

# **WELFARE, ANTI-BULLYING & VALUES POLICIES**

**Banora Point Primary School (BPPS) recognises that Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a complete, unique and responsible person in the context of society.**

## **School and Student Welfare**

All members of our school community will play a part to assist each student to understand her/his role by:

- ◇ providing opportunities for students to demonstrate success in a wide range of activities,
- ◇ enhancing self-confidence and self-esteem,
- ◇ developing and implementing policies and procedures to protect the rights, safety and health of all school community members,
- ◇ establishing clear school rules which are known and understood by all school community members,
- ◇ monitoring attendance and ensuring that students attend school regularly,
- ◇ fostering a sense of personal and social responsibility for their actions and decisions,
- ◇ encouraging positive relationships, and developing problem solving and dispute resolution skills,
- ◇ valuing difference and promoting a sense of cultural dignity,
- ◇ developing respect for the beliefs and rights of others,
- ◇ incorporating students' views in planning related to school climate and organisation,
- ◇ establishing networks to support students,
- ◇ providing resources and opportunities for students to communicate effectively and gain leadership experience.

### **As a result of our BPPS Student Welfare Policy:**

- ◇ the well-being, safety and health of students is a priority in all school policies, programs and practices,
- ◇ principles of equity and justice are evident in school plans, programs and procedures,

- ◇ the School Discipline Code provides clear guidelines for behaviour that are known by Staff, Students and Parents,
- ◇ the School is a disciplined, ordered and cohesive community where students are responsible individuals,
- ◇ the School reflects the values of our community and promotes the participation of community members in school life,
- ◇ the School is an inclusive environment that affirms diversity and respects difference.

**At BPPS, our Student Welfare policy promotes the following rights and responsibilities:**

<b>Rights</b>	<b>Responsibilities</b>
1. Students have the right to be happy, to be treated with respect and politeness.	Students have the responsibility to treat others with respect and to speak politely. Harassment, vilification or discrimination of any type are totally unacceptable.
2. Students have the right to learn self control to ensure they are able to obtain maximum benefit from all classes.	Students have the responsibility to cooperate with teachers, to accept correction and the authority of the School.
3. Students have the right to be safe in a safe and healthy School environment.	Students have the responsibility to make School safe by observing the special requirements for the playground and classroom
4. Students have the right to expect their property to be safe.	Students have the responsibility to respect the property of others and to take care of their own property.
5. Students have the right to expect the community to respect and have pride in our school.	Students have the responsibility to be clean and tidy, in school uniform and to behave whilst representing the school.

**Therefore our students will:**

- ◇ be safe in the school environment,
- ◇ know what is expected of them and others in the school community,
- ◇ be able to learn without disruption from unruly behaviour,
- ◇ be provided access to appropriate support programs,
- ◇ contribute to decision making in the school,
- ◇ participate in all aspects of school life as equals,
- ◇ value difference and cultural diversity,
- ◇ be respected and supported in all aspects of their schooling,
- ◇ know and understand the school's organisation including the role of the SRC.

**INAPPROPRIATE BEHAVIOUR**

At BPPS, inappropriate student behaviour is managed and monitored, using a four level system. The four levels of inappropriate behaviour, in order of severity are:

Warning Level    Level 1    Level 2    Level 3

Level 3 may result in a Short Term or Long Term suspension, at the discretion of the Principal.

*It should be noted that students exhibiting inappropriate behaviour may be immediately placed on a higher level of action, irrespective of whether he/she has been first placed on lower levels ie the level issued to the student is directly linked to the severity of the inappropriate behaviour.*

<b>WARNING LEVEL: A reminder is given to the student about inappropriate behaviour.</b>	
<p><i>INAPPROPRIATE BEHAVIOURS INCLUDING;</i></p> <ul style="list-style-type: none"> <li>. Playing out of bounds</li> <li>. Disruptive class behaviour</li> <li>. Throwing inappropriate objects</li> <li>. No hat in playground</li> <li>. Interfering with games</li> <li>. Anti-social behaviour</li> <li>. Running on the concrete</li> <li>. Climbing trees/ swinging on branches</li> <li>. Low level physical contact (rough games)</li> <li>. Misuse of equipment</li> <li>. Playing after the bell</li> <li>. Teasing</li> <li>. Breach of dress code</li> </ul>	<p><i>POSSIBLE ACTION</i></p> <ul style="list-style-type: none"> <li>. Time Out</li> <li>. White Slip warning</li> <li>. Sent to Principal/ DP</li> <li>. Consequences of actions discussed</li> <li>. Inappropriate behaviour recorded</li> </ul>
<b>LEVEL 1: An opportunity is given to the student to assess and modify behaviour.</b>	
<p><i>INAPPROPRIATE BEHAVIOURS INCLUDING;</i></p> <ul style="list-style-type: none"> <li>. Consistent breaches of 'Warning level behaviours'</li> <li>. Deliberate interference with games</li> <li>. Consistent disruptive behaviour</li> <li>. Repeated low level physical contact</li> <li>. Inappropriate language</li> <li>. Repeatedly playing out of bounds</li> <li>. Abuse of equipment / school property</li> <li>. Harassment</li> <li>. Disobeying a teacher's directive</li> <li>. Consistent breaches of dress code</li> <li>. Dangerous play</li> </ul>	<p><i>POSSIBLE ACTION</i></p> <ul style="list-style-type: none"> <li>. White Slip issued</li> <li>. Withdrawal from classroom and/or playground</li> <li>. RTC time</li> <li>. Loss of privileges and/or activities</li> <li>. Level 1 Letter sent to parents</li> <li>. Possible Welfare / LST referral</li> <li>. Inappropriate behaviour recorded</li> </ul>

