



Warnervale Public School

School Behaviour Support & Management Plan

TO LEARN TO LIVE

Updated March 2023

STATEMENT OF PURPOSE

Warnervale Public School aims to be a place of peace, joy and learning. Solid foundations of strong relationships within our community underpin our school philosophy.

If we can all work and play together in harmony, with a deep understanding of each other, then academic performance and appropriate behaviour will follow.

School is a place where the whole community works collaboratively to provide; quality literacy and numeracy programs; innovative technologies to meet the needs of 21st century learners; differentiated learning to cater for student's individual needs; explicit teaching and modelling of the school's Core Values and principles for Choice Theory and Restorative Practices; and inspired programs that embed responsible attitudes and develop active and informed citizens.

When parents/carers enrol a child at Warnervale Public School they enter into a partnership within the school that is based on mutual respect, shared responsibility and striving for excellence. This will enable all members of our school community to interact in ways which teach and model the values of Public Education.

NSW PUBLIC SCHOOLS 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.

All students in government schools 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.

Warnervale Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

WARNERVALE PUBLIC SCHOOL CORE VALUES

Our core values of *Respect, Responsibility and Excellence* underpin all aspects of school life.

- **Show respect** – for yourself, others, property and the environment.
- **Accept responsibility** - for all you say and do.
- **Strive for excellence**

STRATEGIES & PRACTICES TO PROMOTE POSITIVE STUDENT WELLBEING

- Values in Action (Respect, Responsibility, Excellence)
- Explicit teaching and demonstration of School Core Values
- Visual cues to reinforce school core values
- School Rules
- Student Leadership

STRATEGIES & PRACTICES TO RECOGNISE & REINFORCE STUDENT ACHIEVEMENT

- Newsletters
- Display of Quality Student Work
- Personalised Goal Setting
- Reporting on Student Effort and Academic Achievement
- Awards
- High Potential & Gifted Opportunities and Programs
- Honour Boards

STRATEGIES & PRACTICES TO SUPPORT STUDENT WELLBEING & BEHAVIOUR

- Learning Support Team (LST)
- Restorative Practices
- Restrictive Practices
- Support for Victim of Incidents
- School Behaviour Support & Management Plan
- Anti-bullying Plan
- Care Continuum

Strategies & Practices To Promote Positive Student Wellbeing

VALUES IN ACTION

	ALL SETTINGS	INSIDE ENVIRONMENTS	OUTSIDE ENVIRONMENTS
RESPECT	<ul style="list-style-type: none"> Be polite Be honest Be kind Be caring Follow instructions 	<ul style="list-style-type: none"> Value the right of others to learn Work cooperatively Care for property and the classroom environment 	<ul style="list-style-type: none"> Play fairly Care for equipment and the environment
RESPONSIBILITY	<ul style="list-style-type: none"> Follow core rules and values Accept consequences of choices and actions 	<ul style="list-style-type: none"> Come prepared Complete all set tasks Look after belongings Use time effectively 	<ul style="list-style-type: none"> Be in the right place at the right time Play safely Be sun smart
EXCELLENCE	<ul style="list-style-type: none"> Wear your uniform Try your best 	<ul style="list-style-type: none"> Be punctual Be attentive Take pride in your work 	<ul style="list-style-type: none"> Actively participate Have a go

EXPLICIT TEACHING AND DEMONSTRATION OF SCHOOL CORE VALUES

At Warnervale Public School the core values of respect, responsibility and excellence influence all actions and decisions, not only in the classroom, but also in the wider school community. Staff implement programs to explicitly teach each of the Core Values and embed strategies that highlight them within all lessons. Students also learn the Core Values by observing the good models provided to them by teachers and members of the school community.

VISUAL CUES TO REINFORCE SCHOOL CORE VALUES

The school Core Values of Respect, Responsibility and excellence are displayed in a visible manner to all who enter Warnervale Public School. These values are displayed at the front office, in every classroom, and other areas across the school to serve as a constant reminder of the values that the Warnervale Public School community shares.

SCHOOL RULES

GENERAL

1. We demonstrate safe practices by walking on hard surfaces.
2. We play safely and keep our hands and feet to ourselves.
3. We understand that all seats are for sitting only.
4. It is the responsibility of all students to sit on the basketball court or under the shade sail when eating or drinking. Food or drink is only consumed in these areas.
5. It is understood that no student is to enter the inside of the canteen.
6. Students understand and take responsibility for wearing a school hat in the playground at lunch and recess. No hat means playing in the shade.
7. Bike riders cooperate by walking their bikes in the school grounds. We apply legal requirements by wearing approved helmets. Students are encouraged to lock their bikes at the racks.
8. We respect school property by using it in an acceptable and appropriate manner. This includes not eating, drinking or playing in toilets.
9. It is understood that football/soccer ball games are to be played only on the oval; and that only handballs are to be used on the handball courts while larger balls can be used on the basketball court.
10. Students must hand mobile phones to the school office; they should not be used during school hours.

PLAYGROUND RULES

MORNING

1. It is our responsibility to remain seated until a teacher on duty greets students at 8.45am.
2. We demonstrate care by walking to place bags in lines before playing.
3. We accept and understand that the oval is out of bounds unless accompanied by a teacher.
4. It is understood that handballs are the only sports equipment to be used before 9.15am.

LUNCH & RECESS

1. It is our responsibility to cooperate by sitting on the basketball court or under the shade sail to eat lunch and remain seated until dismissed.
2. We are responsible for respectful behaviour and manners at the canteen.
3. It is understood that no food or drink is to be consumed on the ovals.
4. We respect our environment by placing all rubbish in the bins.
5. We accept and understand that the walkways and steps are not play areas.

AFTER SCHOOL

1. We understand that OSHC are to wait at the hall door and bus children are to wait under the COLA until an adult arrives.
2. It is understood that bike riders must wait at the bike racks until a teacher indicates that it is safe to leave.

