

East Maitland Public School

Student Wellbeing and Discipline Procedures

2022



CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

- attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- behave safely, considerately and responsibly, including when travelling to and from school.
- show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- treat each other with dignity and respect.
- care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

The Principal will adopt the procedures from the Suspension and Expulsion of School Students if any of the students are involved in any of the fore mentioned activities.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also 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 the use by a student of networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

REFERENCES:

Based on Student Discipline management in Government Schools Policy Statement

<i>Student Welfare</i>	<i>PD/2002 /0052/ V01</i>	https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stu_de_welf/PD 20020052.shtml
<i>Discipline Policy</i>	<i>PD/2002 /0075/ V001</i>	https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip/PD20020 075.shtml
<i>Discipline in Government Schools</i>	<i>PD/2006 /0316/ V01</i>	https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20 060316.shtml
<i>Student Health in NSW Public School</i>	<i>PD/2004 /0034/ V001</i>	https://www.det.nsw.edu.au/policies/student_serv/student_health/stude nt_health/PD20040034.shtml

RATIONALE

The East Maitland Public School Student Wellbeing Framework and Procedures is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework.

The Student Wellbeing Framework and Procedures is embedded in the East Maitland Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches to defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or the potential to flourish.

WELLBEING: A Shared Responsibility

When parents/carers enrol their children at East Maitland Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- act according to the DoE Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.
- make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- act appropriately as safe, resilient, responsible and respectful learners and friends.
- contribute to the provision of a caring, safe learning environment for fellow students, staff and parents

Parents will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

Wellbeing: Supported by the core values of public education

Wellbeing is supported by New South Wales public education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity

- Being consistently honest and trustworthy.

Excellence

- Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

- Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

- Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

- Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

- Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

- Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

- Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

- Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

TYPES OF BULLYING

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 camera phones.

Education about Bullying

As part of the curriculum children at East Maitland Public School are taught skills for developing positive interpersonal relationships.

Students are taught how to identify bullying and what to do if they are being bullied or if they witness incidents of bullying. Teaching about bullying includes teaching the importance of, and ways to create and sustain a safe and supportive school community.

What to do if you are being bullied

Students are taught to tell their parents and/or teachers if they are being bullied.

Bullying is systematic and malicious and it is important that the child/children engaging in the bullying behaviour are made aware of their inappropriate and damaging behaviour and cautioned to stop.

A teacher and/or the school executive will immediately deal with the situation including meeting with the victim/s of the bullying incident, the child/children identified as engaging in the bullying behaviour and contacting the parents/carers.

As part of the process, the victim/s of bullying and child/children engaging in the bullying behaviour will be counselled by teachers with the opportunity to work on building/rebuilding a positive relationship through strategies such as discussion, team building activities and class PBL lessons.

What to do if you know that someone is being bullied

East Maitland Public School teaches the students that bystanders can effectively discourage all forms of bullying. Students who are 'defended' by a bystander feel safer and more empowered to stand up to bullying.

Students are taught to immediately report incidents of bullying to a teacher. Support will be provided for any student who has witnessed bullying behaviour. Please refer to our school Anti-Bullying Plan for further information.

East Maitland Public School Wellbeing

We incorporate all aspects of our student Wellbeing systems and procedures throughout the school. This includes:

- Positive Behaviour for learning (PBL)
- Trauma Informed Practice PL and procedures
- Student, staff and community wellbeing
- Anti-Bullying

Wellbeing Sessions

Each Monday all classes participate in Wellbeing ex sessions. These sessions include explicit lessons on:

- PBL focus area (safety, Learning or Respect)
- Anti-Bullying strategies
- Student Wellbeing focus areas (mindfulness, gratitude, resilience, self regulation etc)
- Rock and Water
- Lifeskills Go
- Second Step and GOT IT
- Social skills

This is in line with the Department's Core Rules and Values Education Policy documents. This policy is available at: https://detwww.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_g ov/disc_implementation.pdf

Additional support for students may be offered through:

- Assistant Principal support/programs (intervention strategies)
- Support through the identified staff
- School counsellor
- Learning and Support Team
- Behaviour management planning (risk assessment, management plans)
- External agency support

Responding to behaviour strategies:

Positive behaviours (refer to flowchart):

- Assembly awards promoting
 - Effort and achievement
 - Positive behaviour (based on PBL)
- Flowchart – class awards, STAR awards, Banners

