

Charlestown East Public School



Student Wellbeing Guidelines

CONTENTS	
Statement of Purpose	
	Mission Statement
	Core School Rules
	DET Core Rules
	School Values
Rights and Responsibilities	
	Students
	Teachers
	Parents/Caregivers
Strategies and Practices to Manage Student Behaviour	
	Strategies and Practices to Promote Positive Student Behaviour
	Strategies and Practices to Recognise Student Achievement
	Anti-Bullying Plan
School Discipline Policy	
	Classroom Management
	Playground Management
	School Counsellor Learning Support Teacher Support
	Procedural Fairness
	Suspension and Expulsion Procedures
APPENDICES	
A	Charlestown East Public School Anti-Bullying Plan
B	Policy for the Election of Captains, Vice Captains, House Captains and Vice Captains

Statement of Purpose

The community prides itself on its positive and inclusive school environment which is built on the 'Tree of Values' and You Can Do It Program. The Charlestown East Public School Student Wellbeing Guidelines outline the expectations that the school community has for the conduct of the students, teachers and parents to ensure this school culture is maintained. It identifies the procedures that support the students' intellectual, emotional, social and physical growth and wellbeing, based on the DoE Wellbeing Framework.

Context

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support that acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

(Student Welfare Policy, Department of Education and Training 1996)

School Mission Statement

At Charlestown East Public School we strive to provide :

Quality Education in a Caring Environment

School Values

Integrity	Excellence	Respect	Responsibility	Cooperation
Participation	Care	Fairness	Democracy	

Core School Rules

The Charlestown East Public School rules align with the DoE core rules and the Tree of Values. The rules reflect the expectations that the teachers and school community have for the students. They also reflect the expectations that the students have of themselves and their peers. We recognise the significant influence parents have on their children's character and behaviour and the importance of working in partnership with them in supporting the core rules.

- Attend school every day unless they have a justified reason for being absent
- Arrive at lessons on time and be prepared to participate in learning
- Maintain a neat appearance and comply with the school's uniform policy
- Behave in a safe, considerate and responsible manner, including the journey to and from school
- Be respectful at all times to teachers, students, support staff, parents and visitors to our school
- Comply with classroom and school rules
- Be courteous at all times and cooperate with teacher instruction and learning activities
- Treat all members of the school community with dignity and respect
- Take care of your property, the school's and others'
- Harassment, bullying, interfering with the safety of others, or engagement in any illegal or anti-social behaviour will not be tolerated

<h3>We Do Our Best</h3> <ul style="list-style-type: none">✓ I do quality work✓ I represent my school with pride✓ I participate in group learning	<h3>We Are Safe</h3> <ul style="list-style-type: none">✓ I am in bounds in the playground✓ Have hat, will play✓ I follow the rules at class and at play✓ Hands and feet to self
<h3>We Listen</h3> <ul style="list-style-type: none">✓ I use 5Ls✓ I follow instructions✓ I respect others	<h3>We Care</h3> <ul style="list-style-type: none">✓ I include others✓ I use kind words✓ I am a good friend✓ I look after my belongings✓ I look after my environment

Rights and Responsibilities

Students:

At Charlestown East Public School each student has the right to:

- be safe and free from bullying, harassment and intimidation at school
- be treated with respect and fairness regardless of race, religion, sexuality, ethnicity, beliefs, intellectual or physical disability
- a high quality education
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment

At Charlestown East Public School it is the student's responsibility to:

- respect individual differences and diversity in others and to be thoughtful and courteous to others
- not harass, bully or intimidate other students and to behave safely at all times
- contribute to a happy, safe environment where all may work without distraction
- develop positive relationships with others in the school environment
- use digital communication and electronic devices in an acceptable manner

Charlestown East Public School has the responsibility to:

- Implement an Anti-bullying Policy which clearly identifies both the behaviours and the consequences of bullying in the classroom and the playground
- Inform students, parents and caregivers about the Anti-bullying Policy
- Provide students with strategies to respond positively to incidents concerning bullying and their responsibilities as bystanders and observers
- Follow departmental policies and guidelines for teaching about bullying as part of the PD/H/PE program
- Follow up complaints of bullying, harassment and intimidation
- Manage all students fairly and evenly
- Foster an environment of acceptance of individual differences

Teachers:

At Charlestown East Public School each teacher has the right to:

- Teach in a positive climate where teaching/learning is respected and valued
- Be respected as a professional and as an individual
- Expect behaviour that contributes to a positive class atmosphere
- Have time to work with students as individuals
- Receive support from the school community
- Expect quality work
- Be happy and safe at school, ie. be treated with respect and dignity

It is the teacher's responsibility to:

- Have knowledge of school and departmental policies relating to bullying behaviour
- Know and identify signs of bullying
- Consistently revise and review acceptable behaviours
- Respect and support students in all aspects of their learning
- Model and promote appropriate, non-aggressive behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Policy
- Work collaboratively with students and parents to resolve incidents of bullying when they occur
- Offer ongoing education of students to develop strategies to identify, cope with and prevent bullying.

