WELLBEING POLICY

STUDENT CODE OF CONDUCT

ANTI-BULLYING POLICY
The Manorvale Primary School Council ratified this policy in December 2008.
Manorvale Primary School is committed to implementing a range of wellbeing practices to provide a safe, caring and supportive learning environment for all members of the school community. A whole school approach that embeds student safety and wellbeing underpins all our school programs and interactions with the community.

**STUDENT CODE OF CONDUCT**

**School Values**
The following values are seen as being central to the life of our school and how all members of the school community will conduct themselves:

1. Care and Compassion
2. Doing your Best
3. Fair Go
4. Freedom
5. Honesty and Trustworthiness
6. Respect
7. Responsibility
8. Understanding, Tolerance and Inclusion

(Refer to the 'Manorvale Values...' booklet for a detailed explanation of these values).

As a school, we endeavour to apply these values in our everyday dealings with each other and in the development of our programs and policies.

All school community members are expected to act as role models and adopt pro-social values and behave in a respectful, caring and inclusive manner.

Students are expected to abide by the school values and the following school rules.
SCHOOL RULES
1. Always listen when others are talking.
2. Follow instructions and directions the first time they are given.
3. Respect all school property and others’ property including your own.
4. Use your manners at all times e.g. saying ‘thank you’, ‘please’, waiting your turn and putting your hand up.
5. Allow others to learn and work.
6. Be safe at all times. Violent behaviour is not acceptable (physical, verbal and emotional).
7. Always walk inside and around buildings.

OUTDOOR SCHOOL RULES
1. Play in your area.
2. Always play at least 5 metres away from the school fence.
3. Always put your rubbish in the bin.
4. No food or drink on the adventure playground, senior basketball court and oval.

Staff will use a range of rewards and positive reinforcement when students display appropriate behaviour. These include:
- Verbal praise - individual and public e.g. newsletter and class
- Notify family
- Body language - gesture/smile
- Stickers including sticker and reward charts
- Student of the Week certificates and other certificates
- Special role/responsibility
- Encouragement
- Earn and learn money and Intrinsic rewards
- Lucky Dip, Raffle Tickets – teacher and student nominated
- Team/group rewards
- Privileges such as games, computer time and selecting own activity with a friend
- Free time/free choice of activity
- Whole Class rewards such as picnic, party, game, free time in playground
- Classroom rewards

Whole school reward strategies will also be implemented regularly.
ANTIBULLYING POLICY

DEFINITION OF BULLYING
Bullying is when one or more people, deliberately upset or hurt another person, their property, reputation or social acceptance, and this action is repeated over time. (Department of Education and Early Childhood Development)

There are three broad categories of bullying.

1. Physical violence/bullying
When force is used to hurt another person e.g. punching, tripping, pushing, kicking, hitting, spitting, throwing things and damaging their property.

2. Verbal violence/bullying
Using your voice to hurt another person e.g. teasing, yelling, swearing. Using insults, put downs, homophobic or racist remarks.

3. Emotional violence/bullying
Hurtling another person’s feelings or using fear to control another person e.g. dirty looks, excluding, encouraging others to socially exclude someone, threats, imitation and stalking, lying and spreading rumours, playing nasty jokes to embarrass and humiliate, damaging someone’s social reputation and social acceptance, cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

WHAT BULLYING IS NOT
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:

1. 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.

2. 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.
3. **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation**

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.

**PRIMARY PREVENTION: IMPLEMENTATION OF WHOLE SCHOOL PROGRAMS**

A whole school approach that focuses on safety and wellbeing is employed to support all school practices. A range of wellbeing curriculum programs and strategies are implemented across the school. These include:

- You Can Do It! Education program
- Building Friendly Schools and Families program
- Solving the Jigsaw program
- Seeing Red Program
- Whole School Buddy Program – this helps promote friendship and support between older and younger peers which fosters a sense of whole school community
- Structured Lunchtime Activities
- SEASONS for Growth program
- CASEA program
- Stop, Think, Do
- Transition programs
- Student of the Week
- House Sports
- Interschool Sport
- Electives program
- Extra curricular programs such as Rock Eisteddfod and Art projects
- Rewards program
- Parent programs
- Work undertaken by Family Support Worker and School Guidance Officer/Psychologist
STRATEGIES THAT WILL BE USED TO INTERVENE IN BULLYING INCIDENTS

Naming It
- Students will be taught how to use assertive language to name inappropriate behaviour to other students. Students will use the naming it strategy. For example, “Stop it! I don’t like it when you call me names because it hurts my feelings and it makes me feel sad. If you do it again I am going to tell.” If the behaviour is repeated the student reports it immediately to an adult.

- Students will be encouraged to report any bullying incidents to an adult and not to remain silent about it. Once identified, the bully, victim and witnesses will be spoken to, and all incidents or allegations of bullying will be fully investigated and documented.