Negative behaviours (refer to flowchart):

- Minor inappropriate behaviours will be managed at the classroom or playground level. In some circumstances, teachers may choose to add a record onto Sentral (student management system)
- Ongoing minor inappropriate behaviours will result in students being referred to another space for “time out”. They will then return to class.
- Students who display ongoing minor behaviours or more significant behaviours may be placed in PBS.
 - PBS is designed as a strategy to help students manage their behaviour.
 - Students discuss their behaviour and develop a plan for future actions.
 - Parents will be contacted via a note or a phone call. If a note is sent home, it must be signed by a parent/carer and returned to the Assistant Principal.
 - Students can be placed in PBS for a period of 1 – 3 days.
 - Students who are required to attend PBS, may be required to follow a monitoring card.
 - Students who are on a monitoring card are required to check in with CT (class time) and CT on duty (break time) with their card to have it signed.

PBL Licence System and PBL Rewards:

Our PBL Licence system allows executive staff to track and monitor student behaviour and eligibility for students to attend PBL reward sessions each Term. Each Term, all students start with 12 PBL points which are monitored throughout the Term. If a student loses all of their PBL points throughout the period of a term, then they will be ineligible to attend the reward session.

Students lose points for inappropriate behaviour which results in the student being required to attend PBS for a period of time or results in the student being suspended.

Additional Wellbeing Support Across EMPS:

Trauma Informed Practice at EMPS

EMPS staff are continually upskilled in effective Trauma Informed Practice (TIP) strategies to support the social and emotional needs of our students. This is completed through:

- Ongoing PL for staff in Berry Street Education Model (BSEM)
- Training for all staff in the Department Trauma Informed Practice modules

As a school we also have a BSEM team who support the effective implementation of TIP strategies across all classrooms, ensuring that this approach underpins our work as a whole school community. This team

currently consists of school executive and teaching staff.

GOT IT and Second Step Program:

In 2022 our school will participate in the GOT IT program. Getting On Track In Time! - Got It! is an early intervention program run by local health professionals from the Local Hunter New England Health District in collaboration with Department of Education.

Got It! aims to teach children emotional resilience and further the development of their social skills. The program helps children better manage their behaviours at school and at home - assisting them to learn to their full potential and maximise their life opportunities. The program will be fun and supportive for students and will also be practical for parents and teachers. As part of the implementation of the program, all K-2 and Support classes will also participate in the Second Step social and emotional development program.

Rock and Water:

Rock and Water lessons are hands on and fun, exploring important social skills such as standing strong, asserting oneself, negotiation skills, understanding the "rock" attitude and the "water" attitude in regards to self management and interpersonal connection. Rock and Water is an evidenced based approach to wellness and respectful behaviours in schools that connects clearly with the PD/H/PE Curriculum and Wellbeing Framework in schools. Rock & Water reduces bullying, increases self control and enhances social and communication skills.

Students learn to stand stronger in many ways. In the playground and the classroom they learn to identify their limitations and possibilities, learn to communicate more effectively, learn to feel, set and defend their own boundaries and to respect others' boundaries too.

Lifeskills Go:

Lifeskills Go is an online, interactive platform that provides teachers and students a range of lessons, activities and resources to support their wellbeing needs. Lessons are incorporated into classrooms across the school as part of our approach to wellbeing.

PBL at EMPS



RESPECT, RESPONSIBILITY, LEARNING

Handbook

Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture. The framework assists schools to improve social, emotional, behavioural, and academic outcomes for children and young people.



Easty the Eagle – Our School Mascot


PBL Program



Students will participate in a PBL session every Monday for approximately 20-30 minutes that targets a certain focus area at East Maitland Public School. Each Friday, the PBL coordinator analyses the Sentral behaviour data for the week and sets the PBL lesson focus for the following week. The PBL focus changes on a weekly basis. Each week students will focus on an area to promote positive behaviour around East Maitland Public School. All students are exposed to the same language that reflects the school expectations of being respectful, responsible learners, everyone, everywhere, every time.

Example PBL Lesson

Topic – My Bubble, My Space

Lesson content – this lesson focussed on teaching students the importance of personal space and keeping their hands and feet to themselves.