Parents/Carers:

At Charlestown East Public School parents/caregivers have the right to:

- Expect maximum learning opportunities to be available
- Expect a safe learning environment
- Enter into two way communication with the school
- Receive feedback about student attitude, behaviour and learning

It is the parents/caregivers responsibility to:

- Be aware of the school Anti-Bullying Policy
- Know and identify the signs of bullying
- Work collaboratively with the school to assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Policy
- Support their children to become responsible citizens
- Help their children to develop responsible online behaviour
- Report incidents of school related bullying and inappropriate behaviour to the school
- Model and promote appropriate behaviour

Strategies and Practices to manage student behaviour

The staff at Charlestown East Public School take a proactive approach to managing inappropriate student behaviour. The establishment of positive teacher-student relationships and strong home-school partnerships foster an environment where students have a sense of belonging and interact positively in the school setting.

- Teachers ensure that students are engaged in learning at a level that is appropriate to their needs.
- Teachers have high expectations for student behaviour and achievement.
- The school ensures that there is a range of extra-curricula activities available to cater for the interests and abilities of all students.
- Acknowledgement of everyone as an individual to ensure an inclusive school environment

A flow chart has been developed to visually represent the procedures to follow in effectively managing inappropriate student behaviour in the classroom and playground. (see Student Discipline Policy)

Strategies and Practices To Promote Positive Student Behaviour

Staff members commit to positive communication with the students, to building positive relationships with students and their carers, and fostering a positive, caring environment. Staff take a proactive approach to student behaviour by using positive reinforcement to encourage positive choices. The school fosters a strong sense of community, acknowledging and celebrating individual student and whole school achievements.

Staff members will ensure that rights and responsibilities are discussed with their classes and form the basis of the class rules. Each teacher is responsible for their own class discipline plan, including specific class rules, however, it must be aligned with the school values. The school rules and core values will be displayed in prominent places in the classroom and around the school and feature in the language that is used by staff when addressing students.

Student Leadership

All students in Year 6 are provided with opportunities for leadership across the school. Year 5 students are advised of these opportunities at the end of the year as part of the Student Leaders election process.

Examples of these roles include:

- Student Leadership team – 2 captains and 8 prefects
- Sports Captains – 8 captains and 8 vice captains
- Parliament – 10 Ministers
- Audio Technician

(See Policy for Election of School Captains, Prefects and House Captains Appendix B)

Strategies and Practices to Recognise Student Achievement

We recognise that all students have the right to be respected and trusted as responsible members of our school community. There is an expectation that students remain responsible and act within the school, core and class rules. We recognise students as individuals and provide opportunities for students to participate in a wide range of in-school and beyond-school activities and events that enable them to pursue their interests and develop their ability in these areas. Student achievements are recognised through a school merit system, at the class level and at a whole school level.

Awarding Achievement

Celebrating and recognising student achievements is an important part of supporting student wellbeing.

There is a K-6 assembly each week on Monday. Merit awards are given out along with special program awards such as Premier's Reading Challenge, Sports Gala Days etc. The students collect merit award cards and once five are collected, a Principal's award is received. The collection of five Principal awards leads to an Excellence Award at the end of year Presentation Day.

The end of the school year concludes with Presentation Day and Sports Assembly. Special awards are given annually for students showing achievement, improvement and effort in class across all key learning areas and for outstanding achievement in academic testing and sporting endeavours.

Students are also recognised publicly through the following:

- ongoing regular contact with parents
- through newsletters, notice boards and the school website
- community events
- participating in dance and drama festivals, Star Struck, exhibitions, State Knockout and sports gala days, academic tests, GATS and CAPA camps as school representatives
- class incentives and reward systems

Anti-Bullying Plan

The school has developed an extensive anti-bullying plan to both deal with and prevent bullying.

See Appendix A.

Charlestown East Public School Discipline Policy 2016

Classroom Management

Rules

It is vital that the teacher and the class negotiate the class rules at the beginning of the school year. This is important because each teacher is responsible for his or her own class discipline. Class rules should be linked to the school rules and Tree of Values. Class discipline must align with the school's discipline guidelines and use consistent terminology and understanding of values.

Role Definition

At the beginning of the school year there will be a class meeting where roles are defined and clarified, with all members of the class having an opportunity for input. Staff and students need to ensure that their roles are clearly defined. These roles should be clearly displayed and referred to when necessary.