OUT OF BOUNDS

It is our responsibility to cooperate by understanding that the following areas are out of bounds;

1. Under or on top of buildings
2. In rooms without teachers
3. In gardens
4. Behind classrooms
5. Walkways and bag areas
6. Side of hall fronting Minnesota Rd
7. Chicken area
8. Up trees
9. Teachers' car park

OPPORTUNITIES FOR STUDENT LEADERSHIP

Student Leadership is promoted throughout Warnervale Public School in varying areas and contexts. Leadership is enhanced by providing opportunities for individuals and groups to support others in the accomplishment of tasks.

School Captains

- Leaders holding these positions are elected by their fellow students and staff. School Captains are supported within their roles, allowing each to grow and develop their individual leadership characteristics. Active participation within Warnervale Public School Student Council ensures all have solid foundations in valuing our Australian democratic processes.

Student Representative Council

- Warnervale Public School Student Representative Council meets on a regular basis. This is a meeting where students can express their thoughts and concerns about how to improve our school and acts as a forum for decision making and leadership training. Each class from Years 2 to 6, has two student elected council representatives who attend the meetings and then report back to their class.

Sport House Captains

- Non-School Captain, Year 6 students are eligible to be elected as captains of sport houses. They are elected by their house members (Years 2-6) and are responsible for sport leadership. They are given the role and responsibility to unite the members of their sporting house.

Library Monitors

- Students apply to the librarian to be considered for a Library monitor position. Library monitors assist the teacher librarian with borrowing and returning resources using the school's library database; re-shelving books; setting up and packing up laptops; as well as helping with day to day minor administrative tasks.

Strategies & Practices To Recognise & Reinforce Student Achievement

NEWSLETTERS

Newsletters are used to recognise students who have demonstrated the school core values. Additional acknowledgement of achievement for individual students will be published in the school newsletter and on other school communication platforms.

DISPLAY OF QUALITY STUDENT WORK

Quality student work samples are displayed in the foyers and in the hall to recognise efforts of individual students and to celebrate their success.

PERSONALISED GOAL SETTING

Our school teach and encourage personalised goal setting for all students. Personal 'SMARTER' goals are created, reflected upon and adjusted to suit the changing needs of students. Students are supported by teachers and caregivers throughout the year with goal setting being an integral part of 3-Way-Conferences and updated goals shared via Seesaw.

REPORTING OF STUDENT EFFORT AND ACHIEVEMENT

Our school reports on student academic progress and effort with a written report twice a year, and provides ongoing detail through interviews or meetings when required.

AWARDS

Our school recognises students who demonstrate the school core values via student awards which are presented each fortnight and at the end of year Presentation Day ceremony to celebrate the highest academic, cultural, sporting and community achievements of students at class and whole school levels.

HIGH POTENTIAL & GIFTED OPPORTUNITIES & PROGRAMS

Our school promotes *Excellence* through a variety of High Potential and Gifted opportunities and programs based on the learning characteristics; intellectual, social-emotional, physical, creative and across domains.

HONOUR BOARDS

Our school maintains long term records of *Excellence* via our Honour Boards which are on display in the front office foyer.

Strategies & Practices To Support Student Wellbeing & Behaviour

LEARNING SUPPORT TEAM

Our school Learning Support Team monitor and support students with identified learning, welfare, social and behaviour needs. This team includes the School Counsellor, Learning and Support Teachers, Assistant Principal, Deputy Principal and Principal who meet regularly during the school term. Parents, classroom teachers and regional support officers and community specialists may be invited to attend these meetings to make recommendations and ensure the best support for individual students.

The Learning Support Team prepares individual student plans, access support resources and monitor students who have a disability, are on an individual learning program, have a special placement, are transitioning to or from another school or require a formal educational or health assessment. Students may be referred to the Learning Support Team by class teachers, a school executive or by their parent(s)/caregiver(s).

Some students may never require a Learning Support Team meeting while others may require several during their school years.

RESTORATIVE PRACTICES

Restorative Practice in Warnervale Public School is a whole school approach to promote resilience and aims to contribute to the building of positive relationships between all members of the school community. It gives opportunities for people to take responsibility for their behaviour and learning. It is focused on helping young people become aware of the impact that their behaviour has on others through personal accountability and learning from a conflict situation. Restorative Practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying.

RESTRICTIVE PRACTICES

Warnervale PS recognises that every student has different needs around behaviour, learning, health, safety and wellbeing. Sometimes a student may need a restrictive practice to help them access and engage in their learning and make school safer for the student and others. This can include some types of medications or specialist equipment like wheelchairs or walking frames with Velcro straps, harnesses or belts, as well as physical or environmental restraints like holding a hand or locking a school gate.

If a student needs a restrictive practice to keep them healthy and safe at school, staff will work together with parents/carers and the student to understand their needs and plan how the school will meet those needs. The school will keep a record of the planning process, the planned restrictive practice, the evidence provided to support the need for a restrictive practice, and the consent given by the parent or carer for the use of a restrictive practice.

In accordance with the school's duty of care obligations, the restrictive practice of seclusion will only be used in response to an emergency or crisis or where there is imminent risk of harm to a child or others. The principal or delegate will then follow the policy reporting procedures, including notifying the parents/carers if the use of seclusion was required.

In consultation with parents/carers and students, the school will regularly review the recommended restrictive practices and adjust plans to continue meeting the individual students' needs over time.

SUPPORT FOR VICTIMS OF INCIDENTS

The schools discipline policy includes support for the victim not just perpetrator. Restorative practices support victims through acknowledgement by the perpetrator that harm has been inflicted on others and needs to be addressed to right the situation. It also gives victims a voice in resolving the problem. Victims are offered support from teachers, the school counsellor, school chaplain, the executive staff and the LST team as needed or requested. The school endeavours to reduce risk factors and increase protective factors for students this includes the teaching of resilience and values in all classrooms. Victims are encouraged to report incidents and teachers have a responsibility to investigate, intervene, and monitor the situation to reduce the possibility of further harm.