Positive Behaviour for Learning Term 4 – Week 10		
PBL Expectation	Lesson Focus	Learning Intention
RESPECT RESPONSIBILITY LEARNING	My Bubble, My Space	I can control what I do and say. I can keep my hands and feet to myself.
Sentral Behaviour Data		
Sentral data has indicated that there have been multiple incidents of students being physical in particular, sitting, kicking, hitting, punching and students' understanding of personal space is seen as an area of improvement.		Wellbeing Hub Students have been coming into the Hub this week for social issues for physical aggression.
<p>Am I being a personal space invader? View the 'Personal Space Invader' poster as a class and discuss the signs/clues that you may be in someone's personal space (this is saved on T-share to enlarge).</p> 		
Lesson Structure	Teaching and Learning Activities	Registration, Evaluation and Additional Activities
ENGAGE/TELL Introduce the aim and explain why it is important	Remind students of the definition of personal space. Discuss and demonstrate why everyone is responsible to be respectful to each other's personal space by keeping our hands and feet to ourselves. It is especially important nowadays with Covid-19 to ensure each other's safety by demonstrating 'keeping me to me'.	

<p>Discuss the following with the students:</p> <ul style="list-style-type: none"> Always keep your hands and feet to yourself Why do we do this? How can we express ourselves without touching someone (clap or verbal praise, thumbs up)? Why is this important for a healthy? What can happen if we go into someone's personal space? How can we solve a problem without entering someone's personal space or using hands or feet? <p>Infants - Personal Space PowerPoint Go through the PowerPoint and discuss as a class.</p>  <p>Primary - Keeping Hands and Feet to Myself PowerPoint Go through the PowerPoint and discuss as a class.</p> 	<p>REFLECT, REMIND & MONITOR Continue to remind students of the aim/expectation and monitor the student's progress and utilisation.</p> <p>FEEDBACK Specific feedback to the students. Feedback to the PBL team.</p> <p>What makes a good PBL lesson?</p> <ul style="list-style-type: none"> It has to happen PBL lessons about the week's whole-school focus are to be conducted weekly each Monday BEFORE Whole School Assembly. PBL lessons can also occur 'on the fly' as teachers identify messages/expectations that students need additional support to learn. It has to include REINFORCE. After you have engaged students in inquiry, then summarised the explicit messages of the lesson, be sure to give all children time to rehearse the target behaviour. <p>So, lessons should have 3 main parts:</p> <ol style="list-style-type: none"> ENGAGE (inquiry/interactive activities to activate prior learning, grab/engage or outlast) TEACH (summarise the target behaviour, why it is important, what it should look like and how it relates to our school's core values) REINFORCE <p>A final, optional but very valuable, step is to RECORD: Put up a poster capturing your class learning about the target behaviour so that you can refer students back to it if the target behaviour is not evident.</p>
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<p>SHOW Staff model this aim to the students and give specific examples</p>	<p>View the 'Personal Space Invader' poster as a class and discuss the signs/clues that you may be in someone's personal space (this is saved on T-share to enlarge).</p> <p>Infants: K-2 https://www.youtube.com/watch?v=8T2Ph1a298</p> <p>Primary: 3-4 https://youtu.be/vn1_45ed_5c</p> <p>Watch these clips and discuss and brainstorm with class why it is important to keep me to me. What problems may arise if we do not follow this rule?</p>
<p>TEACH Explicit teaching and whole class rehearsing of the aim</p>	<p>ACTIVITY – Infants Students complete the K-2 personal space activity.</p> <p>ACTIVITY – Primary Students complete the 3-4 personal space activity.</p>

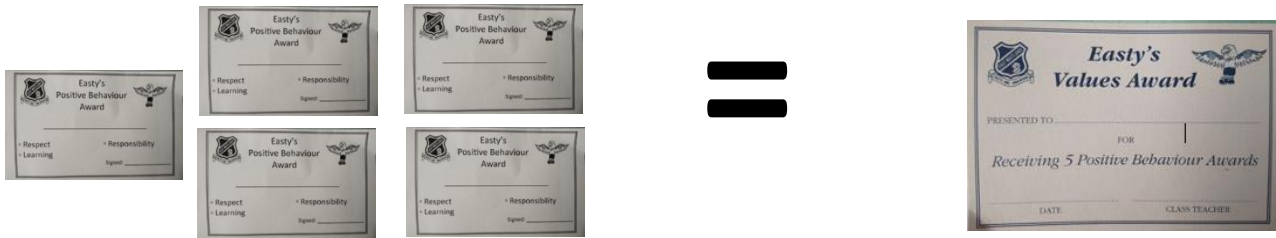
The PBL lesson outline and resources is emailed to all staff each Friday afternoon by the PBL coordinator.