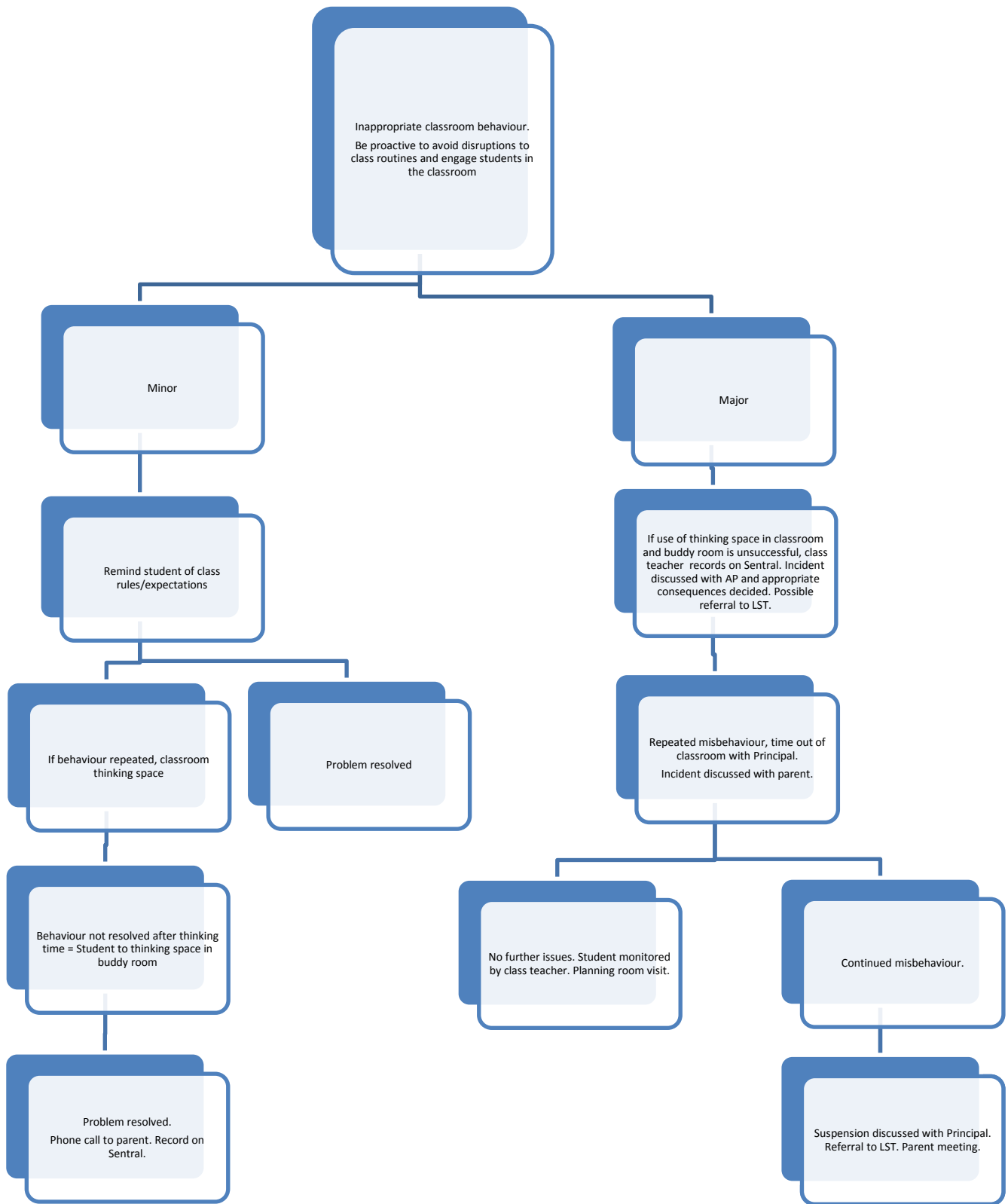
A buddy system has been developed for students who require time out from the classroom. Student behaviour has been classified into minor and major. Minor behaviours are managed through the the class behavior management system with class based consequences. For major behaviours, class teachers should follow the Behaviour Management flow chart - classroom.

<p style="text-align: center;">Minor Classroom Behaviours</p> <ul style="list-style-type: none"> • Calling out • Work avoidance • Refusal to follow instructions • Unsafe behaviour e.g. running, inappropriate use of equipment • Back chatting • Teasing • Touching others' belongings • Not helping to keep the learning space tidy and safe 	<p style="text-align: center;">Consequences</p> <ul style="list-style-type: none"> • Redirection • Rule reminder • Catch up work in own time or at home • Apologise to those affected • Classroom thinking space
<p style="text-align: center;">Major Classroom Behaviours</p> <ul style="list-style-type: none"> • Leaving classroom without permission • Persistent disruption • Bullying • Swearing • Rudeness/disrespect to peers or staff • Persistent refusal to follow instructions or complete work • Throwing objects 	<p style="text-align: center;">Consequences</p> <p style="text-align: center;">Refer to Behaviour Management Flow Chart - Classroom</p>

Management of Behaviour in Class

All classroom teachers at Charlestown East Public School follow the same procedures when dealing with behaviour in class that interferes with the learning of the offending student and of other students during class time. Teachers are responsible for implementing consequences for minor behaviours in the classroom.

