



BANKSMEADOW PUBLIC SCHOOL

A quality education in a caring environment

Student Welfare Policy

Revised: April 2016

As a NSW Department of Education school, Banksmeadow Public School “is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.” (*The Wellbeing Framework for Schools, Department of Education, 2015*). It is our commitment that we will deliver on this agenda.

Banksmeadow Public School influences the wellbeing of students by providing experiences that allow choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Schools play a pivotal role in shaping the values and attitudes of students within their care. Banksmeadow Public School endeavours to provide students with experiences to develop their voice, become active learners and develop strong character qualities to enable them to connect with, succeed, thrive and contribute positively to society, now and in the future.

Banksmeadow Public School students belong to a school that has an innovative and supportive learning environment. The curriculum is implemented through quality teaching and learning programs from Preschool to Year 6. Our committed and experienced staff ensure the learning and social outcomes of all students are met. Student differences are valued and catered for through the implementation of personalised programs. This is evident through the participation of classes in our Support Unit in all aspects of school life. The school's focus on student welfare and expectations of a high standard of behaviour ensures a safe environment that encourages respectful, resilient and active learners.

The aim of this policy is to communicate Banksmeadow Public School's commitment and procedures to ensure the wellbeing of all students. The Welfare Policy (revised 2016) will contain the following elements:

- Discipline Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Uniform Policy

The Welfare Policy will be supported by:

- K-6 Enrolment Policy (to be revised 2016)
- Preschool Enrolment Policy (revised 2016)
- Leadership Policy (revised 2015)
- Mobile Phone Policy (revised 2016)
- Sport Selection Policy (revised 2015)

Each of these policies will be reviewed every two years.



DISCIPLINE POLICY

STATEMENT OF PURPOSE

This policy provides a guide for staff, students and parents/carers to understand the processes and procedures that Banksmeadow Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour. Banksmeadow Public School consistently reinforces positive behaviour and aims to ensure that all students and members across our community feel safe and happy at school. Through the creation of a culture of respect, resilience and safety, students will be able to engage in educational programs with success. This policy reflects the *Wellbeing Framework for Schools* and the *Student Discipline in Government Schools Policy*.

SCHOOL EXPECTATIONS AND RULES

Our school's expectations and rules are explicitly taught to all students from Preschool to Year 6. All members of our school are expected to follow the school rules and are encouraged to work towards achieving the school expectations.

A list of the school rules can be found in Appendix 1. The school expectations are:

- Be safe
- Be respectful
- Be resilient
- Be an active learner

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

Banksmeadow Public School maintains a focus on providing positive reinforcement to encourage positive behaviour. The school subscribes to the Positive Behaviour for Learning (PBL) framework. When students demonstrate positive behaviour, a culture of respect is present within our community, all students feel safe and are successfully engaged in the learning cycle.

- Student of the Week ribbons – these ribbons are handed out to one student in each class each week. The class teacher selects the recipient based on their performance of the school expectations. When handing these ribbons out at the weekly assembly, the teacher presents a short speech for the reasons the student is receiving the award
- Proactive supervision – provided by all teachers on the playground and within the classroom. Regular discussions and “check ins” with individuals and groups of students will occur so as to ensure all students are following the school rules, adhering to expectations and interacting appropriately with all members of the school community
- Curriculum – will be addressed within classrooms, at a level appropriate to the students for which it caters. Activities will be differentiated to cater for the personalised learning and support of students
- Learning and Support Team (LST) – the LST is comprised of the school principal, school counsellor, Learning and Support teacher, executive staff, the Reading Recovery teacher and the teacher of any student who is being referred. The LST supports the wellbeing of all students by providing support and guidance to address areas of need, for example academic, behavioural and social
- Anti-Bullying Policy – this policy is utilised as needed within the school, in conjunction with the school's Discipline Policy
- Positive Behaviour for Learning (PBL) lessons – these lessons are regularly and explicitly taught to each class and provide students with the knowledge and opportunity to practise strategies to promote safe, respectful, resilient and active learners
- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements
- Matrix of expected behaviours – these matrixes describe the behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. These expectations and behaviours are regularly discussed with the students and are visible in prominent areas of the school for students to refer (Appendix 2)
- Leadership opportunities – as expressed in the school's Leadership Policy

- Lunchtime computer room – this supervised room allows students who would like a break from the playground to attend and complete any unfinished schoolwork, or complete Literacy Planet or Mathematics activities. Students choose to attend this learning space, it is not used as a punishment
- Behaviour Code – at the beginning of each year, class teachers will discuss the Department of Education’s ‘Code of Behaviour.’ All students will be expected to discuss this behavior code with their parents/carers, co-sign the document and return to school to demonstrate their commitment to positive behaviour (Appendix 3)

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The award systems used at Banksmeadow Public School provide opportunities to recognise students for their achievements, and respond positively to student learning and behaviour. The range of strategies used to recognise and reinforce student achievement may include:

- Principal’s Awards – two awards are given out to students in each class each week. The teacher chooses the recipients of these awards based on their achievements in class
- Class Dojos – given by all teachers within our school to reinforce positive behaviour in the classroom. These Dojo points are accumulated throughout the year and are rewarded with a scale of awards: Bronze Award, Silver Award, Gold Award, pennant, medal. Equivalent points for each award will be determined at the teacher’s discretion and will be made clear to the class at the beginning of each year
- House Points – given to students to reward positive behaviour in the classroom or on the playground. These are added together to determine the winning ‘House of the Week’ that is announced at assembly each week
- Verbal praise and encouragement – used consistently throughout classrooms and playgrounds
- Class stickers or stamps – used in individual classrooms as an immediate indication of effort, to acknowledge a pleasing standard of work or positive behaviour
- Table points – used in some individual classes to respond to effort or cooperation and to acknowledge a pleasing standard of work or positive behaviour
- Students acknowledged for their high achievement in the weekly school newsletter, on the school website, the school twitter feed or the school noticeboards
- Awards presented at Presentation Day – these awards are presented for academic and sporting achievements throughout the year
- Feedback – formal and informal feedback is provided by all teachers to their students throughout day-to-day class activities
- Positive Education – the school has a project team dedicated to Positive Education / Positive Psychology. This team provides staff with professional learning in this area and guide staff to implement strategies to reinforce this in their classroom