Stop, Think, Do (from CASEA Program)
Stop Think Do is a strategy that all students can use to help solve problems. There are three aspects of this problem solving approach:
1. STOP: STOP and do not rush in. Work out what is the problem?
2. THINK: What are all the things I can do? (positive and negative solutions). What would be the consequence of each alternative solution/suggestion? It is important to consider both the immediate and longer term consequences of different behaviours.
3. DO: Which one of these solutions would be best to try? Try it! If it doesn’t work, try something else.

Restorative Justice
- Restorative Justice practices will be used to manage conflict and resolve matters. It provides the support and the tools all parties involved need to heal the harm caused and to solve the problem. It is a shift from behaviour management to relationship management. It is underpinned by the following concepts:
  1. Misconduct is viewed as a violation of people and relationships.
  2. These violations create obligations and liabilities.
  3. Problem-solving focuses on healing and making things right.

There are three focus areas:
1. What happened – without blaming
2. Who was affected and how
3. How can it be fixed – problem solving. It also involves logical consequences.

**Students:**
- Are made accountable for what they have done
- Face the people they have harmed
- Work out how they can make things right

Logical consequences may also be allocated because the school rules and values have not been followed.

- Perpetrators will be required to restore justice by making things right for the victim. Discussion will take place with the victim and the perpetrator/s about how things can be made right.
- If required, both the bully/bullies and victim/s will be offered counselling and support.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school’s Student Code of Conduct.

**STAFF EXPECTATIONS**
- Staff will be provided with professional development training relating to bullying, harassment and proven counter measures.
- Staff will implement school curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Each classroom teacher will clarify at the start of each year the school policy on bullying.
- Staff will follow school protocols and procedures when investigating student matters.
- Staff members are expected to intervene and swiftly manage any bullying situation that is encountered or reported by a student or family.
- Staff will contact families to discuss bullying incidents or other incidents of inappropriate behaviour.
- Staff will inform families of any investigations undertaken and any follow up action.
CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Consequences are an essential part of students being held accountable and responsible for their behaviour. An incident may require: contacting parents, alternative lunch program, time out, suspension or detention, note home to parents, sitting on red seat, child fills a problem solving form, exclusion from an activity or excursion/event, positive behaviour modification chart or child makes amends through an act of restorative justice.

Low Level Offences in Classroom (these will relate to the school rules)
The following actions will be taken for low level offences:

Step 1: A reminder of the school rule is given to the student.

Step 2: Second reminder: The student will work in another area of the classroom. The teacher will use the ‘naming it’ strategy to name the behaviour to the student.

Step 3: Third reminder: Exclusion from the classroom to a designated classroom within the department team for a period of 60 minutes. The classroom teacher will notify the designated teacher by phone. The classroom teacher will send home the completed notification letter to the family. The classroom teacher will make a follow up phone call to the family if the notification letter is not signed and returned to school the following day.

Step 4: Time out (During recess or lunch break). The teacher will send home a notification letter informing the family that the student received time out. The classroom teacher will make a follow up phone call to the family if the notification letter is not signed and returned to school the following day.

Step 5: Fifth reminder: The student is withdrawn to the principal or delegate for the remainder of the day. The classroom teacher will send home a notification letter. The classroom teacher will make a follow up phone call to the family if the notification letter is not signed and returned to school the following day.

A repeat offence to step 5 within same week will see an organised meeting with the parents, student, teacher and principal.
Unsafe and violent behaviour in the classroom will result in immediate exclusion from the classroom. The classroom teacher will contact the Principal, Assistant Principal or delegate to collect the student.

**Playground Offences**

Step 1: A reminder of the school rule is given to the student.

Step 2: A second reminder: Walk with the teacher on yard duty.

Step 3: Alternative recess/lunchtime tasks will be allocated e.g. picking up papers, weeding and sweeping

Step 4: Time out.

Unsafe and violent behaviour in the yard will result in immediate exclusion from the playground. Students will be sent to the office to discuss the matter with the Principal, Assistant Principal or delegate.

**Ongoing Repetitive Behaviour**

Consequences for students will be individually based and may involve:

1. Parents being contacted and a meeting arranged to discuss the matter.
2. Developing a Student Management Plan or contract.
3. Withdrawal/exclusion from the classroom.
4. Withdrawal/exclusion from the yard.
5. Withdrawal of privileges such as camps, excursions and other events.
6. Counselling will be offered through the School Guidance Officer or Psychologist.
7. Disciplinary actions such as suspension.