The PBL lesson focus is introduced on the Monday, and is revised each day throughout the week. The PBL weekly focus is also displayed in each classroom with Easty.

My Bubble! My Space!



PBL Achievement System



5 Easty's Positive Behaviour Awards

Handed to students for demonstrating positive Behaviour in the classroom and on the playground.

1 Easty's Values Award

Purple awards – can be collected from the office. Handed out and signed off by the class teacher.



5 Easty's Value Awards

Handed out by class teacher when 5 Easty Positive Behaviour Awards are brought in.

5 Achievement Awards

Handed out at assembly – written by class teachers.

5 Principal's Awards

Special recognition from the school principal.

1 Star Award

5 Awards are signed off and Star award is written by class teacher (can be collected from office). Star award is handed to the principal to be presented at assembly.



5 Star Awards

Class teacher hands to principal to sign off and organise banner.

1 Banner

Presented by the principal at assembly.



3 Banner Awards

Class teacher hands to principal to sign off and organize banner.

1 Medallion

Presented by the principal at assembly.

Easty's and Easty Draw

Students receive 'Easty's' for showing positive behaviour in the classroom, on the playground, at assemblies and transitioning around the school etc. Teachers are to hand Easty's out daily. Students write their name and class on them and have a special spot or tub in the classroom to store them.



Easty!

Name: _____

Class: _____

Whole School Assembly	Cohort Approach (COVID) Stage Assemblies
<p>Class teachers take the tub of student Easty's to the whole school assembly. All infants Easty's go into a draw and all primary Easty's go into a draw. Two students from infants and two students from primary are drawn to receive a \$2 canteen voucher.</p> <div data-bbox="285 844 604 1072" data-label="Image"> </div> <p>All Easty's are kept and go into an 'End of Term Draw'. In the last week of the term, the PBL coordinator purchases 6-8 prizes (colouring in books, board games, etc.) and the students that win the end of term draw can select a prize.</p>	<p>During the cohort approach due to COVID, whole school assemblies may not be an option. In this case, teachers continue the same process of handing out Easty's and taking them to their stage assembly instead. The AP will then conduct the draw with a reward for the student.</p>

PBL Postcards

Class teacher selects 2 students each term to send a postcard to. The postcard has a personalised message from the teacher to recognise positive behaviour.

Postcards can be collected from the school office. One written on, can be returned to the office and are then mailed to the student's house.

Class teacher keeps track of students that receive a postcard in their awards record.



AFFIX
STAMP
HERE

To: _____

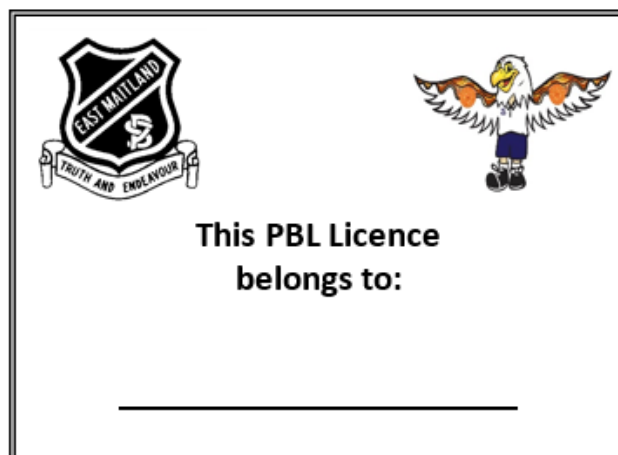
Address: _____

Postcode

PBL Licence System

All students have a PBL Licence which is kept at school. Each child will start the term with **12 licence points**. All students who have points remaining on their PBL Licence at the end of the term are eligible to participate in our PBL Rewards Day.

Students who have all 12 points left on their licence at the end of the term will receive a purple values award in recognition of their positive behaviour.



The following situations will result in the loss of PBL Licence points:

- If a student goes to Positive Behaviour Support Room
- If a student is given a warning of suspension
- If a student is suspended

Students who have lost all 12 points on their licence during the term will have forfeited the privilege to attend the PBL rewards day.