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Inappropriate student behaviour will be addressed in a timely manner. The strategies and practices to manage inappropriate behaviour will be determined according to the severity and any repercussion of the behaviour, the location where the behaviour took place (e.g. classroom or playground), as well as the frequency with which the behaviour occurs. These strategies will be supported by the school’s *Anti-Bullying Policy*, as well as the [Department of Education’s Suspension and Expulsion Procedures](#).

Inappropriate behaviour may include, but is not limited to: swearing, physical violence (hitting, kicking, punching), spitting, intimidation or verbal threats, homophobic comments, any form of racism.

A range of strategies that may be used by teachers to manage inappropriate student behaviour could include:

- Serious incidents in the playground or the classroom will be referred immediately to the relevant assistant principal. The assistant principal will deal with the matter and provide an appropriate consequence. If the assistant principal deems the behaviour to be too severe, the student will be referred to the principal. The principal will be notified of all serious incidents, as well as the resolution strategy that was implemented
- Whole School Consequence Flowchart - Inappropriate student behaviour in the classroom may be

documented through the use of the whole school consequence guide. This requires the teacher to provide a verbal and visual warning to a student before placing them in 'time out' within the classroom. Repeated negative behaviour will attract a further warning before the student is referred to the assistant principal, who will work through a resolution activity with the student and notify the parent/carer. Continued negative behaviour will attract a further warning before the student is referred to the principal. The principal will work through a resolution activity with the student and will again notify the parent/carer. Repeated referral to the principal may result in further consequences. Students who engage in severe behaviour may be escalated straight to the stage of assistant principal or principal referral (Appendix 4)

- Verbal reprimand
- Teaching of acceptable behaviours
- Social skills training
- Redirection to other tasks
- Written apology
- Phone call to parent/carer to notify them of the behaviour
- Personal meeting with parent/carer to discuss the behaviour
- Counselling by teachers using the restorative practices process
- Playground folder – playground incidents are recorded on the playground folder, carried by each teacher on lunch and recess duty. Assistant principals track the incidents on these folders and address issues of repeated behaviours
- Resolution Room – this room will provide an opportunity for assistant principals to counsel students using the Restorative Justice process, about repeated negative behaviour. This will usually be in regards to behaviour on the playground but may also include repeated negative classroom behaviour. Each student who attends the Resolution Room will complete a written resolution activity that will be sent home and is to be signed and returned to school by the parent/carer (Appendix 5)
- Loss of privileges, including use of technological or sporting equipment, removal from a school team, withdrawal from activity, etc.
- Completion of work during lunch periods
- In-class 'time out'
- Support desk in an alternative room
- Removal from playground
- Restricted play area/activities on the playground
- 'Time out' area in the playground/ 'Time in' area in the Preschool
- Referral to school counsellor
- Referral to support services
- Explicit reteaching of the school's expectations
- Supervision by assistant principal or principal at lunch time
- Support of a Student Learning Support Officer when on the playground to ensure the safety of all students
- Individual behaviour support plan and / or risk management plan, including behaviour monitoring cards/contract
- Detention in classroom
- Removal of Dojo points/House points
- Acts of community service - e.g. cleaning up the mess made, picking up rubbish (consideration will be given to allergies)
- Parent/Carer-Principal interview
- Consideration by the Learning Support Team – this team meets fortnightly and plans for the support of students in the areas of behaviour, curriculum and wellbeing
- Referral for AP Learning Support to gather strategies for behaviour management
- Suspension
- Alternate education programs / support classes

SERIOUS MISBEHAVIOUR

The document, “*Suspension and Expulsion of School Students—Procedures*” outlines consequences of serious misbehaviour. Some excerpts of this document that will be considered when there is evidence of serious misbehavior include:

5.1 Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school’s student welfare and discipline policies.

6.1.3 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

6.1.4 With consideration having been given to the factors outlined (including age, individual needs, any disability and developmental level of students)...principals must suspend immediately...any student who: Is physically violent, resulting in injury...; Is in possession of a firearm, prohibited weapon...or knife (without reasonable cause); Uses, supplies or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance; engages in serious criminal behaviour related to the school.

6.2.1 Short suspensions may be imposed for the following reasons and will be reported in the following categories: Continued disobedience. This includes but is not limited to, breaches of school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco. Aggressive behaviour. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons..., bullying (including cyberbullying), verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

As outlined in the *Student Discipline in Government Schools Policy*:

3.8 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.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of staff, students and parents/cares to ensure the wellbeing of all members of our school community include:

Students

- Demonstrate behaviours in line with the DoE core values and Banksmeadow Public School’s expectations
- Follow the code of behaviour and school rules, and comply with staff directions regarding discipline and appropriate behaviour when engaged in any school activity, both on and off site
- Show respect for teachers, fellow students, other staff and school visitors
- Display behaviour that is free of any form of harassment, intimidation, victimisation or bullying
- Actively contribute to the safe and caring environment of Banksmeadow Public School
- Report incidents of negative behaviour that impact on an individual

Parents/Carers

- Support the school in the implementation of the discipline policy
- Work in collaboration with the school to shape your child’s understanding of the school expectations and acceptable behaviour
- Regularly talk to your child about their day at school, focusing on the positive aspects and counseling them on any negative occurrences