PROMOTING A POSITIVE CLASSROOM CLIMATE

A positive classroom climate is characterised by warm, respectful and sensitive interactions between students and their peers, and between students and their teacher. Establishing and maintaining a positive classroom climate is an important preventative classroom management strategy because it encourages students to be engaged in learning. It can also reduce the frequency and severity of disruptive and antisocial student behaviours in classrooms. The classroom climate is impacted by the quality of the relationships teachers have with each of their students and the social and emotional competence of students. The most effective preventative strategies:

- Positive classroom climates, with high quality student-teacher relationships and explicit teaching of social and emotional skills.
- Structured instruction to engage and motivate students in learning.
- Providing and explicitly teaching effective rule and routines.
- Offering pre-corrections to remind students of expectations.
- Using active supervision to help students stay on task.

ANTI-BULLYING PLAN

The Warnervale PS Anti-bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education. This plan was initially developed in collaboration with staff and the P&C of the Warnervale Public School community. The Warnervale Public School Anti-bullying plan is embedded within the School Behaviour Support & Management Plan.

CARE CONTINUUM

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum. The care continuum includes intervention for:

- All students – creating a safe and respectful learning environment.
- Some students – providing early intervention and targeted support for students at risk of developing negative behaviours.
- A few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:

- Prevention
- Early Intervention
- Targeted intervention
- Individual Intervention



WHOLE SCHOOL APPROACH

Below is a summary of the programs and strategies Warnervale Public School uses that support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Classroom Management	Strong teacher/student relationships & highly visible classroom rules.	Students & Staff
	Communication with parents/carers	Open 2-way communication as outlined in the School Community Charter	Parents/Carers & Staff
	Restorative Practice	Build, maintain and restore positive relationships. Restorative Conversations	Students & Staff
	Core Values	Explicit teaching & modelling of respect, responsibility & excellence.	Students & Staff
	Student Support Officers	Support the wellbeing and learning outcomes of students.	Students & Staff
	Movement Breaks & Brain Breaks	Activities to support, focus & engage students.	Students & Staff
	Social/Emotional Learning	Including Mindfulness, Social Skills and Zones of Regulation programs.	Students & Staff

	PDHPE Programs	Focusing on social and emotional skills.	Students & Staff
Early Intervention	Classroom Management	Explicit teaching & modelling of specific skills.	Students & Staff
	Social Skills Check-in	An alternative playground option to support students' social skills at recess	Students & Staff
	School Counsellor	Support students to thrive & succeed. Observations	Students & Parents/Carers
	Learning Support Team	Review student information & provide recommendations for teachers of students who need adjustments.	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers.
Targeted Intervention	Transition Strategies	Class to playground, lesson to lesson, grade to grade, school to school with personalised support.	Students, Staff & Colleagues.
	School Counsellor	Implementing social & emotional & wellbeing programs across the school.	Students
	Modified individual expectations & goals	Focusing on positive behaviour with targeted support.	Students & Staff
	Behaviour Monitoring Cards	Supporting positive behaviour choices in the classroom and/or playground.	Students, Teachers & Assistant Principals.
	Reflection Sheets	Assisting students to self-reflect on behaviour choices to support positive changes.	Students, Teachers & Assistant Principals.
Individual Intervention	School Counsellor	Providing psychological counselling, assessments, reports & intervention service.	Students & Parents/Carers
	Delivery Support Team	Other stakeholders & external agencies.	Wellbeing personnel & external agencies.
	Specialist Allied Health Services	Support from other stakeholders	Specialists
	Restrictive Practices	Restrictions used as needed for the shortest possible time, to keep students safe.	Students, Parents/Carers, Specialists & Staff
	Check-In Check-Out	Daily communication, conversations and/or signals.	Identified trusted adult & student.

PROFESSIONAL LEARNING

Teachers at Warnervale Public School participate in professional learning that will build capacity and deepen knowledge and understanding of student wellbeing and behaviour.

PROGRAM	DETAILS	AUDIENCE
Staff Induction	During the school induction process led casual and new staff will be informed about mandatory professional learning requirements.	New staff members & Principal
Child Protection Update	This course focuses on recognising and responding to suspected risk of harm to children and young people. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students.	All Staff
Anti-Racism Policy Training	This training aims to increase staff understanding of the nature and impact of racism, familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.	All Staff
Aboriginal Cultural Education	This professional learning provides staff with foundational information on various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures.	Staff
Using the Wellbeing Framework for School Excellence	Develop an understanding that learning and wellbeing are inextricably linked and that it is everyone's responsibility to support this across the school.	All Staff
Verbal Interventions / Safety Interventions	Training course provides staff members with a framework for decision making, recognition and problem solving to prevent, de-escalate and safely respond to challenging or assaultive and physical behaviours.	Staff
Trauma-informed Practice for Improved Learning and Wellbeing	Develop a foundational understanding of childhood trauma, its causes and impact for schools. Participants learn to recognise the signs that students have experienced trauma and develop a repertoire of inclusive strategies to mitigate its impact at school.	Staff