PBL Rewards Day

The PBL Rewards Day is held once a term during the last week. All students that have points remaining on their PBL Licence can participate (whether it be 2 points or 12). Each student that is eligible to participate in the Rewards Day, also receives a purple Easty's Value Award.

If a student has lost all of their 12 points on their PBL Licence, Stage AP's will organise reflection activities for them to complete.

PBL Licence points are reset at the beginning of each school term.

- Rewards Day Past Examples:
 - Stage Rotation Activities (sport, art, disco)
 - Movie and pizza
 - School disco
 - Sausage sizzle and water party

PBL Morning Tea with the Principal

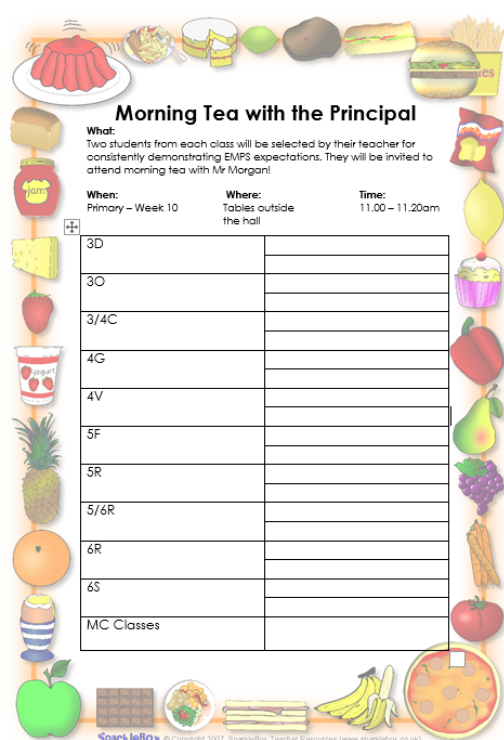
The PBL Morning Tea with the Principal is held twice a term – once for infants, once for primary.

PBL coordinator sets a date and time (normally 11am) in conjunction with the principal. They put a sheet up on the staffroom board and communicate with staff to write the names of selected students. Always indicate if a selected student doesn't have permission to publish as a photo is taken for the school Facebook page.

Class teacher selects two students from their class for displaying consistent positive behaviour to attend the morning tea. Students take home an invitation for the morning tea – organised by the class teacher/AP.

PBL coordinator communicates with Jacqui in the canteen to organise individual plates for students attending (party pie, sausage roll, cupcake, and juice).

Students that attend the morning tea also receive a Principal's Award.



Morning Tea with the Principal

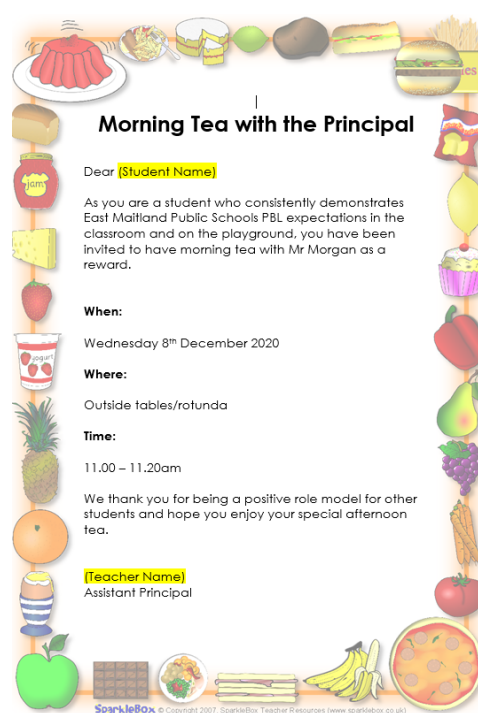
What:
Two students from each class will be selected by their teacher for consistently demonstrating EMPS expectations. They will be invited to attend morning tea with Mr Morgan!

When: Primary – Week 10 **Where:** Tables outside the hall **Time:** 11.00 – 11.20am

3D	
3O	
3/4C	
4G	
4V	
5F	
5R	
5/6R	
6R	
6S	
MC Classes	

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Sheet for staff to write the names of students attending the morning tea.



Morning Tea with the Principal

Dear [Student Name]

As you are a student who consistently demonstrates East Maitland Public Schools PBL expectations in the classroom and on the playground, you have been invited to have morning tea with Mr Morgan as a reward.