- Report any concerns you or child have to the classroom teacher. If you are not satisfied with the outcome, speak with the assistant principal in charge of your child's stage. If you feel there is still a problem, make an appointment to speak with the Principal
- Actively contribute to the safe and caring environment of Banksmeadow Public School

Staff

- Participate in the development and implementation of the school discipline policy and support its effective implementation
- Provide learning experiences for all students to develop the understanding of and strategies to demonstrate school expectations and values
- Build positive relationship with students across the school and members of the school community
- Actively supervise students at all times in the classroom, on the playground and when engaged in any school activity, both on and off site
- Follow up all incidents of negative behaviour and take appropriate steps as per the discipline and anti-bullying policies
- Document significant incidents on ESR and work collaboratively with other staff to eliminate the occurrence of these incidents
- Seek advice and / or refer students to an assistant principal, principal or Learning and Support Team
- Utilise class and whole school reward systems
- Actively contribute to the safe and caring environment of Banksmeadow Public School

APPENDIX 1 – SCHOOL RULES

Playground Rules

Before School

- Students who arrive at school before 8:30am must wait in the office area until a teacher is on duty
- School bags are left outside K-2 classrooms; encourage students not to loiter around and return to playground where teacher is on duty. Primary students with upstairs classrooms keep bags with them. The only reason students should be in their classroom is to lock iPads in their lockers. (Years 5&6 only)
- No hat means you must play under either of the COLAs
- ONLY handballs in the morning - every other ball will be confiscated and returned at 3pm
- Play only on asphalt areas and side garden (near hall) - no fort, paddock or Forever Garden
- Buildings are out of bounds – all notes are to be given to class teachers at 9am
- The blue slope is out of bounds
- The stairwells are out of bounds
- Children are not to go past the out of bounds line on the playground which is in-line with blue poles of the hall
- When students hear the music begin to play, they should go to the toilet, get a drink from the bubblers and move to their lines. When the bell rings, all students should be in class lines and ready for their teacher

Lunch

- At 11am K-2 sit outside Infants building; 3-6 sit under Basement COLA to eat their lunch
- All children sit and eat until dismissed THEN they put rubbish in the bin
- All students play on paddock, top or bottom asphalt area for handball, garden areas
- K-2 play on small fort, 3-6 play on large fort
- NO HAT NO PLAY area is under Hall COLA
- No sports equipment to be borrowed from sports cage for recess/lunch play – students provide own or class may have their own equipment for borrowing
- ONLY handballs on the top asphalt; ONLY handballs and netballs/basketballs on court area; cricket, soccer balls & footballs on the paddock ONLY
- The blue slope is out of bounds
- The stairwells are out of bounds
- Children are not to go past the out of bounds line on playground which is in line with blue poles of the hall
- When students hear the music begin to play, they should go to the toilet, get a drink from the bubblers and move to their lines. When the bell rings, all students should be in class lines and ready for their teacher

Recess

- K-2 sit under Basement COLA; 3-6 sit under Hall COLA to eat their recess
- All children sit and eat until dismissed THEN they put rubbish in the bin
- All students play on paddock, top or bottom asphalt area, garden areas or fort (Monday – Thursday)
- All students play on top or bottom asphalt areas ONLY (Friday)
- K-2 play on small fort, 3-6 play on large fort
- NO HAT NO PLAY area is under Hall COLA
- The blue slope is out of bounds
- The stairwells are out of bounds
- Children are not to go past out of bounds line on playground which is in line with the blue poles of the hall
- When students hear the music begin to play, they should go to the toilet, get a drink from the bubblers and move to their lines. When the bell rings, all students should be in class lines and ready for their teacher

APPENDIX 2 – MATRIX OF EXPECTED BEHAVIOURS



Banksmeadow Public School

Expected Behaviours

Expectation	Safe 	Respectful 	Resilient 	Active Learner 
Expected Behaviour	<p>Stay in bounds</p> <p>Walk everywhere</p> <p>Look, listen, think!</p> <p>Hands and feet to myself</p> <p>Wear a school hat outside</p> <p>Follow teacher instructions</p> <p>Agree on the rules and play by them</p> <p>Talk to a teacher when there is a problem</p>	<p>Friendly talk</p> <p>Listen to others</p> <p>Hand up to speak</p> <p>Look after school property</p> <p>Wear my uniform with pride</p> <p>Follow the rules of the game</p> <p>Take care of other people's things</p> <p>Be kind when someone needs help</p> <p>Look after my school and keep it clean</p>	<p>Be patient</p> <p>Forgive and forget</p> <p>It's okay not to win</p> <p>Be happy for others</p> <p>Stay positive and try again</p> <p>Walk away and ask for help</p> <p>Speak calmly to solve a problem</p> <p>Ask the teacher if you need help</p>	<p>Try new things</p> <p>Use my time wisely</p> <p>Give helpful feedback</p> <p>Work towards my learning goals</p> <p>Ask questions when I don't understand</p> <p><u>L</u>ook, <u>L</u>isten, <u>L</u>ips closed, Hands in <u>L</u>aps, <u>L</u>egs crossed</p>

APPENDIX 3 – BEHAVIOUR CODE



Education &
Communities

Public Schools NSW

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

I have read and understand the Behaviour Code. I have discussed the Code with my parent/ carer. As a student of Banksmeadow Public School, I agree to behave at all times according to the Code. As a parent/ carer at Banksmeadow Public School, I agree to support my child to comply with the Code.