PARTNERSHIPS WITH PARENTS / CARERS

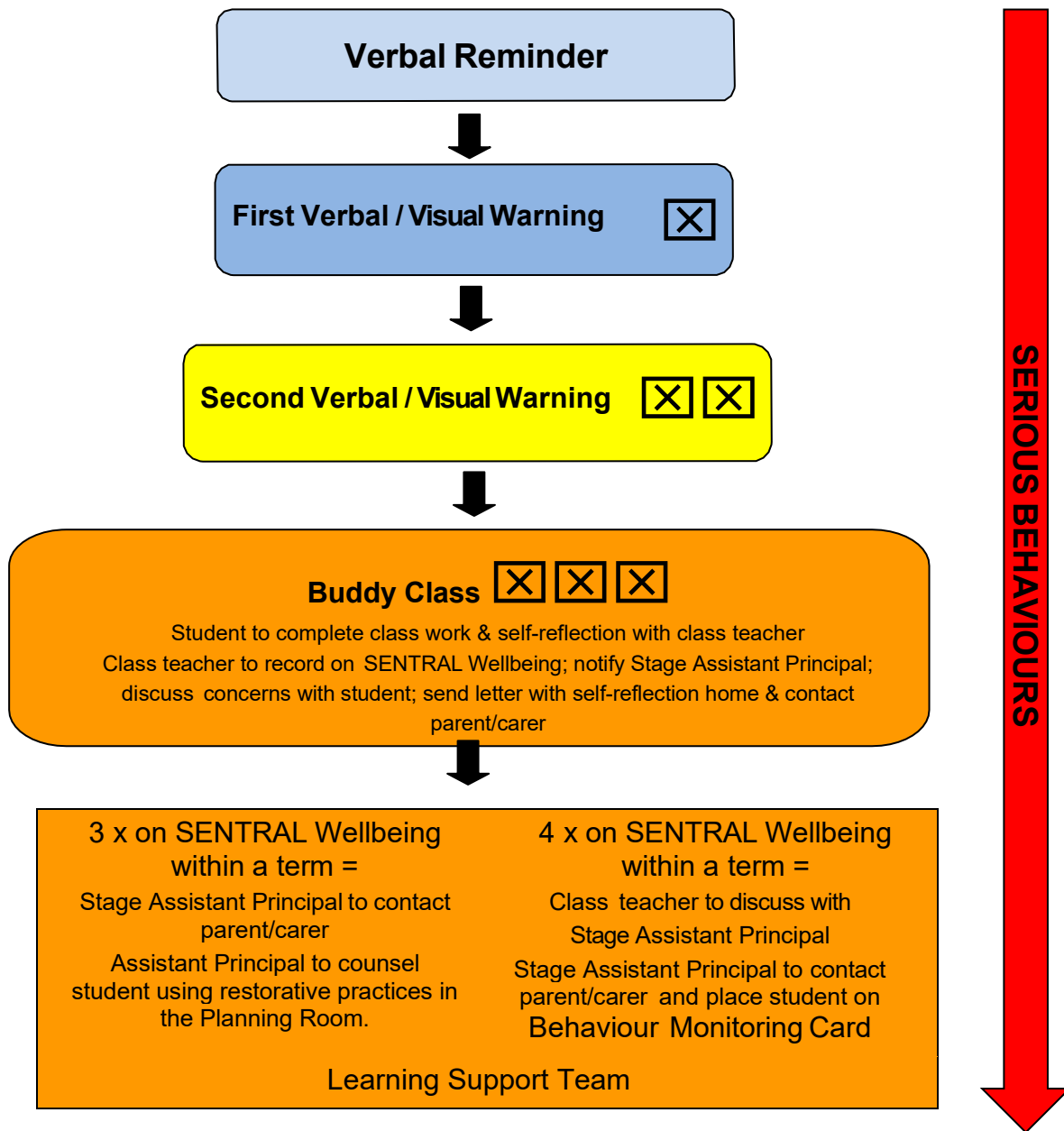
The staff at Warnervale Public School work in partnership with students and their families to interact in ways which teach and model the values of Warnervale Public School and in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. The development of school plans and the review process includes staff, WPS P&C, the Student Representative Council and community involvement where all stakeholders are offered an opportunity to provide feedback. Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing. Once finalised, these plans are then made publicly available on the school website and regular review ensures these plans continue to be fit for purpose and use current school data to inform practice and direction.

SCHOOL DISCIPLINE PROCEDURES

The staff at Warnervale Public School aim to implement a consistent approach in line with the Department of Education (DoE) policies and procedures. Refer to the flowcharts on the following pages for the procedures used to manage inappropriate behaviour across a variety of school settings. Please note, Sentral is an internal school management platform that is used to record and monitor each student's positive and negative incidents, amongst other administrative purposes.

Students at Warnervale PS are taught to make good choices; show RESPECT; accept RESPONSIBILITY for what they say and do; and strive for EXCELLENCE.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR INSIDE / CLASSROOM



SERIOUS BEHAVIOURS (Referred to Deputy Principal / Principal)