When:
Wednesday 8th December 2020

Where:
Outside tables/rotunda

Time:
11.00 – 11.20am

We thank you for being a positive role model for other students and hope you enjoy your special afternoon tea.

[Teacher Name]
Assistant Principal

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Student invitation sheet – date and time to be updated each term.

PBL Classroom Displays

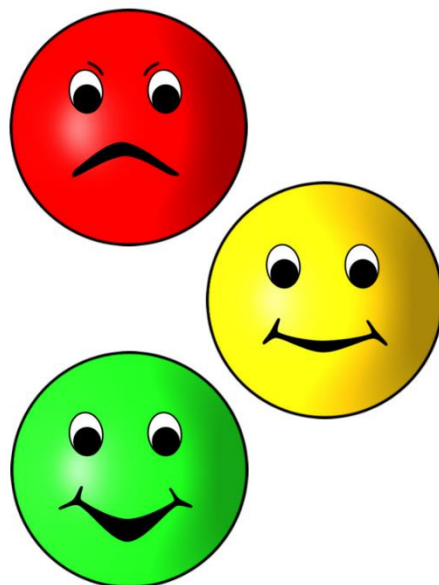
The following posters are displayed in every classroom and common areas at EMPS and area used to refer to and manage behaviour.



Aussie 5 Posters



School Matrix



Traffic Light Faces
Used for classroom
behaviour management

5 Step Behaviour Chart

At all stages, positive language and (verbal and body) is utilised for redirection strategies.

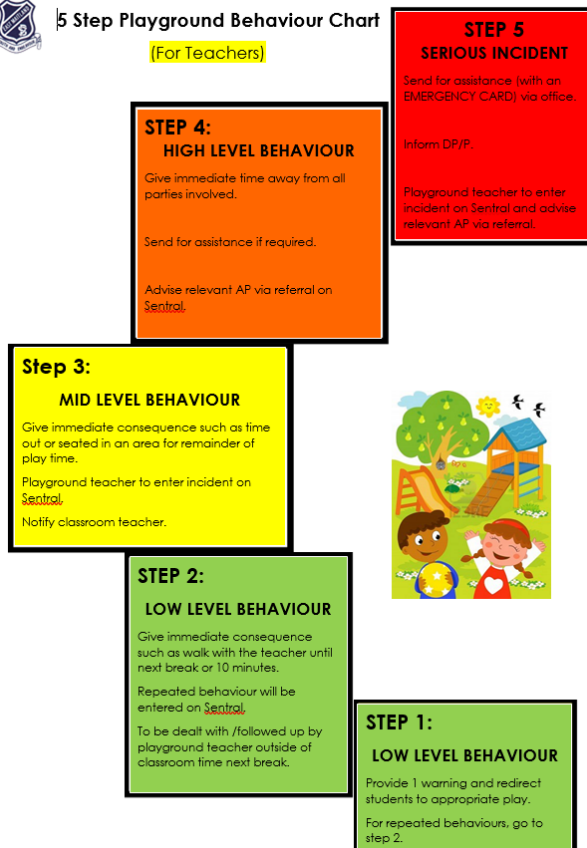


5 Step Classroom Behaviour Chart (for teachers)



5 Step Playground Behaviour Chart

(For Teachers)



5 Step Playground Behaviour Chart (for teachers)



This week's PBL focus
is.....



Newsletter Communication	Facebook Communication
<p>The following can be recognised in the school newsletter each fortnight:</p> <ul style="list-style-type: none"> • The Easy draw winners • Photos of the Morning Tea with the Principal • Photos of the Rewards Day 	<p>The following can be recognised on the school Facebook page when they occur:</p> <ul style="list-style-type: none"> • Photos of the Morning Tea with the Principal • Photos of the Rewards Day




5 Step Classroom Behaviour Chart

5 Step Behaviour Chart

At all stages, positive language and (verbal and body) is utilised for redirection strategies.



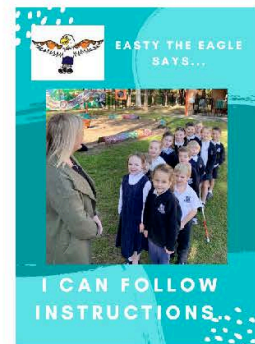

STEP 4
Time out with Executive




Class teacher to ring home.



STEP 5
Executive (DP) office.
Parent/Caregiver contacted.