Parent/Carer Signature

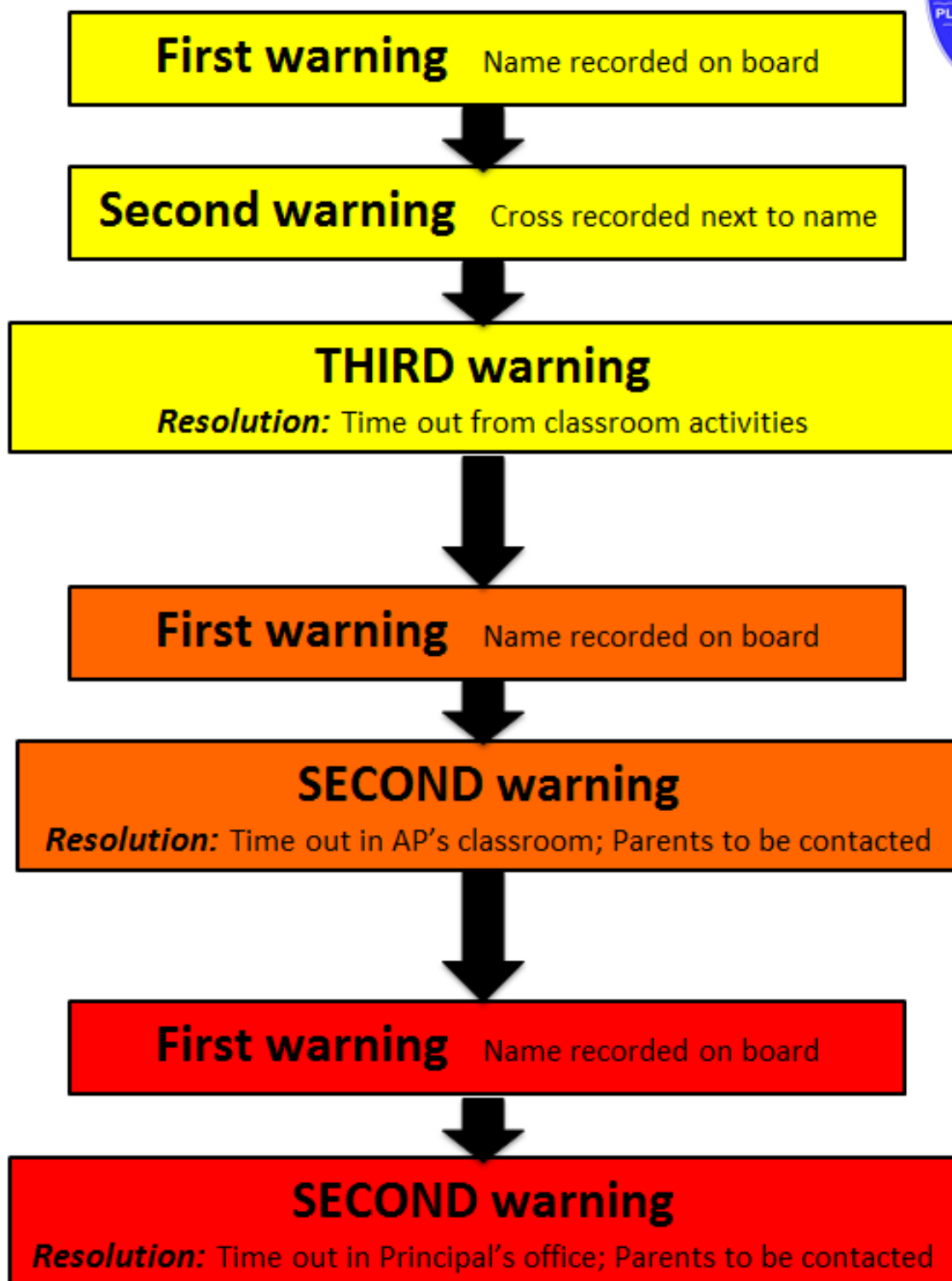
Student Signature

Date

APPENDIX 4 – WHOLE SCHOOL CONSEQUENCE FLOWCHART



If a student does not follow teacher instructions...



A new day, a new start

*Please note that severe behaviour will automatically be escalated to the appropriate 'Resolution' stage

APPENDIX 5 – RESOLUTION ROOM RECORDING SHEETS

*With visuals



Restorative Reflections – When things go wrong

Name: _____ Date: _____

The expectations of all students at Banksmeadow Public School are that we will be:

SAFE RESPECTFUL RESILIENT ACTIVE LEARNERS

You have been involved in an incident where these expectations were not met.

<p><u>What happened?</u></p> <p>fighting teasing/bullying not sharing/damaging ignoring the teacher swearing threatening violence</p>					
<p><u>What were you thinking at the time?</u></p>			<p><u>What have you thought about since?</u></p>		
<p><u>Who has been affected by what you have done?</u></p>			<p><u>In what way were they affected?</u></p>		
<p><u>What do you think you need to do to make things right?</u></p> <p>Use friendly talk Walk away Share things tell the teacher Say sorry</p>					

Discussed and signed by : _____

Student

Assistant Principal

Dear Parent,

Your child spent some time in our reflective room today to discuss an incident or series of incidents that did not meet the expectations of our behaviour code at school. The purpose of this reflective process is to ensure that your child thinks carefully about the consequences of their behaviour so that this may not occur again. Please talk to your child about this and sign the slip below to ensure that we know you are aware of this process. If you wish to speak to the Assistant Principal involved, please call the school on 9316 9608.

Parent's signature

*With visuals



Restorative Reflections – When someone has been hurt

Name: _____ Date: _____

The expectations of all students at Banksmeadow Public School are that we will be:

SAFE RESPECTFUL RESILIENT ACTIVE LEARNERS

You have been involved in an incident where these expectations were not met.

What did you think when you realised what had happened?

What impact has the incident had on you?