**INAPPROPRIATE BEHAVIOUR**

**LEVEL 2: The seriousness of the student’s behaviour and the impact on other individuals requires action by the student in collaboration with the school and home.**

<p><i>INAPPROPRIATE BEHAVIOURS INCLUDING;</i></p> <ul style="list-style-type: none"> <li>. Consistent breaches of Level 1 behaviour</li> <li>. Physical violence</li> <li>. Offensive language / gestures</li> <li>. Intimidating others / bullying / racism</li> <li>. Stealing</li> <li>. Leaving the school grounds without permission/ truancy</li> <li>. Damaging of property / minor vandalism</li> <li>. Insolence</li> <li>. Dishonesty</li> <li>. Defiance of teachers</li> </ul>	<p><i>POSSIBLE ACTION</i></p> <ul style="list-style-type: none"> <li>. White Slip issued</li> <li>. Withdrawal from classroom and/or playground</li> <li>. RTC time</li> <li>. Loss of privileges; eg excursions, representation, activities</li> <li>. Level 2 Letter sent to parent</li> <li>. Parent interview requested</li> <li>. Possible support from SC/ Support Teacher / HSLO</li> <li>▼ . Inappropriate behaviour recorded</li> </ul>
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**LEVEL 3: Exclusion from the regular school program and/or possible suspension highlights to the student and the parent, the unacceptability of the behaviour and the parent’s responsibility for remediation of that behaviour, in collaboration with the school.**

<p><i>INAPPROPRIATE BEHAVIOURS INCLUDING;</i></p> <ul style="list-style-type: none"> <li>. Consistent breaches of level 2 behaviour</li> <li>. Intentionally causing injury or threatening behaviour</li> <li>. Serious physical violence</li> <li>. Serious vandalism / graffiti</li> <li>. Verbal harassment or abuse</li> <li>. Endangering the safety of others intentionally</li> <li>. Possession of weapons or illegal substances</li> <li>. Criminal behaviour</li> </ul>	<p><i>POSSIBLE ACTION</i></p> <ul style="list-style-type: none"> <li>. White Slip issued</li> <li>. Level 3 letter issued</li> <li>. Short/Long suspension</li> <li>. Exclusion</li> <li>. Interview with Principal, SC and parent before student reinstated</li> <li>. Behaviour plan of action formulated</li> <li>. Restorative practice</li> <li>. Provision of counselling and access to special behaviour programs</li> <li>. Police notified of criminal behaviour</li> <li>. D/Office notified</li> <li>▼ . Inappropriate behaviour recorded</li> </ul>
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**Responsible Thinking ...**

**WHAT ARE YOU DOING?**

**ARE YOU BEING FAIR?**

**ARE YOU BEING SAFE?**

Students are encouraged to reflect on their behaviour if it is considered to be inappropriate. Staff use a consistent set of ‘Responsible Thinking’ questions to guide students in this process. Inappropriate Behaviour is referred to the Principal/ Deputy Principal and consequences are applied in line with our guidelines to ensure equity and fairness.

Communication to parents and carers about Inappropriate Behaviour occurs at Level 1, Level 2, and Level 3. Classroom Teachers are also kept informed of Inappropriate Behaviours and subsequent consequences, for students in their class.

### **Recognition of Appropriate Behaviours & Commendable Standards**

The vast majority of our students will not be given Level for their entire school career.

These students are recognised, and their achievements and behaviour applauded, in a number of ways.