Behaviour Management Flow Chart - Classroom

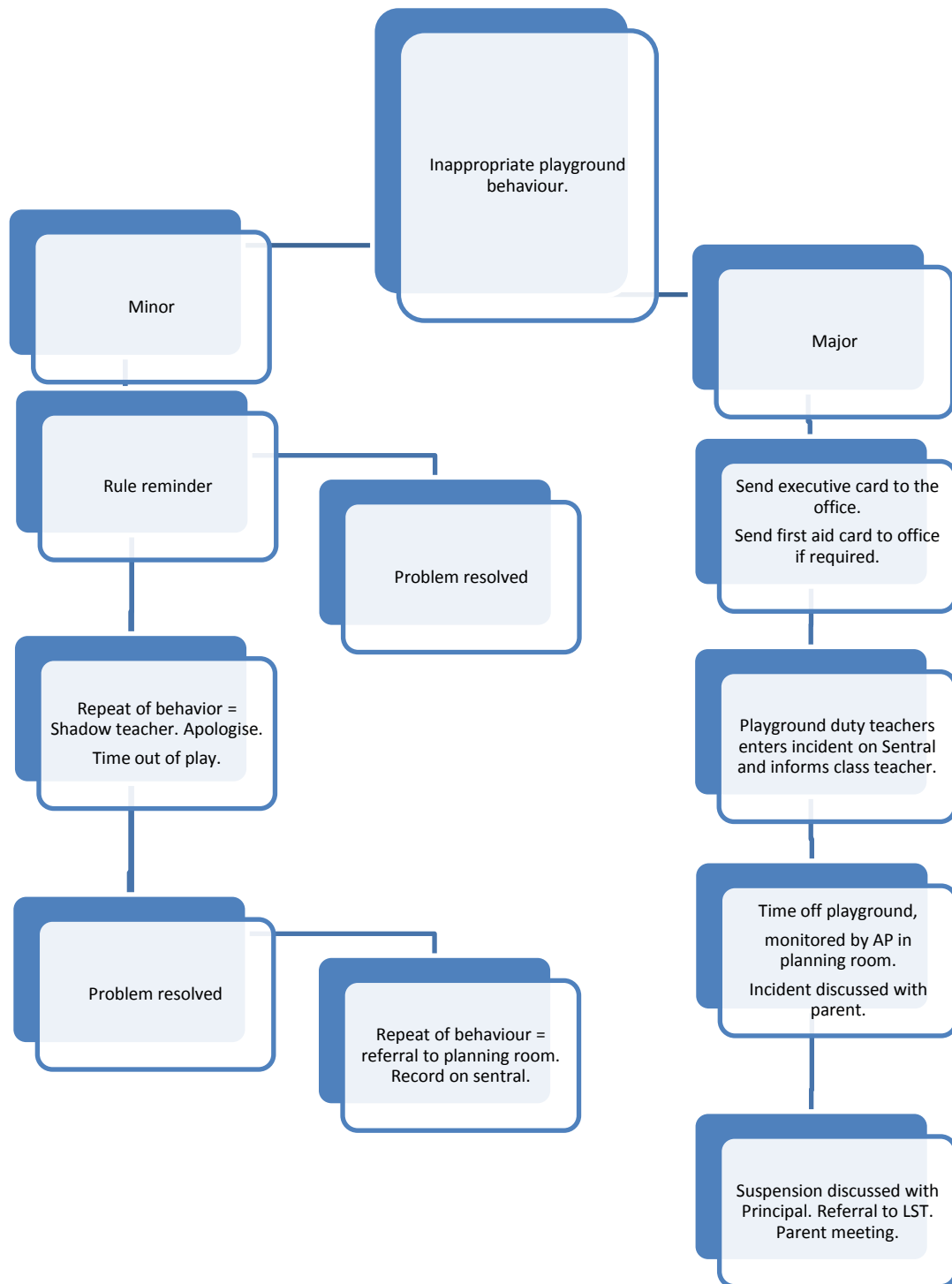


Playground Management

The teacher on duty handles minor behaviour issues and follows the playground behaviour consequence chart. It is the playground duty teacher's responsibility to manage and follow up minor playground behaviours. Staff on playground duty have the responsibility to supervise visibly and actively in the playground and be proactive to avoid problems and ensure the safety of all children.

<p style="text-align: center;">Minor Playground Behaviours</p> <ul style="list-style-type: none">● Out of bounds● Interfering with others' games● Teasing● Running on concrete● Rough play● Not following teacher's instructions● No hat● Sharing of money or food● Misuse of equipment● Playing with sticks● Playing in the toilets● Kicking balls under the COLA● No displaying manners● Touching other peoples' things● Eating on the oval	<p style="text-align: center;">Consequences</p> <ul style="list-style-type: none">● Rule reminder● Shadow the teacher● Apologise to the other person● Time out for a short period
<p style="text-align: center;">Major Playground Behaviours</p> <ul style="list-style-type: none">● Rude to the teacher or peers● Fighting● Bullying● Swearing● Non compliance● Repeated minor offences● Racism/harassment/discrimination● Violence● Running away from staff● Leaving the school grounds● Using objects as a weapon● Vandalism	<p style="text-align: center;">Consequences</p> <p style="text-align: center;">Refer to Behaviour Management Flow Chart - Playground</p>

Behaviour Management Flow Chart - Playground



Parent Interview/Counsellor and the School Learning Support Teacher Support

The school is not solely responsible for consistent, unacceptable behaviour of students. This is a shared responsibility of parents and students in partnership with teachers. If the student continues to offend, then a referral to the Learning Support Team is actioned by the class teacher.

The Learning Support Team will work collaboratively with the class teacher and parents to seek appropriate internal or external interventions to support the student. Parent permission for counselling will be actively sought. The School Learning Support Team (consisting of the Principal, Learning and Support teacher, the LST Coordinator and the school counsellor) will then work together to support the student through their difficulties.