What impact has this incident had on others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Use friendly talk



Walk away



Share things



tell the teacher



Say sorry



Discussed and signed by : _____

Student

Assistant Principal

Dear Parent,

Your child spent some time in our reflective room today to discuss an incident or series of incidents that did not meet the expectations of our behaviour code at school. The purpose of this reflective process is to ensure that your child thinks carefully about the consequences of their behaviour so that this may not occur again. Please talk to your child about this and sign the slip below to ensure that we know you are aware of this process. If you wish to speak to the Assistant Principal involved, please call the school on 9316 9608.

Parent's signature

*Without visuals



Restorative Reflections – When things go wrong

Name: _____ Date: _____

The expectations of all students at Banksmeadow Public School are that we will be:

SAFE RESPECTFUL RESILIENT ACTIVE LEARNERS

You have been involved in an incident where these expectations were not met.

<u>What happened?</u>	
<u>What were you thinking at the time?</u>	<u>What have you thought about since?</u>
<u>Who has been affected by what you have done?</u>	<u>In what way were they affected?</u>
<u>What do you think you need to do to make things right?</u>	

Discussed and signed by : _____

Student

Assistant Principal

Dear Parent,

Your child spent some time in our reflective room today to discuss an incident or series of incidents that did not meet the expectations of our behaviour code at school. The purpose of this reflective process is to ensure that your child thinks carefully about the consequences of their behaviour so that this may not occur again. Please talk to your child about this and sign the slip below to ensure that we know you are aware of this process. If you wish to speak to the Assistant Principal involved, please call the school on 9316 9608.

Parent's signature

*Without visuals



Restorative Reflections – When someone has been hurt

Name: _____ Date: _____

The expectations of all students at Banksmeadow Public School are that we will be:

SAFE RESPECTFUL RESILIENT ACTIVE LEARNERS

You have been involved in an incident where these expectations were not met.

What did you think when you realised what had happened?

What impact has the incident had on you?

What impact has this incident had on others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Discussed and signed by : _____

Student

Assistant Principal

Dear Parent,

Your child spent some time in our reflective room today to discuss an incident or series of incidents that did not meet the expectations of our behaviour code at school. The purpose of this reflective process is to ensure that your child thinks carefully about the consequences of their behaviour so that this may not occur again. Please talk to your child about this and sign the slip below to ensure that we know you are aware of this process. If you wish to speak to the Assistant Principal involved, please call the school on 9316 9608.

Parent's signature



ANTI-BULLYING POLICY

This policy outlines the processes for preventing and responding to student bullying in our school. It reflects the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#) of the New South Wales Department of Education.

At Banksmeadow Public School we reject all forms of bullying. No one should experience bullying within the learning and working environments of our school.

STATEMENT OF PURPOSE

Banksmeadow Public School has an inclusive environment where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment. The focus of quality education is for students to learn and grow with confidence. Any inappropriate behaviour that interferes with teaching and learning at the school and/or the wellbeing of students cannot be accepted, including cyberbullying. Any such behaviour is unacceptable and needs to be managed and attract appropriate consequences.

Students, teachers, parents, carers and members of the wider school community have a shared responsibility to create a safe, respectful and resilient environment, free from all forms of bullying. Teachers, parents, carers and other adult members of our community have a responsibility to model positive behaviour for all students in our community. Such modeling involves positive interactions on a daily basis, as well as appropriate reactions if bullying occurs. This 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. This includes any online interactions.

Students, teachers, parents, carers and members of the wider school community can expect:

- that students will be safe at school, free from fear of bullying, harassment, intimidation and victimisation
- to be involved in the collaborative development of the school Anti-Bullying policy
- to know what is expected of them and others in relation to the Anti-Bullying policy
- that all students will be provided with appropriate support if bullying occurs

Students, teachers, parents, carers 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
- actively work together to resolve incidents of bullying behaviour if and when they occur
- contribute to the development of this Anti-Bullying policy and support it through words and actions

PROTECTION

The Department of Education defines bullying as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to such behaviour carried out through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment, including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying behaviour can be:

- **Verbal** (e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats)
- **Physical** (e.g. hitting, punching, kicking, scratching, tripping, spitting)
- **Social** (e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures)
- **Psychological** (e.g. spreading rumours, dirty looks, hiding or damaging possessions)
- **Cyber** (e.g. malicious SMS and email messages, inappropriate use of camera phones, hacking of online accounts, social media/blogging comments and posts).

ROLES AND RESPONSIBILITIES

Every member of the school community has a specific role in preventing and dealing with bullying.

Students can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support (both the subject of and those responsible for the behaviour)
- take part in learning and social experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabus, Values Education and other Key Learning Areas.

Students have a responsibility to:

- advise teachers of any bullying or teasing
- behave appropriately, respecting individual differences and diversity
- follow the school Anti-Bullying policy
- behave as responsible bystanders
- behave as responsible citizens
- be respectful of others
- respond to incidents of bullying according to the Anti-Bullying policy.

Parents and carers have a responsibility to:

- support their children to become responsible citizens and to develop responsible and safe online behaviour
- model appropriate pro-social behaviour
- be aware of the school Anti-Bullying policy and assist their children in understanding bullying behaviour
- support their children in developing positive and appropriate responses to incidents of bullying consistent with the school Anti-Bullying policy
- report all incidents of school-related bullying behaviour to the school. Parents should not approach other students or parents/carers to attempt to resolve the issue themselves
- work collaboratively with key stakeholders of the school, for example, school executive, parents/carers, students, to resolve incidents of bullying when they occur.