These include:

- ◇ Praise
  - verbally
  - through the use of stamps, stickers or comments on student's work
  - other specific positive reinforcement programs within the classroom
- ◇ Merit Cards
  - awarded at K-2, Years 3-6 Assemblies;
  - Principal's Awards at Monday Assembly
- ◇ Public Recognition of Achievement
  - at K-6 Morning Assemblies or K-2, Year s 3-6 Assemblies
  - Media releases
- ◇ Aussie of the Month Awards
  - for displaying citizenship, good behaviour and a positive attitude
- ◇ Recognition of Academic, Sporting or Cultural Achievements in the newsletter
- ◇ End of Year Awards for Academic Achievement, Application, Cultural Activities, Sport and Citizenship
- ◇ Sporting Achievements
  - ribbons, trophies or medallions following major carnivals
- ◇ Formal School Reporting
  - including Parental Interviews and Written Reports



# ANTI-BULLYING POLICY

Banora Point Primary School has amongst its aims the provision of an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage.

At Banora Point Primary School we teach values, including the values that underpin learning. Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.

Our core values of

INTEGRITY	CARE
EXCELLENCE	COOPERATION
RESPONSIBILITY	RESPECT
PARTICIPATION	FAIRNESS
DEMOCRACY	

are developed so that they positively influence how people communicate, work together and make decisions.

Values are reflected in the policies and procedures of our school and guide our actions in student welfare and discipline procedures.

To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school.

Our school community does not tolerate bullying or harassment of any form and respect for others is expected. This is clearly articulated in our Banora Point Primary School Anti-Bullying Policy.

## RIGHTS AND RESPONSIBILITIES

Each member of the Banora Point Primary School community shares in the following rights and responsibilities:

- To feel safe
- To respect self
- To learn and grow

- To respect others
- To be respected
- To use common sense
- To be valued
- To support others

## DECLARATION OF THE RIGHTS OF ALL INDIVIDUALS AND GROUPS TO BE FREE FROM BULLYING

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected as they are.
- Everyone has the right to be happy about coming to school.
- Everyone has the right to have his or her concerns taken seriously and appropriate action taken.
- Everyone has the right to have his or her concerns dealt with in private.
- Everyone has the right to a quality educational program devoid of disruption.

## AIMS OF OUR ANTI-BULLYING PROGRAM

- To reinforce within the school community what bullying is and that it is unacceptable behaviour.
- To reduce the amount of bullying that occurs at Banora Point Primary School.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying actions.



- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.

### **DEFINITION: WHAT IS BULLYING?**

Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate; sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most forms of bullying behaviour is an abuse of power and a desire to intimidate and dominate. (Sharp & Smith, 1994)

There are seven key elements of Bullying:

1. An intention to be hurtful.
2. This intention is carried out.
3. The behaviour harms the target.
4. The bully overwhelms the target with his or her power.
5. There is no justification for the action.
6. Action/behaviour is repeated.
7. Bully gets satisfaction/enjoyment from hurting the target. (Rigby, 1996)

### **Some examples of bullying include:**

- Hitting, pushing, kicking, spitting, pushing
- Teasing, mocking and using put-downs
- Using offensive names
- Making offensive comments about others or their families
- Gossip – spreading information (true or untrue)
- Hurtful looks
- Rude gestures
- Leaving someone out of a group to be mean to them
- Messing up someone's game
- Hiding, damaging, stealing someone's belongings
- Making up rumour/stories about someone

- Using threats to stop people going to the toilet or to take their money, food or other belongings
- Writing offensive notes about someone
- Bullying comes in many forms, including
- Name-calling, hurtful or racist names
- Threatening
- Sending hurtful notes
- Deliberately ignoring
- Sexual innuendo and harassment
- Writing graffiti about another

### **IMPLEMENTATION**

Students, teachers, parents and the community will be aware of the school's position on bullying which is **zero tolerance**.

The school has adopted a four-point plan to anti-bullying, which includes:

- Prevention
- Early Intervention
- Intervention
- Post Intervention

### **Prevention**

- Professional development for staff related to bullying and the strategies to counteract it.
- Community awareness and input relating to anti-bullying, its characteristics and the schools' programs and response. (e.g. weekly newsletter, parent forums)
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. (e.g. Bullying- A Whole School Approach for K-6, Stop Think Do, Bully Buster Work-shop, Friendly Kids/Friendly Classrooms, Buddy Programs, Bullying RIC, Early Stage 1 Visual Values Resource)
- Provide elective and structured activities at some recess and lunch breaks (e.g., Art Club, dance, SRC activities, sports equipment)
- Staff supervision of set area in playground.

- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules displayed in the school)
- Maintain the Student Leadership Council and class meetings to help solve problems which arise regarding bully and the victim.

### **Early Intervention**

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs.