Parent/Carer Contacted

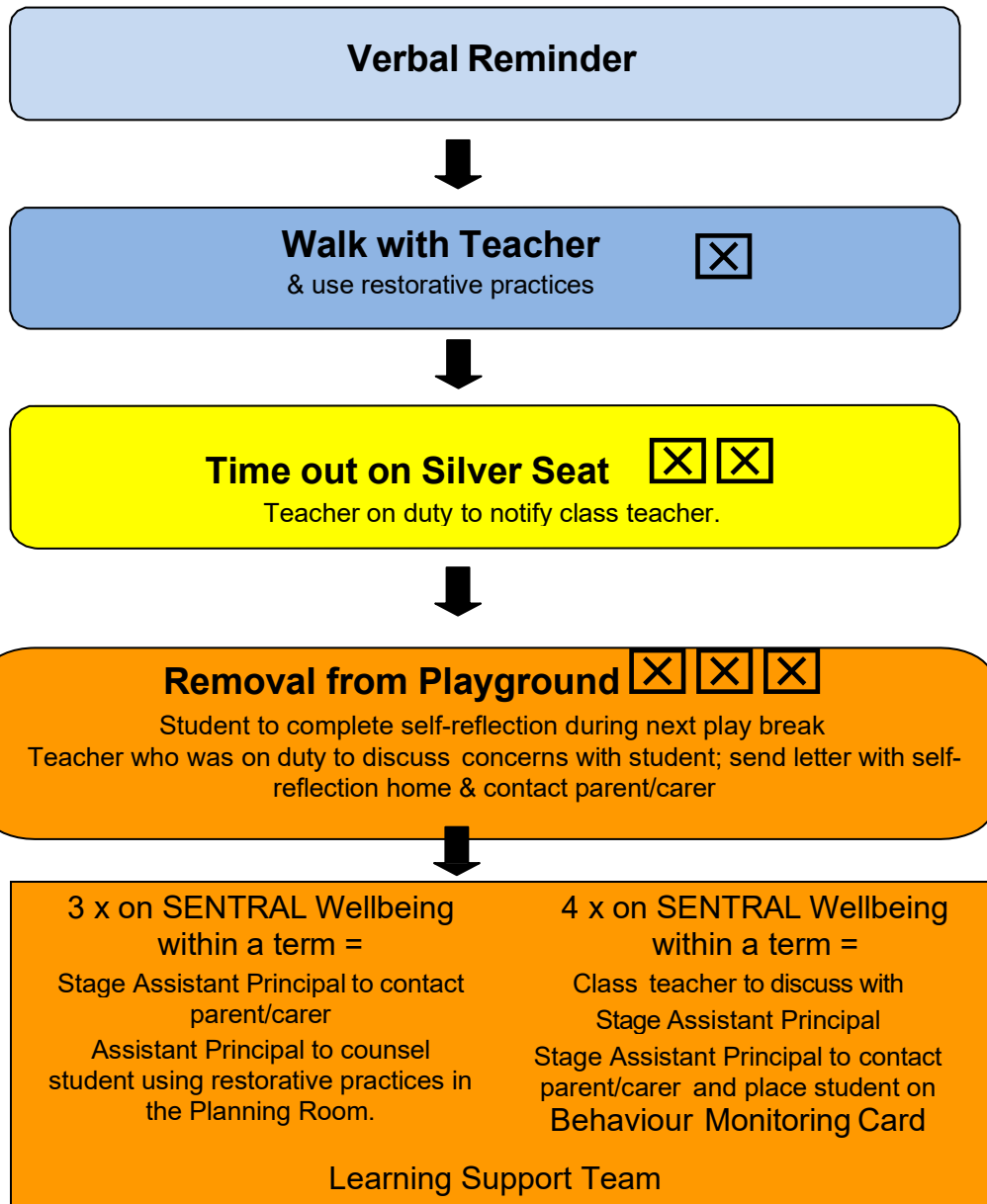
Caution of Suspension

Notice of Suspension

Learning Support Team
(Not necessarily in this order)

Students at Warnervale PS are taught to make good choices; show RESPECT; accept RESPONSIBILITY for what they say and do; and strive for EXCELLENCE.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR OUTSIDE / PLAYGROUND



SERIOUS BEHAVIOURS (Referred to Deputy Principal / Principal)

Parent/Carer Contacted

Caution of Suspension

Notice of Suspension

Learning Support Team
(Not necessarily in this order)

EXAMPLES OF INAPPROPRIATE BEHAVIOUR

Inappropriate Behaviour	Classroom Consequence	Playground Consequence
Rudeness: not following directions, not doing set work, interfering with others, talking while the teacher is talking, interrupting others, making noises Not following rules: out of bounds, playing when I should be working, not complying with bell	Verbal Reminder	Verbal Reminder
Rudeness Not following rules Disrespect: telling lies, misuse of school property, minor graffiti, inappropriate use of electronic devices (Refer to Technology Agreement)	First Verbal / Visual Warning ☒	Walk with Teacher ☒ & use restorative practices
Rudeness Not following rules Disrespect Verbal Aggression: speaking loudly and with a threat to a teacher or student, aggressive / repeated swearing, Physical Aggression: pretending to hit, punch, by physically shaping up, throwing projectiles Harassment: stalking, bullying, teasing, name calling	Second Verbal / Visual Warning ☒ ☒	Time Out on Silver Seat ☒ ☒ Teacher on duty to record on SENTRAL Wellbeing Notify class teacher & Stage Assistant Principal of student
Rudeness Not following rules Disrespect Verbal Aggression Physical Aggression Harassment	Assistant Principal Level Buddy Class ☒ ☒ ☒ Student to complete class work & self-reflection with class teacher Class teacher to record on SENTRAL Wellbeing; notify Stage Assistant Principal; discuss concerns with student; send letter with self-reflection home & contact parent/carer	Assistant Principal Level Removal from Playground ☒ ☒ ☒ Student to complete self-reflection during next play break with teacher who was on duty Teacher who was on duty to discuss concerns with student; send letter with self-reflection home & contact parent/carer
	3 x on Sentral Wellbeing = Stage Assistant Principal to contact parent/carer Assistant Principal to counsel student using restorative practices in the Planning Room.. 4 x on Sentral Wellbeing = Behaviour Monitoring Card Learning Support Team	
Persistent Misconduct: Habitual rudeness, horseplay, incidental swearing, disrespect, disobedience Verbal Aggression: after consequence issued continuing to speaking loudly and with a threat to a teacher or student, repeated aggressive swearing Harassment: after consequence issued continuing to bully, tease and name call because of race or difference Physical Aggression: Pushing, kicking, hitting, slapping, punching, spitting, play fighting. Stealing: Lunch boxes, backpacks, school / classroom supplies, money	Deputy Principal & Principal Level Parent/Carer Contacted Caution of Suspension Notice of Suspension Learning Support Team	Deputy Principal & Principal Level Parent/Carer Contacted Caution of Suspension Notice of Suspension Learning Support Team

Name: _____

Date: _____

I will try my best by:

- *Insert desired goal here.*
- *Add or delete goals as required.*



When I have 10 boxes filled I can:

Name: _____

Date: _____

I will try my best by:

- *Insert desired goal here.*
- *Add or delete goals as required.*



When I have 10 boxes filled I can:



Name: _____

Class: _____

CLASSROOM BEHAVIOUR MONITORING CARD

Core Values to be practiced:

- Show respect** – for yourself, others, property and the environment.
- Accept responsibility** - for all you say and do.
- Strive for excellence**

Date: _____ Term: _____ Week: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15am – 9.55am					
9.55am – 10.35am					
10.35am – 11.15am					
LUNCH					
11.45am – 12.25pm					
12.25am – 1.05pm					
1.05pm – 1.45pm					
RECESS					
2.15pm – 2.55pm					

1 - Improvement needed 2 - Good 3 - Excellent

Comment:

Parent Signed: _____ Date: _____



Name: _____

Class: _____

PLAYGROUND BEHAVIOUR MONITORING CARD

Core Values to be practiced:

- Show respect** – for yourself, others, property and the environment.
- Accept responsibility** - for all you say and do.
- Strive for excellence**

Date: _____ Term: _____ Week: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
LUNCH					
RECESS					

1 - Improvement needed 2 - Good 3 - Excellent

Comment:

Parent Signed: _____ Date: _____



STUDENT SELF - REFLECTION LETTER

Date: _____

Dear _____

The Core Values of our school are RESPECT, RESPONSIBILITY and EXCELLENCE, which underpin all appropriate behaviour.

