified as having potential for bullying incidents to occur

Reporting and Intervention

Students should:

- Firmly tell bully to go away
- Move away from bully
- Record and report when the bullying is happening, where it is occurring, who is doing it, how they are doing it and if possible why it is occurring.
- Report repeated incidences to the teacher and/or principal for investigation



DNPS STUDENT WELL-BEING POLICY

Teachers

- Report students who are bullying or are victims of bullies to the Executive for monitoring
- Record incidences in playground folder or class discipline folder—follow discipline plans to deal with situation.
- Inform principal and other teachers about the incidences.

Parents

- Gather all information possible from child
- Inform teacher/ principal (phone, writing or in person) about the incidences
- Reassure own child that they are a great person and that the bully will be dealt with at school.

Strategies to Deal with Bullying

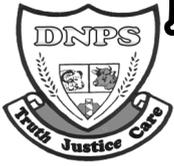
In dealing with bullying behaviour, the school needs to recognise the repeated and recurring nature of bullying and have mechanisms in place to identify patterns of repeated offending. This it does, through its Discipline Policy.

Students, their parents and caregivers must be encouraged to be proactive in dealing with bullying, so that appropriate support can be provided to those students involved in any incident.

Strategies to use if you are bullied:

- Take a deep breath
- Look directly into the eyes of the person attempting to bully you,
- Speak in a firm, clear voice and say loudly, “Stop that, I don’t like it!”
- Walk away from the situation,
- Go directly to the teacher if the attempts you have employed have not worked and report what happened.

If you witness bullying behaviour always challenge and report it.



DNPS STUDENT WELL-BEING POLICY

Strategies used for the bully include:

- recording bullying incidences and bullies spoken to by teacher.
- repeated occurrences of bullying, student given detentions
- student meeting with principal and/or staff member (exec) to sort out issues surrounding bullying incidences.
- develop individual behaviour modification plans
- detentions and social skill lessons
- parent meetings
- Counsellor referrals
- Itinerant Behaviour Support Teacher referrals
- consideration of suspension and expulsion for repeated incidences in accordance with Discipline Policy and Departmental Guidelines after other strategies have been tried. Students and parents will be informed of appeal procedures (Departmental policy) in relation to incidences of suspension and expulsion due to bullying.

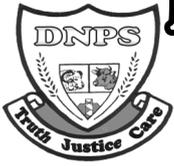
Monitoring, Evaluation and Reporting Requirements

The Anti-Bullying Plan must be reviewed on a regular basis, so that all members of the school community are aware of and remain committed to it. The Plan should reflect the current teaching and learning practices at the school. The review will provide opportunities for reflection and renewal. The school should develop and implement a revised Plan, if necessary, following a review. The school will continue to monitor and evaluate the implementation of the Plan on an ongoing basis by:

- checking of red folder monitoring sheet for bullying incidences
- checking of suspension register for suspension rates due to bullying/ harassment
- teachers reviewing policy at staff meetings
- check of classroom programs for registered teaching of Anti-Bullying lessons
- inviting support/training and help from district-office
- parent surveys

Some Resources to Assist Teaching

Bounce Back series (Helen McGrath & Toni Noble), Social Skills-Empowering Kids (Sue Berne), Bullying Blackline Masters (RIC Pub.)



DNPS STUDENT WELL-BEING POLICY

DET Appeal Procedures

In cases of suspension and expulsion where a parent/carer feels that the decision is unfair, or the procedures have not been followed properly, an appeal can be made to the following:

- *District Office 'Student Welfare Consultant'*

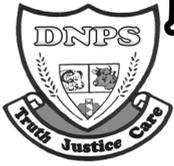
Support and Help

Parents requiring assistance with aspects of the DNPS Discipline Policy can obtain it by:

- *contacting the Principal or an Executive teacher*
- *contacting the Western Riverina Schools 'Senior Education Director' (SED)*
- *contacting the 'Student Welfare Consultant'*

Professional Learning for Staff

Staff are encouraged to undertake Professional Learning opportunities pertaining to aspects of the Well-Being Policy as these arise.



DNPS STUDENT WELL-BEING POLICY

Cyber Bullying and Internet Usage

A) Cyber Bullying

Definition of Cyber Bullying

Cyber bullying is defined as inappropriate and repeated use of the internet to deliberately harm or hurt an individual or group. This may take the form of hurtful and/or offensive emails, blogs, images and facebook entries.

