



Student Well-Being and Bullying Policy

Purpose:

- 1.1 To develop an overall positive approach towards all aspects of the child's learning and development. We aim to foster a school climate of personal responsibility, self discipline and positive self-esteem.
- 1.2 To provide a school environment which does not discriminate students (gender, race or religion)
To provide all children with a supportive happy and safe school environment in which the rights and responsibilities of everyone within the school community are recognised valued and upheld.
- 1.3 The successful implementation of this policy aims for each child accepting responsibility for their own behaviour, striving for personal excellence and developing a sense of self-worth and confidence.

Guidelines

- 2.1 We provide a variety of educational opportunities and teaching strategies which cater for individual abilities and learning styles.
- 2.2 To create a culture of caring where each child is valued and where children are encouraged to approach staff with concerns.
- 2.3 To create a school environment which fosters mutual respect, tolerance and sense of belonging for each child.
- 2.4 Our approach to Student Well-Being is positive, believing that everyone within the school has rights and responsibilities:

Rights:	Responsibilities:
* the right to respect from others	* to be respectful, courteous, and kind to others
* the right to learn and teach	* to allow others to learn and teach without interference
* the right to feel safe	* make others feel safe
- 2.5 A safe and supportive environment is most likely to be achieved when there are **clear rules** and people **understand** their responsibilities.
- 2.6 Enrichment and support programs will be provided to enhance positive personal inter-relationships.



- 2.7 We aim to be pro- active to children’s needs and wants and make provision in our curriculum development for personal and social skills.

Implementation

- 3.1 A positive whole school approach to Behaviour Management is implemented in classrooms and playground and reviewed regularly. (SEE Appendix 1 – Behaviour Management Protocols)
- 3.2 Teachers use teaching and learning strategies that develop and challenge the skills and cater for individual styles of each student on a daily basis.
Teaching and learning strategies will be the focus of regular CSF team meetings and individual P.D. plans.
Enrichment and support programs play an important role in the development of all students. These programs include: Reading Recovery, Individual Differences, Red Eagles program, annual concert and performance at the West Gippsland Arts Centre, Perceptual Motor program for year Prep - 2, Country Connections for gifted and talented students, swimming program, Bike Education, Jump Rope For Heart team, Junior School Council, Police in Schools program, various music groups, instrumental music tuition and Safety House Program.
These and other programs are aspects of the school’s philosophy of student excellence. These programs will be reviewed and extended regularly.
- 3.3 Children will be given the opportunity to develop inter-personal and positive self-esteem through the sequential teaching of Social Skills relating attitudes, inter-personal relationship and communication. These skills will be documented, taught and assessed at each CSF level. They will be reviewed regularly.
- 3.4 There will be a recognition of the importance of Student Well- being through the appointment of a Well-being Co-ordinator.
- 3.5 Student well- being is actively promoted through the recognition of both efforts and achievements of all students. The students are recognised for achievements in the classroom and in the playgrounds using such things as “Pupil of the Week”, individual stickers and certificates, playground awards whole class awards and Principal award.
- 3.6 The school uniform, which promotes a sense of belonging, is compulsory for all students.
- 3.7 Classes are small, particularly in the first years of school to give each child maximum opportunity to settle into learning and working as part of group, and to develop appropriate ways of interacting with others.
- 3.8 Further welfare and curriculum opportunities include greater co-ordination of drug education (drug specific information and personal skills) through our integrated format and the development of a 3 years ISDES (Individual School Drug Educational Strategy)
- 3.9 **Bullying** No form of bullying is tolerated at Warragul Primary School.



3.10 Student's rights and responsibilities are recognised and discussed through the forum of Junior School Council.

Evaluation

- 4.1** Inclusion of student well - being in both formal and informal reporting to parents.
- 4.2** Students will be surveyed regularly on their perceptions of our school environment.
- 4.3** This policy will be regularly reviewed.



APPENDIX 1. BEHAVIOUR MANAGEMENT PROTOCOL

Purpose:

- a. To provide all children with a supportive happy and safe school environment in which the rights and responsibilities of everyone within the school community are recognised valued and upheld.
 - b. This policy encompasses the rights and responsibilities of the School Community to ensure that our school is a safe and effective teaching and learning environment for all.
 - c. To provide a framework that empowers all students to take responsibility for their behaviour and to feel safe and happy at school.
2. To establish a clear set of rules, behaviour expectations and consequences for students.
- a. To provide structure to support teachers in the, understanding and management of children's behaviour.

Guidelines

Our approach to Student Well-Being is positive, believing that everyone within the school has rights and responsibilities:

Rights:

- * the right to respect from others
- * the right to learn and teach
- * the right to feel safe

Responsibilities:

- * to be respectful, courteous, and kind to others
- * to allow others to learn and teach without interference
- * make others feel safe

- 2.1 For these rights to work everybody needs to know they are responsible for the way in which they interact.
Responsibility is when we make informed choices about our behaviour and take control of our actions.
- 2.2 A safe and supportive environment is most likely to be achieved when there are **clear rules** and people **understand** their responsibilities.
 1. To ensure that everyone feels safe and valued, and is able to achieve full potential and learn without disruption, a whole-school approach to behaviour incorporating Restorative practices has been developed. These practices focus on development and enhancement of relationships, the teaching of conflict resolution and other problem solving skills.
- 2.2 We provide strategies and opportunity to assist the child to correct his/her own behaviour and to accept responsibility for his/her own actions, whilst acknowledging the effect of his/ her behaviour on others.