Procedural Fairness

The principles of procedural fairness are fundamental to the implementation of procedures. Procedural fairness means that each child has:

- the right to be heard, and
- the right to a fair decision based upon findings of fact, and
- the right to have a matter dealt with in a timely manner.

Suspension and Expulsion Procedures General

Principles

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Charlestown East Public School will maintain high standards of student behaviour. 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.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations.

Suspension is most effective when it highlights the parents'/carers' responsibility for taking an active role in partnership with the school to change the behaviour of their child. Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. In some cases, suspension from school allows the school time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. Suspension:

The *Suspension and Expulsion of School Students Procedures* (2011) will be followed in all incidents of suspension and expulsion. The Principal of Charlestown East Public School must suspend immediately any student who is:

- physically violent (this matter may need to be reported to police)
- in possession of a prohibited weapon, firearm or knife (must be reported to police)
- uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance (refer to *Managing Drug Related Incidents Procedures*)
- engages in serious criminal behaviour related to the school

Other than in the serious circumstances outlined above, a range of appropriate student welfare and discipline strategies will be implemented and documented before a suspension is imposed.

Suspension will occur after the Principal has:

- ensured that appropriate personalised learning, support strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- recorded all action taken.

Short Suspension

In circumstances where measures detailed above have been unsuccessful in resolving the appropriate behaviour, the Principal may choose to impose a short suspension of up to and including 4 school days. Short suspensions may be imposed for:

- continued disobedience – This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco
- aggressive behaviour - This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious to warrant a long suspension, the Principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Long suspensions may be imposed for:

- physical violence : Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
- use or possession of a prohibited weapon, firearm or knife
- possession, supply or use of a suspected illegal substance
- use of an implement as a weapon
- serious criminal behaviour related to the school
- persistent or serious misbehaviour

Expulsion

In serious circumstances of misbehaviour a student can be expelled from the school.

Re-Entry to School:

The Principal will convene a suspension resolution meeting at the earliest opportunity. During this meeting the Principal, in conjunction with the parents/carers, will use available resources in seeking a means of assisting the student to modify his or her behaviour. This may include the provision for counselling, access to behaviour management programs as required and the development of a risk management/behaviour support plan.

*Michelle Unterrheiner
Principal
18th December 2017*

APPENDIX A

Charlestown East Public School Anti-bullying Policy & Plan

POLICY

Aim

The aim of this policy is to ensure that staff, parents and students at Charlestown East Public School work together to create a safe, caring learning community that supports the rights of all students to learn and all teachers to teach.

Purpose

- To reinforce that bullying is unacceptable
- To promote an understanding of bullying
- To recognise signs of bullying in the school community
- To ensure all incidents of bullying are reported
- To follow up all reported incidents in an appropriate way which demonstrates justice to all
- To support students to develop resilience and strategies to reduce bullying

Definition:

Bullying is the repeated, intentional, unwelcome and uninvited behaviour by an individual or group that causes distress, hurt, undue pressure, intimidation, fear or unreasonable levels of anxiety in another individual. Bullying involves the abuse of power in a relationship and can involve all forms of harassment including:

**culture *sexual orientation *body size *ethnicity *ability or disability *physical appearance
*gender *economic status *age *sexuality *religion*

Bullying behaviour can come in many forms, including but not limited, to

- **Physical** - hitting, tripping, punching, kicking, pushing, scratching, spitting, biting, damaging equipment
- **Verbal** - name-calling, insults, teasing, abuse, homophobic or racial comments, sarcasm, intimidation
- **Social** - ignoring, excluding, ostracising, alienating
- **Psychological** - spreading rumours, dirty looks, hiding possessions, malicious notes
- **Sexual** - unwanted touching or brushing against someone
- **Indirect** - this is designed to cause humiliation and/or harm social reputation and can include : lying and spreading rumours; playing nasty jokes to embarrass and humiliate; mimicking; encouraging others to exclude someone
- **Cyber bullying**– using email, text messages, the web, chat rooms, mobile phones to insult or distress

What Bullying Is Not

Single incidents of conflict or fights between peers or rough and tumble are not defined as bullying. The difference is that bullying incidents are ongoing and there can be an imbalance of power between those involved.

Rights and Responsibilities

All members of the Charlestown East Public School community ie. students, teachers, parents/caregivers have a right to positive experiences at our school and should support the school's Anti-bullying Policy through their words and actions.

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
All students have a right to be safe and free from bullying, harassment and intimidation at school.	All students have a responsibility not to harass, bully or intimidate other students and to behave safely at all times.
All students have the right to be treated with respect and fairness regardless of race, religion, sexuality, ethnicity, beliefs, intellectual or physical ability.	All students have a responsibility to respect individual differences and diversity in others and to be thoughtful and courteous to others.
All students have a right to a high quality education.	All students have a responsibility to contribute to a happy, safe environment where all may work without distraction.
All students have a right to participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.	All students have a responsibility to develop positive relationships with others in the school environment.