Your child _____ in class _____ has chosen not to:

- Show respect** – for yourself, others, property and the environment.
- Accept responsibility** - for all you say and do.
- Strive for excellence**

Your child was removed from a situation for displaying inappropriate behaviour; where they were given time to reflect on their behaviour. Your child's response to what happened, and their thoughts and feelings regarding how they can change this behaviour in the future can be found overleaf.

Please refer to the Core Values when you discuss with your child the importance of choosing to behave appropriately at all times.

Regards,

(Teacher's signature)



(Please complete and return this slip to your child's class teacher)

Dear _____,

I have read this letter and I have discussed this matter with my child, _____ of class _____.

Signed _____

Date _____



Warnervale Public School

Student Self-Reflection Sheet Early Stage 1 & Stage 1

Name: _____ Class: _____ Date: _____

Draw what happened.

How did you feel?

Angry



Sad



Frustrated



Scared



Silly



Happy



How do you think others felt?

Angry



Sad



Frustrated



Scared



Silly



Happy



What could you choose to do differently next time?

How can you help fix what you did?



Warnervale Public School

Student Self-Reflection Sheet Stage 2 & Stage 3

Name: _____ Class: _____ Date: _____

You have been sent to time out.
Please complete the reflection sheet.

1. What did you do?

2. What did you want at the time? What were you thinking?

3. Has anyone been hurt by what you did? How?

4. What could you choose to do differently next time?

5. How can you fix what you did?

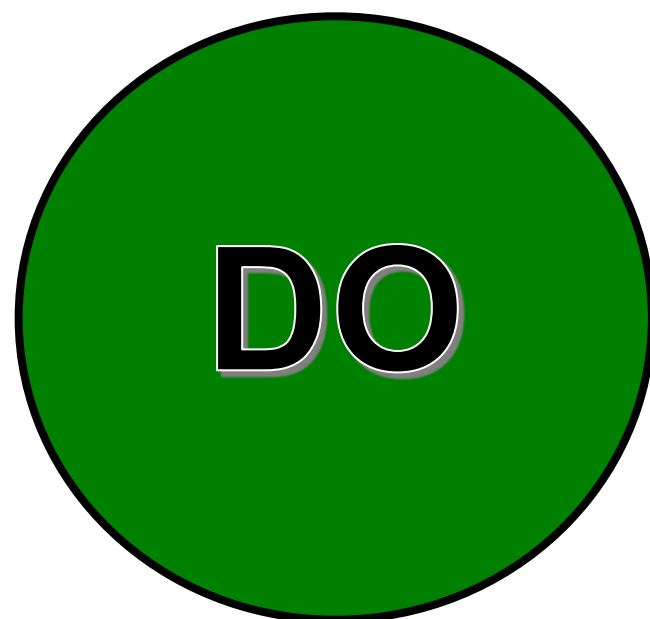
Discuss this plan with your teacher and your parents/carers.
Can they help in any way? Ask them to sign it.

Student Signature: _____

Parent/Carer Signature: _____

Teacher Signature: _____







IS IT BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE**

RUDE

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN**

MEAN

When someone says or does something *intentionally* hurtful and they keep doing it even when you tell them to stop or show them you're upset, that's **BULLYING**

BULLYING

Warnervale Public School says NO to BULLYING!

WARNERVALE PUBLIC SCHOOL ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying of Students: Prevention and Response in the Policy Library* of the New South Wales Department of Education. The policy sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.

STATEMENT OF PURPOSE

At Warnervale Public School our vision is for safe, values focused learning environment where bullying is not acceptable.

School is a place where the whole school community works collaboratively to provide explicit teaching and modeling of the school's Core Values; Respect, Responsibility and Excellence.

When parents/carers enrol their child or children at Warnervale Public School they enter into a partnership with the school that is based on mutual respect, shared responsibility and striving for excellence. This enables all members of our school community to interact in ways which teach and model the values of Warnervale Public School.

Outcomes

As a result of implementing an Anti-bullying Plan, we expect:

- An increase in the number of students who report bullying behaviour.
- The incidence of bullying behaviours to be reduced.
- Better attendance at school.
- Better performance in school work.
- Warnervale Public School staff to utilise the plan and procedures as set out in the Anti-bullying Plan.
- Warnervale Public School students to use strategies and procedures as set out in the plan and as taught by staff in the classroom.
- Parents/carers to support the school's Anti-bullying Plan and work collaboratively with the school to resolve bullying incidents when they occur.

PROTECTION

Bullying is **repeated** verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards or more persons. Cyber-bullying refers to bullying 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 can happen anywhere: at school, travelling to and from school, in sporting teams, online, between neighbours or in the workplace.

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, malicious SMS and email messages, inappropriate use of the camera on mobile phones.

Bullying behaviour is not:

- Conflict or fights between equals and single incidents.
- Children not getting along well.
- A situation of mutual conflict.
- Single episodes of nastiness or random acts of aggression or intimidation.

RESPONSIBILITIES OF STAFF

All staff have a responsibility to:

- Explicitly teach and model the school core values and appropriate behaviours.
- Teach students what bullying is and teach skills and strategies to deal with bullying.
- Encourage students to be an upstander instead of a bystander.
- Deal with all reported and observed incidences of bullying as set out in this plan and the School Behaviour Support and Management Plan.
- Ensure that students are supervised at all times.
- Report incidences of bullying to the Assistant Principals, Deputy Principal or Principal consistent with school wellbeing reporting procedures.
- Record incidences of bullying on Sentral Wellbeing database; and
- Create a culture where it is acceptable and encouraged to report incidents.