Implementation:

3.1 Warragul Primary School has whole school commitment towards developing a positive, proactive approach to understanding and managing student behaviour through strategies such as building belonging and promoting well-being, Positive values program, You can do it and Restorative practices.

Rules which are based upon the rights and responsibilities of the school community, are made by discussion and negotiation between each teacher and his/her class.

For each class, the rules will include the following:

1. A Learning Rule

This rule applies to the way we learn and play in classrooms and outside. It covers things like co-operation, how we get attention or help in the class, being on task, etc.

2. A Movement Rule

This rule applies to the way we move around the class and in the school building, and movement from one site to another.

3. A Treatment Rule

This rule applies to the way we treat each other.

4. A Safety Rule

This rule cover safe behaviour, use of equipment, etc.

5. Talking and Communication Rule/ Appropriate Language Rule

This rule applies to the agreed method of communication within the classroom, appropriate talking levels, using positive and courteous verbal language, using appropriate body language and gestures.

These negotiated rules are displayed in each classroom and discussed, taught and are sent home for the information of parents early in the school year.

3.3 Proactively focus on strategies for developing Restorative practice through developing personal and social skills.

3.4 A set of rules and consequences for the playground have been established for each campus. These rules are: written in a positive way, owned by teachers and children, fair and certain. The rules set reasonable limits to children's behaviour and make expected behaviour clear in advance.

PLAYGROUND RULES AND CONSEQUENCES

Junior Campus / Senior Campus: See attachment



3.3 Consequences for inappropriate behaviour are sequential beginning with:

1. a rule reminder and verbal warning,
2. a rule reminder and name on board
3. 'Time Out' in the child's own classroom, (5 -10 minutes)
4. a "Time Out" period in another classroom (complete W form – Reflective Form -15 min.)
- 5 Red Card – Discussion with the Assistant Principal or Principal – to develop appropriate strategies, which provide the opportunity to assist the child to correct his/her own behaviour and to accept responsibility for his/her own action, are part of Restorative practices(**refer to incident report**)

In severe or continually disruptive situation, consequences 1 to 4 may be bypassed.

At Warragul Primary School we employ a variety of strategies to develop this personal responsibility. These include:

a. Time Out – 5 minutes

Time out is used in the classroom or playground to help the child “cool down” and think about what they have done, and the effect of their behaviour on self and others
Area in classroom or playground should be quiet and private area.(preferably not in sight of other students) Time out area can also be accessed by students as a personal behaviour management strategy.

b. “W” Forms / Reflective Form (see attachment) – 15 min

This gives the child the opportunity to reflect on their behaviour, offer an explanation and develop appropriate behaviour.

c. Individual Success Plan

An individual contract is one way of assisting the child to behave in an appropriate manner. A contract is an agreement between child and adult. The child agrees to try to set and attain a goal and the adult agrees to help. It is a positive experience and reinforces appropriate behaviour.

Parental support is valued in long term behaviour recovery programs.

d. Community agencies.

There may be times when it would be helpful to refer the child to other agencies within the community to assist them with their particular behaviour issues. It may be that in some cases families may seek support from such people. If the school felt that a child could be helped in this way, such action would only be taken after consultation and agreement with parents.

Evaluation

4.1 At the end of each year, staff will be asked to reflect upon the behaviour management practices within the grade and the playground. This should be an individual reflection, as well involvement and review by the whole school.

4.2 Annual staff, parent and student surveys will reflect the effectiveness of the Behaviour Management Practices.



- 4.3** At the beginning of each year staff will be involved in discussing and reviewing these practices to develop a consistent approach across the whole school.

APPENDIX 3 ANTI - BULLYING SUPPORT PROTOCOL

Purpose

- 1.1** Bullying is not tolerated at Warragul Primary School. It is a form of harassment. Students have the right to learn and play safely and confidently in a supportive environment.
- 1.2** To provide a framework that teaches students the importance of positive relationships empowers all students to develop resilient behaviours.
- 1.3** To develop a structure of support for students who have experienced some form of harassment.



Definition

Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

Direct physical bullying

This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying

This form includes name calling, insults, homophobic, religious or racist remarks, or verbal abuse.

Direct visual bullying

This form includes offensive notes or material, graffiti, gesture and damaging other people's possessions

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

- lying and spreading rumours;
- playing nasty jokes to embarrass and humiliate;
- mimicking;
- encouraging others to socially exclude someone;
- damaging someone's social reputation and social acceptance; and
- cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

Sexual bullying:

including touching or brushing against one in a sexual manner, sexually orientated jokes, drawings of or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, and demanding information about someone's private life.

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.



School students have the right to a safe and caring environment which promotes learning, personal growth and positive self esteem. The School is committed to providing this and each student, teacher and parent is responsible for ensuring that this occurs.

This policy has been endorsed by the teaching staff, parents and the children.

At Warragul Primary School through our curriculum, children are taught and practice positive social skills such as assertiveness and positive self-esteem through sequential, age appropriate lessons.

Implementation

MANAGEMENT

Warragul Primary School has a pro-active Behaviour Management program. We have a sequential, age appropriate, Social Skills Program that is taught in all grade levels.

However if an incident of bullying is reported consequences in line with our Behaviour Management policy apply, (see attached pages) this can include providing appropriate strategies to help improve behaviour concerns.

The concerns of victims of bullying will always be treated seriously by staff at Warragul Primary School and steps taken to empower these children and to rectify unsatisfactory behaviour by bullies.