Strategies to Assist Students That are Cyber-Bullied

Strategies include (see more over!):

- *reporting any form of cyber bullying to the Principal who will take action as is appropriate and in line with the school Discipline Policy. This may include counselling services.*
- *telling a trusted friend or adult*
- *identifying files that are potentially harmful and allowing an adult to see them/print them out*
- *not responding and blocking access to the cyber bully*
- *contacting police*

Disciplinary Action to be Taken When Cyber-Bullying Occurs

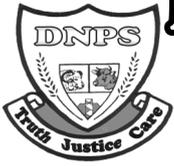
A range of action is possible and is to be implemented by the Principal. These include all forms of disciplinary action as per the school Discipline Policy.

Cyber-Bullying Lessons

Cyber-Bullying lessons are introduced in Kindergarten and are part of the school's PD program. Several lessons are taught early in Term 1 and revised on a needs basis throughout the year. On occasions the Principal will include snippets of information in the school newsletter.

Resources to Assist in Cyber Bullying Lessons

- *ACMA website- Hector's World (grades K-4) and Cyber Quo11 (grades 5/6)-sessions at the commencement of the school year as part of the PD program*
- *Budd-e CD Rom*
- *School Counsellor/ Student Welfare Officer lesson to Grade 5/6 students once per year*



DNPS STUDENT WELL-BEING POLICY

So what can *we* do? (from the Bullying No Way website)

Because most incidents of bullying occur off adults' radar screens, it's important that young people learn to protect themselves online and respond to cyber bullying among peers when they encounter it.

Prevention

Cyber bullying is everyone's business and the best response is a proactive or preventative one. To be proactive you can:

- **Guard your contact information.** Only give your cell phone number, instant messaging name or e-mail address to trusted friends, and keep a note of who you've given it to. Consider using caller ID blocking to hide your phone number when making calls. Similarly, don't leave your name on your voicemail. Don't give your details to people you don't know – or don't want to know!
- **Take a stand against cyber bullying.** Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

Action

If you are being harassed online, take the following actions immediately:

- **Tell an adult you trust.** This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it.
- **Leave the area or stop the activity.** People who bully get their kicks from knowing they've upset their target. Don't let them know they've upset you, and you've taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the Internet — easy!
- **Block the sender's messages.** If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.
- **Keep a record.** Save any harassing messages and record the time and date that you received them.
- **Advise your Service Provider.** Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- **Report to police.** If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.

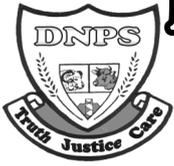
Support services

Kids Help Line (1800 55 1800) is a free and confidential, telephone counselling service for 5 to 25 year olds in Australia.

www.kidshelp.com.au

Lifeline (13 11 14) is a free and confidential service staffed by trained volunteer telephone counsellors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia.

<http://www.lifeline.org.au>



DNPS STUDENT WELL-BEING POLICY

Mobile Phones/Electronic Devices

Students are permitted to bring mobile phones to school, but are not allowed to retain them in their possession, or use them on school premises or during school hours. This period of non-use includes while waiting for a bus.

Where a student brings a mobile phone/electronic device to school, the phone/device is to be given to the class teacher or Principal for safe keeping. This is to be done by the student as soon as possible, upon entering the school grounds.

Students who use a mobile phone/electronic device on the premises, or do not hand it to a teacher/principal will have the phone/device confiscated.

Should the phone/device contain inappropriate images/video/audio files, police may be contacted and the phone/device passed on to them.

B) Appropriate Use of Internet

General

All use of the internet by students and staff is to be appropriate. Students who deliberately seek and find inappropriate material will have their internet privileges blocked for a time period and parents contacted.

Where a student inadvertently accesses inappropriate content, this should be reported to the Principal, who will take action as deemed necessary.

Use of Email/Blogs/Chatrooms

Inappropriate use of email will result in the offending student having their internet privileges blocked for a time period and parents contacted. Should the email be of a criminal nature or reveal elements pertaining to a crime, the police will be contacted.

Accessing Blocked Sites

The DET blocks sites that are deemed inappropriate. Students that are found attempting to access such sites will have internet privileges withdrawn for a time period and parents will be contacted.

Virus Protection

Students are not permitted to bring to school any files that have the potential to cause a virus in the DET network. Files on hard drives and memory sticks can only be downloaded to school computers if Principal approval is given.

References

The Student Welfare Policy (NSW Department of Education and Training, 1996), Occupational Health and Safety Policy (NSW Department of Education and Training, 2004), Protecting and Supporting Children and Young People: Revised Procedures (NSW Department of Education and Training, 2000), Complaints Handling Policy (NSW Department of Education and Training, 2006), Code of Conduct (NSW Department of Education and Training, 2004).