STEP 3
Time out in buddy class.
(10 minutes)



If behaviour continues, go to Step 4.

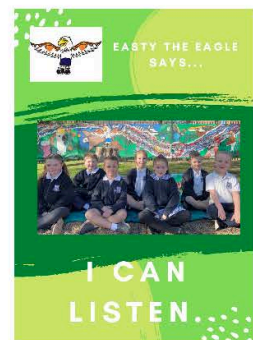


STEP 2
Warning 3: Name moved onto red face.




Five minutes toolkit (TIP).

If behaviour continues go to step 3.



STEP 1
Warning 1: Redirection (positive language – expectation reminder)
Warning 2: Name moved onto yellow face with redirection.





5 Step Playground Behaviour Chart

STEP 4:

HIGH LEVEL BEHAVIOUR

Give immediate time away from all parties involved.

Send for assistance if required.

Advise relevant AP via referral on Sentral.

STEP 5 SERIOUS INCIDENT

Send for assistance (with an EMERGENCY CARD) via office.

Inform DP/P.

Playground teacher to enter incident on Sentral and advise relevant AP via referral.

Step 3:

MID LEVEL BEHAVIOUR

Give immediate consequence such as time out or seated in an area for remainder of play time.

Playground teacher to enter incident on Sentral.

Notify classroom teacher.



STEP 2:

LOW LEVEL BEHAVIOUR

Give immediate consequence such as walk with the teacher until next break or 10 minutes.

Repeated behaviour will be entered on Sentral.

To be dealt with /followed up by playground teacher outside of classroom time next break.

STEP 1:

LOW LEVEL BEHAVIOUR

Provide 1 warning and redirect students to appropriate play.

For repeated behaviours, go to step 2.

ANTI-BULLYING PLAN 2022

East Maitland Public School

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.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

East Maitland Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a 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.

1 School culture and 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.

1.1 Student assemblies

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

Dates	Communication topics
Term 1	Positive Behaviour for Learning (PBL) lessons <i>Responding to behaviour procedures</i> +
Term 2	PBL lessons <i>Anti bullying lessons (Second Step)</i> +
Term 3	PBL lessons <i>Second Step Lessons (K-2 + Support)</i> +
Term 4	PBL Lessons <i>Second Step lessons (K-2 + Support)</i> +

1.2 Staff communication and 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.

Dates	Communication topics and Professional learning
Term 1	Positive Behaviour for Learning Berrv Street PI
Term 2	Trauma Informed Practice (TIP) - Department modules Berrv Street PI
Term 3	Positive Behaviour for Learning Berrv Street PI
Term 4	Positive Behaviour for Learning Berrv Street PI

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

All new staff to undergo a school induction by executive and/or admin staff, including:

- managing and responding to student behaviour
- communication systems and processes regarding student behaviour

Information regarding classroom and student plans and supports will be made available to staff through:

- initial induction
- classroom casual folders

All staff are supported in all aspects of student wellbeing by executive staff

2 Partnerships with families and community

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

2.1 Website

Our school website has 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).

The following are published on our school's website. Check the boxes that apply.

- ☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

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

Dates	Communication methods and topic
Term 1	Information through newsletters + Social media - PBL, Cyber Safety National Day of Action Against Bullying and Violence + Harmony Day
Term 2	Information through newsletters + Social media - PBL, Cyber Safety Information regarding Second Step Anti Bullying lessons
Term 3	Information through newsletters + Social media - PBL, Cyber Safety Wellbeing Parent workshop
Term 4	Information through newsletters + Social media - PBL, Cyber Safety TIP resources

3 Support for wellbeing and 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 in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

All classes participate in wellbeing sessions each week. These sessions incorporate:

- Lifeskills Go lessons
- Targeted Positive Behaviour for Learning lessons
- General social skills

Trauma Informed Practice strategies

All students have access to our student wellbeing hub to support student wellbeing throughout the year.

All executive staff are in Wellbeing roles throughout all areas of the school (mainstream and support).

Identified students requiring additional wellbeing support have the opportunity to engage in wellbeing programs including Rock and Water, Mindfulness.

Completed by: Lauren Main

Position: Assistant Principal

Signature: Date: 30/06/2022

Principal name: Steve Morgan

Signature: **Stephen Morgan** Digitally signed by Stephen Morgan
Date: 2022.07.07 07:56:20 +10'00' Date: 7/7/2022