RESPONSIBILITIES OF NON-TEACHING STAFF

All non-teaching staff have a responsibility to:

- Refer any report of bullying to a teacher or school executive staff.

RESPONSIBILITIES OF STUDENTS

All students have a responsibility to:

- Be respectfully assertive by telling the 'bully' that they don't like the behaviour and how it makes them feel by using 'I' statements.
- See a teacher or ask to see the Deputy Principal or Principal if the perpetrator/s continue.
- 'Tell' if they are being bullied or if they see someone else being bullied – both at school or on the way to and from school.
- Report any online bullying to their teacher, Deputy Principal or Principal (make note of any websites and/or keep copies of emails or texts).
- Ask to see the Deputy Principal or Principal directly to report incidences of bullying if the teacher is busy with other playground issues, or if they would prefer to do so.
- Be an upstander and help someone who is being bullied.
- Not bully others.

RESPONSIBILITIES OF PARENTS & CARERS

All parents/carers have a responsibility to:

- Watch for signs their child may be being bullied.
- Speak with someone on the staff at Warnervale Public School if they suspect their child is being bullied; and
- Instruct their children to 'tell' if they are being bullied.

To maintain a positive climate of respectful positive relationships where bullying is less likely to occur, our Core Values will be taught explicitly to ensure the following messages underpin all aspects of school life;

- **Show respect** – for yourself, others, property and the environment.
- **Accept responsibility** – for all you say and do.
- **Strive for excellence**

PREVENTION

In an effort to prevent bullying at Warnervale Public School we will:

- Revise and clarify the school Anti-bullying Plan with staff and students at the start of each school year.
- Explicitly teach the Core Values: Respect, Responsibility and Excellence.
- Promote community awareness of the school Anti-bullying Plan.
- Educate students on ways they can protect themselves and others from bullying behaviours.
- Professional development for staff relating to bullying, harassment and proven counter measures.
- Implement programs that promote Restorative Practices, including; restitution, resilience, social skills, assertiveness, conflict resolution and problem solving.
- Make activities and equipment available to students at lunchtime to promote cooperation, turn-taking and respect.
- Educate students in the wider school community through newsletter articles and information sessions about cyber-bullying and protective strategies.
- Encourage intrinsic rewards and motivation and also recognise positive student behaviour through commendations including; verbal or written praise and formal awards which can occur in newsletters, at school assemblies and on Presentation Day.
- Provide a *Buddy Bench* to reduce loneliness and foster friendships on the playground.
- Provide alternative play spaces during lunch and recess breaks for students not enjoying the playground.

Anti-bullying messages are also embedded across the curriculum;

- *English* – novel studies/literature
- *Mathematics* Groups – social skills development, turn-taking and sharing
- *History & Geography* – social systems
- *Science & Technology* – team investigations
- *Creative Arts* – drama, visual arts used as a tool for exploring emotions
- *PDHPE* – positive relationships – interpersonal relationships units of work, Anti-bullying units of work, child protection, games and sport – cooperation, turn-taking and sportsmanship
- *Values Education* in all Key Learning Areas.

EARLY INTERVENTION

Those students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying will be encouraged to report directly and immediately to a member of staff that they themselves have nominated if they feel either threatened or intimidated. Their parents/carers will also be informed of this arrangement so they too can reinforce this strategy with their child.

Those students who are identified at or after enrolment as having previously engaged in bullying behaviour will be referred to Learning Support Team where a risk assessment will be developed to ensure the safety of students and staff at Warnervale Public School.

These early intervention arrangements for students at risk will be communicated to all teaching staff.

SCHOOL CULTURE & INCLUSION

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

Student Assemblies

- Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive culture where bullying is not accepted.

Staff Communication & Professional Learning

- Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

New & Casual Staff

- New staff and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. This will occur in the following ways:
 - ~ During the induction process led by the Principal or Deputy Principal, casual and new staff will be informed about the school's approaches to strategies to prevent and respond to student bullying behaviour, when it does occur.
 - ~ An executive staff member speaks to new and casual staff when they enter duty at the school.
 - ~ The Principal or Deputy Principal speaks to new executive staff when they enter on duty, at the school, as part of the induction process.

PARTNERSHIPS WITH FAMILIES & COMMUNITY

Effective schools have high levels of parental and community involvement. The involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create shared understanding of how to support student learning, safety and wellbeing.

Online Platforms

- Our school online platforms provide information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

Communication With Parents/Carers

- Our school will provide information to parents/carers to help promote a positive school culture where bullying is not acceptable and to increase parent's/carers' understanding of how our school addresses all forms of bullying behaviour.

SUPPORT WELLBEING & POSITIVE BEHAVIOURS

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum.

RESPONSE

If bullying occurs:

Students:

1. Tell a teacher immediately. This may be the class teacher, the teacher on playground duty, the Assistant Principals, the Deputy Principal or the Principal. Your concern will always be taken seriously.
2. Allow the teacher time to investigate the complaint by interviewing the student/s accused of the bullying behaviour and by interviewing the alleged victim/s. Witnesses will be sought where possible.
3. Be part of the immediate and ongoing resolution and prevention strategies.

Staff:

If a student reports bullying, or you witness a bullying incident yourself, it is suggested that:

1. You listen and acknowledge the seriousness of the report, no matter how trivial it may appear at first.
2. You investigate the incident by interviewing the alleged victim/s; the accused bully/bullies; and any available witnesses.