Parents and Caregivers have a responsibility to:

- Be aware of the school Anti-bullying Policy
- Know and identify the signs of bullying
- Work collaboratively with the school to assist their children in understanding and resolving incidents of bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Policy
- Support their children to become responsible citizens
- Help their children to develop responsible online behaviour
- Report incidents of school related bullying behaviour to the school
- Model and promote appropriate behaviour

Teachers have a responsibility to:

- Have knowledge of school and departmental policies relating to bullying behaviour
- Know and identify the signs of bullying
- Consistently revise and review acceptable behaviours
- Respect and support students in all aspects of their learning
- Model and promote appropriate, non-aggressive behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Policy
- Work collaboratively with students and parents to resolve incidents of bullying when they occur
- Offer ongoing education of students to develop strategies to identify, cope with and prevent bullying including teaching appropriate slogans such as 'BULLYING, NO WAY!' and 'STOP, BLOCK, TELL' (for cyber bullying)

The school has a responsibility to:

- Implement an Anti-bullying Policy which clearly identifies both the behaviours and the consequences for bullying in the classroom and the playground
- Inform students, parents and caregivers about the Anti-bullying Policy
- Provide students with strategies to respond positively to incidents concerning bullying and their responsibilities as bystanders and observers
- Follow departmental policies and guidelines for teaching about bullying as part of the PD/H/PE program
- Follow up complaints of bullying, harassment and intimidation
- Manage all students fairly and evenly

PLAN

Strategies to Prevent Bullying

Strategies used to prevent bullying at Charlestown East Public School may include, but are not limited to, the following :

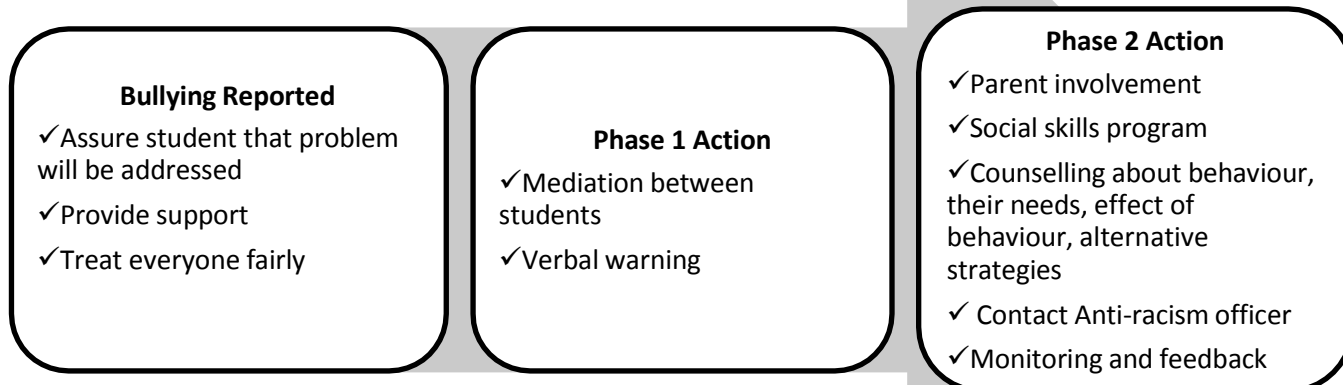
- Encourage group tasks in Key Learning Areas to promote positive peer relations, social skills and resilience
- Recognise individual and group achievements to develop understanding, value and respect for all
- Practise constructive communication and negotiation skills in group and leadership situations : class groups; assemblies - grade and school; house, team meetings; library monitors; Year 6 Parliament; lunchtime groups; Peer Support Program and Doing Things Together Days
- Promote use of library facilities during lunch time
- Encourage participation in various team sports
- LAST (Learning and Support Teacher) to deliver a social skills program using strategies such as body posture, facial expression, appropriate words and phrases for different situations, how to listen and respond, taking turns, complimenting others on their achievements, acknowledging differences without animosity. Encourage the use of these learnt skills in the wider school community
- Ensure that Anti-bullying lessons and the Interpersonal Relationships strand in the Personal Development Health and Physical Education curriculum is included in each grade
- Encourage students to 'speak up' about a bully
- Ensure wide choice of equipment and activities in the playground to reduce opportunities for bullying

Strategies to Deal with Bullying

1. Identifying and Reporting Bullying

- All members of the school community will be encouraged to report incidents of bullying
- Students will direct their concerns to the duty teacher in the first instance (class teacher in class time)
- Parents/ Carers will direct concerns to the class teacher first
- Teachers will enter the incident on Sentral
- Teachers will direct their concerns to their supervisor or other executive if bullying persists or the incident is serious
- Supervisor will enter any follow up actions on Sentral
- Each incident will be dealt with quickly and effectively

2. Framework for Action Following Report of Incident



Consequences for repeated bullying may include:

- interview with parents/caregivers
- withdrawn from playground for specified number of days
- placed on suspension

Students who are often the targets of bullying will be counselled about:

- understanding behaviours that may attract bullying
- strategies that help them deal with bullying such as assertive behaviour and appropriate responses
- strategies that help them to confront and overcome bullying
- their right to be free of bullying at school

Strategies to Support Bullied Students

Bullying is not confined to schools. It is important that students learn strategies to help them deal with such instances so that they do not become ongoing victims. We can help them to develop life-long strategies by:

- Listening
- Teaching anger management skills
- Practising 'brave voice' with students
- Teaching assertiveness skills - 'I messages'
- Demonstrating and practising assertive body language
- Brainstorming appropriate silent self-talk
- Brainstorming appropriate 'come-back remarks'
- Practising conflict resolution skills
- Developing a shared concern
- Empowering students in the classroom
- Placing students in situations where they experience success
- Sharing stories about bullying
- Providing safe havens
- Consistently attempting to build self - esteem
- Developing 'No put down' attitude and mentality

Strategies to Support Students Who Bully

Students who are having specific issues with their social skills will be supported through discussions with their teacher and/or a member of the school executive. They can be supported in the following ways:

- No blame approach - never bully the bully
- Look for warning signs
- Encourage student to recognise and admit that they have used bullying tactics
- Implement consequences for bullying behaviour
- Provide students with counselling
- Teach self - monitoring skills - behaviour chart or similar
- Teach problem solving skills
- Cooperative learning strategies
- Teachers as mentor for student
- Empower the student in the classroom
- Encourage apology and restitution (if appropriate)

In these ways students will build up their self-esteem and begin to feel confident about handling situations in an appropriate manner.

Support for Families of a Student Who Has Been Bullied

It is sometimes difficult for children to talk to their parents about bullying. The school can offer support by :

- Working with the family to support the child
- Including the family in any plans made for the child at school
- Suggesting activities that the child may be able to do to build confidence and another friendship group
- Providing the parents with the 'What Can Parents Do?' sheet

Support for Families of Students Displaying Bullying Behaviour

It is always difficult for a parent to accept that their child is displaying bullying behaviour. The school can help parents come to terms with the situation by :

- Scheduling an appointment to talk to the family about the problem and to develop a plan of action
- Helping the family to adopt strategies that work to overcome bullying behaviour
- Continuing to work and communicate with families for as long as it takes
- Suggesting new ways for the student to develop other interests and some different friendship groups
- Making resources and support material available to parents e.g. www.bullyingnoway.com.au

What Can Parents Do if Their Child is Bullied?

By the time children tell their parents they are being bullied, they may have tried everything they can to deal with it on their own. Telling parents is often very hard for a child.

Children need to:

- Talk openly about what has happened
- Feel believed and listened to
- Know that they have ongoing support
- Develop trust in how the situation is being handled
- Gain some control over what is happening
- Learn strategies they can use to protect themselves from bullying behaviour
- Regain self-confidence

It helps if parents:

- Listen to what the child says
- Reinforce that the child is doing the right thing by reporting the incident
- Remain calm, supportive and open-minded
- Allow the child to tell the story in his own time
- Remember that there are two sides to every story
- Tell the child they understand

- Take the child's concerns seriously without being overprotective
- Reassure the child that it is NOT their fault
- Find out what the child has already done to deal with the bullying
- Involve the child in making decisions about what to do next
- Talk to the teacher rather than taking independent action
- Present the information to the teacher calmly
- Join in a partnership with the school and work with them to develop a plan to address the problem
- Ask about the school's policy on bullying and discipline
- Make a note of the actions to be carried out
- Arrange for a follow-up meeting
- Make sure that the child knows how to get help and support at school and encourage this
- Encourage the child to participate in activities outside the school to extend friendship groups

Access and utilise available resources. There are numerous publications and support material available to parents. One fantastic resource for students and their families is the Bullying - No Way! website. It can be found at www.bullyingnoway.com.au.

To Avoid Cyber- bullying

- Keep computers in an open area of the house, not in children's bedrooms - late night messages don't allow children to get enough sleep to function well at school or socially. Tell student never to respond to the bully
- Reinforce the message **STOP, BLOCK, TELL**
- Contact website administrator and ask that abusive comments be removed
- Notify Principal
- If harassment continues, notify police

What Can Parents Do if Their Child is Displaying Bullying Behaviour?

Your child will not confide in you that they are bullying someone else. Quite often they don't recognise their behaviour as bullying. Generally the first you know of it is when the school or another outside person reports the behaviour to you.

Children need to :

- Feel that they are being supported
- Understand that they are not bad or stupid, it is their behaviour which is inappropriate
- Be able to admit that their behaviour may be seen by others as bullying
- Learn suitable alternate strategies to deal with situations
- Remember that they have a choice in how they behave
- Feel good about themselves when they choose the appropriate behaviour

It helps if parents:

- Model respect, kindness and empathy. You are your child's role model and they will learn by watching you
- Discuss any incident with the child calmly, encouraging the child to focus on his own behaviour
- Have realistic expectations. The behaviour will not change overnight. Show your support by celebrating any small gains with your child.
- Focus on how the behaviour is unacceptable, not the child
- Schedule an appointment to talk with school staff such as your child's teacher or School Counsellor. They may be able to help you understand why your child is bullying and provide you with some tools to work with your child
- Understand that there are two sides to the story
- Continue to work and communicate with school staff for as long as it takes. They should be your allies, working with you to end your child's bullying, build his self-confidence and give your child life-long skills to deal with all situations in a positive manner.
- Explain to the child that this kind of behaviour is unacceptable

- Encourage the child to recognise and admit that he has used bullying tactics
- Stop any sign of aggression you observe and discuss other ways your child can deal with the situation
- Establish appropriate consequences for actions such as taking away privileges and allowing your child to earn them back with appropriate behaviour
- Examine behaviour and interactions in your home. Is there some type of violent media e.g. video games, television or movies which may encourage this type of behaviour? Are there interactions that may lower your child's self-esteem such as constant teasing or taunting by a sibling?
- If friends appear to be part of the problem, encourage your child to become involved in activities that will help him develop other friendship groups

Access and utilise available resources. There are numerous publications and support material available to parents. One fantastic resource for students and their families is the Bullying - No Way! Website. It can be found at www.bullyingnoway.com.au.