A suspension can be given at any time if a student's behaviour meets the suspension criteria.
**Time Out Procedures**
A designated room will be allocated for time out. Staff will be rostered to supervise time out. Teachers will be responsible for escorting the student/s to the time out room. Staff will record either electronically or in a designated book the students who are required to attend time out. A notification letter will also be sent home to parents.
During time out students may be required to:
- complete a problem solving sheet
- complete work tasks
- provide an appropriate response to their behaviour (using restorative justice practices)

**Grounds for Suspension**
A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

a) Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities; or

b) Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or

c) Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education; or

d) Fails to comply with any reasonable and clearly communicated instruction of a principal or teacher; or

e) Consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or

f) Behaves in a way which threatens the good order of the school’s program or facility; or

g) Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.
ADVICE FOR PARENTS

Children who are being bullied may:
- Be frightened of walking to and from school
- Change their usual route
- Beg you to drive them to school
- Be unwilling or refuse to go to school
- Feel ill in the mornings
- Non-specific pains, headaches and abdominal pains
- Begin wagging school
- Begin doing poorly in their school work
- Come home regularly with clothes or books destroyed
- Become withdrawn, start stammering, lack confidence
- Become distressed and anxious, or stop eating
- Attempt or threaten suicide
- Cry themselves to sleep, or have nightmares
- Have their possessions go missing
- Ask for money or start stealing (to pay the bully)
- Continually ‘lose’ their pocket money
- Refuse to talk about what’s wrong
- Have unexplained bruises, cuts and scratches
- Begin to bully other children, or siblings
- Become aggressive and unreasonable
- Give improbable excuses for any of the above
**STRATEGIES: What can parents do if their child is being bullied**

- Report any bullying matters immediately to the school. Discuss the situation with your child’s classroom teacher or with a member of the school’s leadership team.
- Do not try and resolve the matter yourself by approaching any students or families. This tends to incite/inflame the matter even further.

**PROCEDURE**

Parents should try to obtain as many facts as they can through discussion with their child so that they can identify if there is a repeated pattern. Try to identify and write down:

- What happened
- Who was involved on each occasion
- Where and when these things happened
- Whether there was any provocation on the part of the victim
- Who witnessed each situation
- Did anybody else see it, and, if so, who;
- When the bullying first began;
- What solutions you have tried so far; and
- The names of any teachers who are aware of the problem

As soon as you have a reasonably clear picture of the situation and the facts let your child know that you are approaching the school.

Make an appointment with your child’s teacher, Assistant Principal, Principal or a member of the leadership team to discuss the matter (do not just turn up to the school without an appointment).

**At the meeting:**

- Bring notes of the points you want to make at the meeting.
- Stay calm. Becoming angry, making accusations or demanding certain actions may make the situation worse.
- Present your concern and information in a calm way and try to work with the school to resolve the problem.
- It can be helpful to remember that if you were originally unaware of the problem, then your child’s teacher may also not have known of the situation.
- Be patient. The school will need time to investigate the matter and speak to all the students and staff (if applicable) involved.
- Ask to see the school’s Anti-Bullying policy to see the school’s approach to dealing with bullying.
- The school will contact you to discuss the outcome of the investigation and to outline the steps it will take to resolve the matter.
- Arrange a further meeting to discuss the plan for dealing with the matter and any future bullying incidents.

Follow Up
- Parents should encourage their child to report any further bullying incidents to a teacher at school.

What Parents Can Do If Their Child Is Involved In Bullying
- Parents should acknowledge the possibility that their child may be involved in bullying another student.
- Respond calmly and try to working with the school to manage the problem in a helpful way.
- A situation can be made worse for a child if parents directly approach the bullied student or their family or try to get other parents to take your child’s side.
- Parents should see the situation as an opportunity for their child to learn important developmental lessons.
- Support and counselling is available through the School Guidance Officer or Psychologist.

What Parents Can Do To Reduce Bullying at School
- Parents should let their children know how much they disapprove of bullying and why.
- Any type of bullying at home should be avoided, and respect for others should be modelled and encouraged.
- Emphasis should be given to seeing things from another child’s point of view.
- Supporting any other child who is being bullied should be encouraged.
- It is helpful for the school if parents report all incidents of bullying that they are aware of at the school, not just incidents that happen to their own child.
- Differences should be respected and embraced rather than ridiculed.
- Parents should talk to their child about the qualities associated with caring friendships and discourage them from staying in ‘friendships’ where they are mistreated or not respected.
# EXAMPLE OF PARENT NOTIFICATION LETTER

**MANORVALE PRIMARY SCHOOL**

**PARENT NOTIFICATION LETTER**

Date: ______________________

Student: ________________________________ Grade: ________

<table>
<thead>
<tr>
<th>Steps (please tick):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☐ Reminder of school rule given</td>
</tr>
<tr>
<td>2. ☐ Moved within classroom – teacher ‘Names It’</td>
</tr>
<tr>
<td>3. ☐ Exclusion from the classroom to a designated classroom for 60 mins</td>
</tr>
<tr>
<td>4. ☐ Time Out at recess and/or lunch time</td>
</tr>
<tr>
<td>5. ☐ Student withdrawn to Principal/delegate for remainder of the day</td>
</tr>
</tbody>
</table>

*notification letter is sent home at step 3 and beyond

<table>
<thead>
<tr>
<th>Reasons for exclusion or time out:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

Thank you.

Teacher signature: ___________________________________________