3. If clearly substantiated, you will impose consequences as outlined in the School Behaviour Support and Management Plan.
4. You will record the incident on the Sentral Wellbeing database.
5. Depending on the nature of the incident, the student/s responsible for bullying will participate in self-reflection with a letter going home to parents/carers informing them of the incident. The student is warned of the consequences of any further incidences, as per the School Behaviour Support and Management Plan.
6. In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal or Deputy Principal and subsequent consequences for the behaviour determined in line with the School Behaviour Support and Management Plan.
7. Inform the classroom teacher and the Stage Assistant Principal who will, in conjunction with the Deputy Principal or Principal, provide ongoing support to the victim.
8. Inform all staff of the bullying at a whole staff communication meeting so that staff can monitor the interactions of students involved in the playground or in class.
9. If the child continues to bully, the Principal or Deputy Principal will make an appointment to speak to the parent/carer. Remind them of the policy and ask for their cooperation in stopping the child from bullying other students.
10. If it is noted that a student is repeatedly bullying, a referral to the Learning Support Team will be made and a behaviour management plan will be developed for the student in consultation with the parents/carers to support behaviour modification and reduce the risk to other students.
11. If bullying behaviour does not stop, the student may be suspended as per the school's School Behaviour Support and Management Plan and all relevant NSW Department of Education policies and procedures.
12. Victims of bullying will have access to school counsellor support if the need exists or of the student or parent/carer request it.

In the event of a very serious incident, the Principal may determine that a student should be suspended IMMEDIATELY. This will occur if the student: is in possession of a suspected illegal drug or the substance is being represented by the student as an illegal drug, is violent OR threatens serious physical violence against another student or teacher, is in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon.

Teachers are required to inform the Principal of serious incidents where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to sexual assault, physical abuse, emotional abuse and neglect. The Principal is required by law to notify the appropriate authorities, including the Child Wellbeing Unit or the Department of Family and Community Services, in the case of such incidents.

Bullying is not tolerated at Warnervale Public School on any level. This includes between students, staff, parents/carers or in any combination of the above. The school must follow NSW Department of Education procedures for reporting incidents involving assaults, threats, intimidation or harassment to the police.

Parents/Carers:

1. It is suggested that you discuss with your child what bullying is and what bullying is not. A thorough reading of this plan with your child is highly recommended.
2. If your child reports that they are being bullied at school, encourage them to follow the procedures above.
3. If you feel the nature report bullying on behalf of your child, please contact the front office so that you can make an appointment to speak to the classroom teacher. If not satisfied with their response, please address your concern with the Assistant Principal that supervises your child's grade. If still not satisfied with the response, please notify the Deputy Principal or Principal.
4. While most complaints should be resolved informally at the school level, if after all this you feel that you are still dissatisfied with the handling of your complaint and would to make a formal complaint against an employee of the NSW Department of Education, it would need to be in writing. It is important that you include specific details of the situation and include what you would like to happen as a result of your complaint. This process is outlined in the Department of Education Complaints Handling policy.
5. You are encouraged to become familiar with the School Behaviour Support and Management Plan and this Anti-bullying Plan so that you can work in partnership with the school in a manner based on mutual respect, shared responsibility and striving for excellence, to best support your child should bullying ever occur that involves them.

Whole School:

1. The Anti-bullying plan and the School Behaviour Support and Management Plan are discussed at least annually in each class by students and teachers.
2. School assemblies are used to discuss the school's policies and to reinforce good and acceptable behaviours.
3. Resources and programs relevant to happy and safe schools are integrated into teaching and wellbeing programs in the school.
4. Data is collected to inform the school on the success of the policy.
5. Time and resources are allocated to strategies that assist the identification, the remediation and elimination of issues of bullying.

The school will use Sentral Wellbeing software to monitor bullying within the school. This data will be used to evaluate and adapt school procedures. The school executive will use the information to identify patterns of bullying behaviour and strategies to respond to such patterns.

Feedback within the bounds of privacy legislation, regarding bullying, data will be given to staff through whole staff communication meetings, executive meetings and the Learning Support Team meetings.

The Warnervale Public School Anti-bullying Plan will be made available to the school community via the school online platforms; alternatively a copy will be made available upon request from the front office.

ADDITIONAL INFORMATION

Police Youth Liaison Officer (YLO)

NSW Police Force Tuggerah Lakes District

Kerie Wells

(02) 4356 6233

Crime Prevention Officer (CPO)

NSW Police Force Tuggerah Lakes District

Murray Alcock

(02) 4356 6230

Websites

Kids Helpline	1800 55 1800	http://www.kidshelpline.com.au
Bullying. No Way!		http://www.bullyingnoway.gov.au
Beyond Blue		http://www.beyou.edu.au
National Centre Against Bullying		http://www.ncab.org.au
Office of the eSafety Commissioner		http://www.esafety.gov.au
Department of Education - Anti-bullying		http://www.education.nsw.gov.au

REVIEW OF SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

The Anti-bullying Plan is a significant component of the overall School Behaviour Support and Management Plan. The staff at Warnervale Public School will continue to work in partnership with students and their families to interact in ways which; teach and model the values of Warnervale Public School; ensure that all stakeholders feel safe and happy whilst they are at school.

This plan was reviewed in 2023 in collaboration with staff and a P&C representative of the Warnervale Public School Community. The school community was invited to review the plan where they could provide feedback over a two-week period. The Student Leaders were also consulted on key elements of the plan. At the end of the two-week period, the plan was presented by the Principal, to the P&C. Implementation of the plan will continue with the plan being evaluated on an ongoing basis and reviewed regularly.

Regular review ensures these plans continue to be fit for purpose and use current school data to inform practice and direction. This annual review will include community and student engagement and representation. This will be achieved through existing school consultation and feedback mechanisms, including:

- undertaking a review of school data
 - academic and attendance data
 - current school behaviour procedures, systems, and practices
 - referrals to the executive, the school learning and support team, and Delivery Support teams
 - current department policies and procedures
- revising positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers.

Honi Faasisila – Principal

Michael Murphy – Deputy Principal

Pieta Davies – Assistant Principal

Kylie Selby – Assistant Principal

Karen Wilkins – Teacher

Tamara Bartley –Teacher

Amanda Martin – P&C Representative

SCHOOL CONTACT INFORMATION

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