Bullying Strategies

The following strategies can be addressed in class to address bullying issues.

- **Ignoring and not caring** - Pretend not to hear hurtful remarks. Look away, close your ears and be quiet. This can be enough to break the cycle.
- **Using silent self-talk** - this could include 'that's their problem, not mine' or 'I'm okay' to reinforce self-confidence.
- **Brave voice** - a brave voice is one that is slightly louder than an ordinary one. It shows the listener that you feel in control, that you know what you want and that you are not prepared to accept anything less. Speak clearly and confidently. Control your fear if you are feeling scared.
- **Assertive body language** - face your bully with square-on shoulders, look them in the eyes and don't drop eye contact until you have finished what you want to say, stand your ground and use a stern face. It is important to pretend you are not afraid of the situation.
- **Come-back remarks** - with confident delivery, remarks can be used to let the bully know that you will not be their victim (*i.e. Brave voice and assertive body language*). Remarks such as: (brainstorm what students feel confident with)
 - * "Stop, I don't like what you are saying (or doing)!" * "I don't care what you think"
 - * "Get a life!" * "So what!" * "What rubbish!" * "Dream on!"
 - * "Please don't speak to me like that"
 - ** "Don't waste your time!" * "Please don't be nasty to me, I'm not nasty to you"
- **Develop a network of friends** - it is important to develop a network of friends. You can appeal to them for 'fair play'. You can leave the situation where the bullying is occurring and play somewhere else with other friends. Tell a friend you are being bullied.
- **Use the safety of a teacher** - let the bully know that you don't like what is happening and that you will inform a teacher if the bullying doesn't stop. If you feel threatened, move to a place close to a teacher. Inform the teacher.
- **Cyber Bullying** - NEVER respond to the bully. **STOP, BLOCK, TELL** - stop the conversation immediately, block the person from your contact list and tell (parents, teacher).



CHARLESTOWN EAST PUBLIC SCHOOL

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Appendix B

School Executive Details for 2018

Introduction

During Term 4 each year, Year 5 students (if they choose) participate in a pre-election campaign.

For 2017/2018 this involves creating a poster this term, outlining their skills and strengths as a leader. Posters will be displayed on the library windows.

They must be completed by Friday 10th November.

In order to become a candidate for the Student Executive, each student must have maintained a satisfactory standard in behavior and attitude during the year (*see Student Leadership information on page 2*). The principal, in consultation with the staff, retains the right of veto where a student is considered an unsuitable nominee.

Executive teachers will identify and notify the students suitable to progress to the school speeches. The students will then address an assembly of Years 1-6, outlining their ideas and plans as well as giving some personal background information (3-4 minutes).

Executive speech day will be on Friday 24th November approx 2pm-3pm TBC.

Immediately following the address, elections are then held by secret ballot. All staff members and all students in Years 1-6 are eligible to vote. Ten (10) School Executive members are elected from this secret ballot.

Once School Executive is elected, another secret ballot will be held by Mrs Unterrheiner and the new 2018 executive group. This will determine the 2018 School Captains. This will be announced at the CEPS presentation day at Whitebridge High School.

(12th December 2017)

The induction ceremony is held at Presentation Day. At this ceremony each Executive takes a 'Leadership Pledge'. It is here they receive their Leadership Badges.

Statement of Purpose

The Charlestown East community takes pride in a school culture that is based on the Tree of Values (see attached). The Charlestown East Public School Wellbeing Guidelines outlines the expectations that the school community has for the conduct of the students, teachers and parents to ensure the school culture is maintained.

Student Leadership

All students in Year 6 are provided with opportunities for leadership across the school. Year 5 students are advised of these opportunities at the end of the year as part of the Student Leaders election process.

All potential school leaders of Charlestown East Public School will:

- Attend school every day unless they have a justified reason for being absent.
- Arrive at lessons on time and be prepared to participate in learning.
- Maintain a neat appearance and comply with the school's uniform policy.
- Behave in a safe, considerate and responsible manner, including the journey to and from school.
- Be respectful at all times to teachers, students, support staff, parents and visitors to our school.
- Comply with classroom and school rules.
- Be courteous at all times and cooperate with teacher instruction and learning activities.
- Treat all members of the school community with dignity and respect.
- Take care of your property, the school's and others'.
- Harassment, bullying, interfering with the safety of others, or engagement in any illegal or anti-social behaviour will not be tolerated.

Key Dates:

- Friday 10th November** – Campaign posters submitted
Friday 24th November – Speeches for potential Executive (2pm – 3pm)
Wednesday 29th November – CEPS School Executive announced
Monday 12th December – School Captains announced (Presentation Day)

Charlestown East Public School
'Achieve with Honour'