Schools have a responsibility to:

- develop an Anti-Bullying policy through consultation with parents, carers, students and the community which clearly identifies both the behaviours that are unacceptable and the strategies for managing bullying in the classroom and playground (following the guidelines established by the Department of Education)
- inform students, parents, carers and the community about the school's Discipline policy, school rules, expectations and the Anti-Bullying policy
- provide students and parents/carers with strategies to respond positively to incidents of bullying behaviour, including responsibilities of bystanders or observers
- provide parents, carers 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 victimization in a timely manner, and facilitate the resolution of all incidents of reported bullying.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate pro-social behaviour
- respond in an appropriate and timely manner to incidents of bullying, according to the Anti-Bullying policy

- implement a common language related to the Banksmeadow PBL expectations by promoting and acknowledging respectful, resilient, responsible and safe behaviours and encouraging students to become active learners
- work collaboratively to ensure bullying behaviour is eliminated from the Banksmeadow Public School culture

Managing Bullying

One-off incidents of inappropriate behaviour should be addressed by the class or playground teachers as they arise. These issues should be dealt with using strategies outlined in the school Discipline Policy. If the inappropriate behaviours are repeated, whether they are verbal, physical, social or psychological, then other strategies should come into action.

All students are consistently reminded that they have the right to come to school and feel happy and confident in their learning and play, free from bullying and harassment. No member of the school community has the right to make another person feel worried or uncomfortable. If someone is making a student or community member feel like this, then they must tell someone about it. Bullying only flourishes in a culture of silence or not telling. Telling someone about bullying behaviour is not "dobbing". It is merely asserting the right to feel safe and happy while at school, and while coming and going to school.

Strategies When a Bullying Incident is Observed or Reported

- The incident is initially investigated by the teacher to whom it has been reported
- The teacher determines whether or not the incident is bullying, according to the agreed definition
- If it is not bullying the incident is dealt with by the teacher
- If it is bullying the incident is dealt with by the teacher or assistant principal using the following strategies:
 - Interview with the victim, bullies and witnesses using Restorative Justice practices. For the bully, this is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy, and to come to some agreement as to what the person might do to help the victim. For the victim, this is done in a supportive manner and the aim is to explore ways in which the victim can behave to minimise the chances of the bullying being repeated. This may involve the victim being shown assertive behaviour, or reducing behaviour that may be provoking the bullies. During the meeting the teacher remains calm, empathetic, never angry or indignant and respect is shown for each person
 - All information will be documented on the school student welfare recording system, ESR
 - Consequences, as outlined in the school Discipline Policy, may occur depending on the circumstances
 - The Principal will be informed of all incidents of bullying, including the consequences and actions taken
 - Both victim and bully will be offered counselling if deemed necessary
 - It is essential that daily follow-up takes place with bullies and victims. This involves asking the bullies individually how they have followed through what they agreed to do to help the victim, asking the victim how they are progressing and whether or not there have been any further incidents. The follow-up is initially carried out daily, and then tapered off if all is going well.
 - If the bullying behaviour does not stop as a result of this intervention, then other sanctions will be implemented as part of the Discipline Policy. There will be a need to keep working with the victim at this time to support them. This may have to be carried out by a member of the executive, depending on when the bullying incidents come to light
 - Communicate with parents/carers (both victim's and bully's) the details of the incident, how it has been dealt with and how it will be followed up. Ask for support from the parents/carers to help develop behaviours and attitudes in their children that are consistent with the Anti-Bullying policy.

PREVENTION

Strategies to prevent bullying

- Maintaining a positive school culture that acknowledges that bullying is not tolerated within the school community
- Provision of programs that promote resilience, for example, life skills and social skills, conflict resolution and communication skills, Positive Behaviour for Learning framework, Life Education, Bigger Than a Bully, Bullying – No Way, Child Protection, Friendly Schools Plus, Bounce Back, Circle Time, Buddy Programs and Harmony Day initiatives
- Consistent focus on school behaviour expectations and understanding of acceptable behaviour
- Professional development for staff related to bullying and strategies to counteract it
- Build community awareness and input relating to anti-bullying, its characteristics and the school's programs and response (newsletters, assemblies, parent/carer information sessions)
- Maintain staff commitment to acknowledge victims of bullying and deal with bullying incidents
- Ongoing gathering and recording of data.

Advice to students who are being bullied

- Ignore or walk away
- Look directly into the eyes of the person attempting to bully you, speak firmly and say, "Stop that, I don't like it"
- Go directly to a teacher or staff member and report the incident if the attempts to stop the bullying behaviour do not work
- Other protective strategies, such as stay away from the bully or places where bullying occurs, and be with supportive friends
- Do not share private information like passwords, name and address, phone numbers with anyone. This can include sharing photos of yourself, friends and family.

Advice to students who know someone else is being bullied

Students should be made aware that witnesses to bullying have a very powerful role to play and early intervention can defuse situations before bullying gets out of hand.

- If possible, intervene as the bullying occurs by telling the bully to stop
- Refuse to join in with the bully
- Support students who are being bullied – just standing by them can help prevent bullying
- Tell an adult if you are concerned about bullying
- It is every student's right and responsibility to report bullying whether it happens to them or to someone else.

Incidents of Cyberbullying

If students are being harassed online they are encouraged to take the following actions immediately:

- Tell a trusted adult – teacher, parent/carer, older sibling, grandparent
- Log out and stop messaging if you feel you are being harassed
- Block user messages if being harassed through email, social media or instant messaging
- Never respond or reply to harassing messages
- Keep a record of calls, messages, posts or emails that may be hurtful or harmful
- Report instances of cyberbullying to your teacher and show them screen shots of the bullying, if the allegation involves another member of the school
- Click the 'Report Concern' button if the site you are on has one
- Advise your Internet Service Provider (ISP) or phone company. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of harassment over their networks or help track down the appropriate agency to report to
- Report incidents to police if bullying includes physical threats. Some people believe they can get away with serious threats because it is anonymous. They are wrong. Most can be traced and it is a criminal offence to use a mobile phone or any form of communication to menace, harass or offend another person.

Early Intervention

- Students to be encouraged to report bullying incidents involving themselves or others
- Teachers to regularly remind students to report incidents and reiterate that reporting is not “dobbing”
- Parents/carers encouraged to contact the school if they become aware of a problem
- Students recognised for positive behaviours
- Teachers use class or playground management plans if an incident of bullying occur
- Executive staff made aware of incidents of bullying.
- Bullying incidents are recorded on ESR, in the playground folder or in staff’s own records
- Regular discussions, informal and formal, including role plays of how to respond to the situation if it were to occur again

Those students who are at risk or identified as being ongoing victims of bullying type behaviour will be encouraged to report directly and immediately to a member of staff if they feel either bullied or intimidated. Early intervention arrangements for students at risk will be communicated to all staff.

RESPONSE

Incidents of bullying can be reported immediately to any staff member by students and/or their parent/carer. Any incident of bullying will be investigated and recorded as outlined in this policy. Consequences for inappropriate behaviour will be managed by the class teacher, assistant principal or principal. Individual cases will be dealt with according to the individual circumstances. Feedback and meetings will be held, where required, with all those involved.

The school will manage serious incidents as per Department of Education policies, including:

- Student Discipline in Government Schools
- [Suspension and Expulsion of School Students Procedures](#)
- Wellbeing Framework for Schools (PDF)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- Bullying Among Young Children: A guide for parents (PDF)
- Anti-Bullying – how to encourage your child to be an effective bystander (PDF)
- [National Safe Schools Framework](#)
- Keep Them Safe: A shared approach to child wellbeing - Summary (PDF)
- [Complaints Handling Policy Guidelines](#)

Our school community will be empowered, through a variety of strategies, to recognise and respond appropriately to bullying, harassment and victimisation, and behave as responsible bystanders. These may include:

- Parent/carer forums
- Information evenings
- Parent/carer - teacher interviews
- School website
- School newsletter

Incidents of bullying will be monitored on an ongoing basis. Student wellbeing programs will be evaluated and reported on annually. The Anti-Bullying policy will be formally reviewed every two years.

Additional Information

Additional information, resources and support relating to effective anti-bullying strategies can be found at:

- Kids Help Line <http://www.kidshelp.com.au> 1800 55 1800
- Bullying. No Way! www.bullyingnoway.com.au
- Reach Out! www.reachout.com.au
- Police Youth Liaison Officer, Mascot Police 8338 7399



ANTI-RACISM POLICY

STATEMENT OF PURPOSE

Banksmeadow Public School is committed to the elimination of all forms of racial discrimination. This policy applies to all students and staff, and has implications for members of our community and visitors to our school.

POLICY STATEMENT

- 1.1 Banksmeadow Public School rejects all forms of racism - including direct and indirect racism, racial vilification and harassment – in all aspects of the school.
- 1.2 No student, employee, parent, caregiver, community member or visitor should experience racism within the learning or working environment.
- 1.3 Banksmeadow Public School shares the responsibility with other members of the Department of Education, to eradicate expressions of racism in learning and working environments, and challenges the attitudes that allow them to emerge.
- 1.4 All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- 1.5 Banksmeadow Public School has a trained Anti-Racism Contact Officer to provide timely and professional responses to complaints regarding racism.

CONTEXT (as per the DoE Anti-Racism Policy)

- 3.1 The *NSW Anti-Discrimination Act (1977)* along with the *Commonwealth Racial Discrimination Act (1975)* make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.
- 3.2 The *Multicultural NSW Act (2000)*, the *NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013)*, the *National Framework For Values Education In Australian Schools (2005)* as well as the *Department's Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy* provide related requirements that complement the implementation of this policy.
- 3.3 The *Complaints Handling Policy Guidelines* establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

RESPONSIBILITIES & DELEGATIONS

- 4.1 Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer (ARCO) and ensuring they are trained; and including anti-racism education strategies in their school plans.
- 4.2 All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.
- 4.3 All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.
- 4.4 Class teachers/the teacher present is responsible for resolving minor complaints informally. Serious incidents will be reported to the ARCO for handling. All complaints of racism, no matter the severity, are to be reported to the ARCO for recording. These records will be stored until the student concerned reaches the age of 25 years.
- 4.5 The Anti-Racism Contact Officer (ARCO) will assist the complainant of a serious incident to write their complaint. The ARCO will also collect written evidence for any person who witnessed the incident. The ARCO will then assess the complaint and proceed accordingly. Counselling may be required for both parties. Consequences for any student who participates in racist behaviour will occur as per the school Discipline Policy.

MONITORING, EVALUATION AND REPORTING REQUIREMENTS

- 5.1 Banksmeadow Public School will report on the progress of anti-racism education strategies through the Annual Report.
- 5.2 Banksmeadow Public School will maintain records of complaints concerning racism and their resolution in accordance with the [Complaints Handling Policy Guidelines](#).



UNIFORM GUIDELINES

STATEMENT OF PURPOSE

Banksmeadow Public School supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The selection of our school uniform contributes to the health and safety of students when engaged in school activities, and reflects the school community standards and expectations. The whole school community has a role to play in encouraging the meeting of these standards.

CONTEXT

The Department of Education supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The department recognises that NSW has a long history of school uniforms or dress codes being decided by the local school community.

POLICY STATEMENT

Banksmeadow Public School's uniform consists of a limited range of clothing, including footwear and headwear. It identifies students as belonging to our school. It is expected that students will wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

REVIEW PROCESS

The school uniform should be developed in consultation with and agreed upon by the school community. Decisions about school uniforms should be consistent with work health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, eg. safe footwear, eye protection and hats, will need to be enforced as appropriate. When reviewing the uniform, consideration should be given to the diverse nature of the student population in the school and should not disadvantage any student. The school's uniform policy and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly or issues arise.

IMPLEMENTING SCHOOL UNIFORM REQUIREMENTS

Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring that students wear the school uniform.

Everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times.

Suspension or expulsion solely for non-compliance with uniform requirements will not occur. Student enrolment will not be contingent upon adherence to school uniform policy.

Students should not be disadvantaged where required uniform items are not available because of circumstances beyond their control.

Responses to students who do not wear uniform will be appropriate and may include: notifying parents, service to community, exclusion from optional activities such as competitive sport. These responses have been agreed upon by the school community through the P&C and documented. Responses will not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities must be provided.

All parents or carers and, as far as is practicable, all retailers concerned, will be notified when a change to the uniform is made. Up to three years will be allowed for change, to enable families and school uniform suppliers to prepare for the change.

RESPONSIBILITIES AND DELEGATIONS

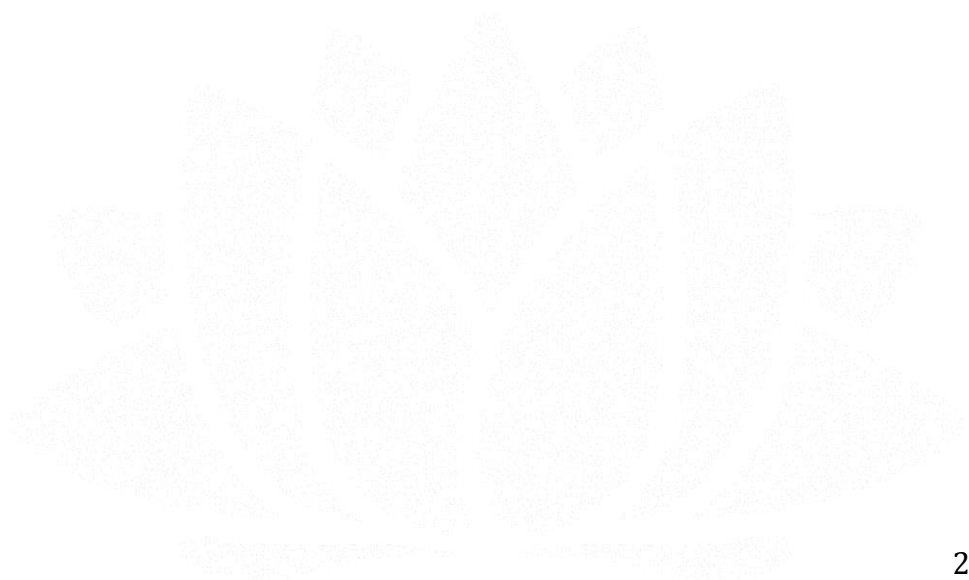
It is the responsibility of the principal to ensure that the school uniform policy is developed and reviewed collaboratively with the school community.

The principal oversees the shared responsibility for ensuring that students are encouraged to wear school uniforms that meet agreed community standards and adhere to legislative requirements.

The principal will provide parents or carers with the school's uniform policy and school uniform requirements.

Where temporary circumstances prevent the wearing of school uniform, a note of explanation should be provided to the classroom teacher. A short term or informal exemption may be granted.

Parents should ensure that all items of their child's clothing are labelled with the current owner's name.



APPENDIX 1 - UNIFORM GUIDELINES

School uniforms are available from PSW which is located at 395 Anzac Parade, Kingsford. Hours of operation are seasonal. See website for online ordering www.psw.com.au

SUMMER UNIFORM

Summer uniform will be worn in Terms 1 and 4, with variations permitted to accommodate unseasonal weather.

Boys

- Grey shorts
- Gold short sleeved polo shirt
- Grey socks
- Black shoes

Girls

- Blue checked uniform
- White socks
- Black shoes

SUMMER SPORT

Boys

- Royal blue shorts
- Gold short sleeved polo shirt
- White sport socks
- Sports shoes

Girls

- Royal blue 'skorts' or royal blue netball skirt
- Gold short sleeved polo shirt
- White sports socks
- Sport shoes
- Navy or black sports knickers are to be worn under netballs skirts

Please note

All polo shirts should have the BPS insignia on the front left hand side.

Children must wear a royal blue hat with the BPS insignia every day to school. **NO HAT MEANS NO PLAY.**

Official Summer Performances and School Functions

Boys – Gold short sleeved polo shirt and grey shorts are expected

Girls – Checked blue tunic dress only is expected

WINTER UNIFORM

Winter uniform will be worn in Terms 2 and 3, with variations permitted to accommodate unseasonal weather.

Boys

- Grey unisex pull on long pants
- Gold skivvy or gold polo shirt
- Grey socks
- Black shoes
- Royal blue BPS jacket or jumper

Girls

- Royal blue and yellow check A-line tunic or grey unisex pull on long pants
- Gold skivvy or gold polo shirt
- Short white socks or plain navy tights
- Black shoes
- Royal blue BPS blue jacket or jumper

WINTER SPORT

Boys

- Royal blue trackpants or knee-length shorts
- Gold polo shirt
- White sports socks
- Sports shoes

Girls

- Royal blue trackpants or knee-length shorts
- Netball skirt or 'Skort' optional
- Gold polo shirt
- White sports socks
- Sports shoes

Children must wear a royal blue school hat every day to and from school. Royal blue school beanies are allowed to be worn during play times in winter. A child without a BPS school hat will be unable to play according to the school's 'no hat, no play' rule.

Tracksuits and jumpers should be royal blue and have the BPS insignia on the left front.

Official Winter Performances and School Functions

Boys – Gold long sleeved polo shirt and long grey pants are expected.

Girls – Royal blue and yellow check A-line tunic and gold skivvy or polo shirt is expected.

Year 6 Uniform

Year 6 students may wear their Year 6 commemorative t-shirt in place of the gold polo shirt, during summer or winter. All other items of the uniform must be worn as per the guidelines