### **Intervention**

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors).
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary).
- A meeting of relevant persons is to be convened following identification of on-going bullying behaviour. (Deputy Principal, class teacher, parents, students, other). All issues

relevant to the behaviour of the student are considered.

### **Post Intervention**

- Banora Point Primary School's Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.
- Possible consequences may involve:
  - i. Warning
  - ii. Removal to the class supervisor or deputy principal/ principal
  - iii. Parental contact
  - iv. Negotiated contract
  - v. On-going monitoring
  - vi. Timeout from the class/ yard
  - vii. Mediation sessions with the victim to reconcile differences
  - viii. Referral to external agencies
  - ix. Class/group changes
  - x. Behaviour guidance programs (e.g. anger management, social skills)
  - xi. RTC
  - xii. Suspension (in extreme cases)

### **ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED**

#### **The student should be encouraged to:**

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, parent, peer, deputy principal).
  - Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily
  - Staying away from the bully, or places where bullying occurs.
  - Be with friendly, supportive friends.



**ADVICE TO STUDENTS WHO  
KNOW SOMEONE BEING  
BULLIED**

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand. Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying and use positive bystander behaviour strategies.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.

**THE ROLE OF PARENTS**

The following suggestions are made to parents through print materials and at Parent Information meetings.

**Take an active interest**

- in your child's social life
- in what is happening at school

**Encourage your child**

- to bring friends home
- to accept and tolerate differences in others

**Build your child's self-confidence**

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

**Discuss with your child**

- the school's expectations about behaviour
- ways to respond if his rights are infringed

**Encourage constructive responses**

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name calling won't solve the problem

**Set an example**

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do

**Be alert for signs of distress**

- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

**Act**

- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

# VALUES EDUCATION

## VALUES

Public schools have always taught the values that are the basis of law, customs and care for others in our society. Values shape attitudes to the changing circumstances, events and issues encountered in daily life. Schools share with families and the community the responsibility for teaching values.

While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools. The demonstration of these values in all areas of public education is both the aim and a measure of success for public schools.

## VALUES EDUCATION

Public schools teach values, including the values that underpin learning. Public schools also provide students with opportunities to explore the values that lie behind diverse community attitudes to political issues and social concerns. Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.

In schools, core values influence how people communicate, work together and make decisions.

They are reflected in the policies and procedures of schools and the Department.

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.

## IN THE CLASSROOM

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur will help students to develop their understanding of these values and how they operate in a variety of contexts. The curriculum in schools provides many opportunities to teach, and explore values. Teachers assist students to understand school policies by modelling and reinforcing behaviour consistent with the core values.

## IN THE COMMUNITY

Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community. A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life.

## VALUES FOCUS AT BPPS

Our approach recognises that the core values are evident in all classrooms and in our school community. Our approach to values education acknowledges that values underpin every area of school life.

The values that every classroom focuses on are:

**INTEGRITY** - consistently being honest and trustworthy in your behaviour.

**EXCELLENCE** - aiming for your personal best in everything you do by trying your hardest.

**RESPECT** - caring for your self and considering the well being and point of view of others.

**RESPONSIBILITY** - being in control of your actions including what you say and do.

**COOPERATION** - working together to get things done and solving conflict in a peaceful way.

**PARTICIPATION** - having a go and making the best contribution for the benefit of everyone.

**CARE** - being concerned about yourself and others and acting with kindness.

**FAIRNESS** - making things equal and giving everyone a fair go without taking sides.

**DEMOCRACY** - standing up for the rights and freedoms of all Australians.

VALUES PROMOTED		MAIN IDEA TO BE DEVELOPED	
TERM / WEEKS		KINDERGARTEN – YEAR 2	YEAR 3 – YEAR 6
<b>Term 1</b>			
Wks 1-3	INTEGRITY	Tell the truth	Trustworthy and honest behaviour
Wks 4-6	EXCELLENCE	Do your best	Aim high
Wks 7-9	RESPECT	Being kind	Considerate of others
<b>Term 2</b>			
Wks 1-3	RESPONSIBILITY	Doing the right thing	Self control
Wks 4-6	COOPERATION	Taking turns	Working as a team
Wks 7-9	PARTICIPATION	Joining in	Having a go
<b>Term 3</b>			
Wks 1-3	CARE	Being safe	Being considerate
Wks 4-6	FAIRNESS	Sharing	Being unselfish
Wks 7-9	DEMOCRACY	Listening	Sharing ideas and thoughts

## **SPECIFIC IMPLEMENTATION STRATEGIES**

- One award from each class teacher at the stage assemblies linked to the current values in focus.
- A4 'Values' cards made for all 9 values (specific to K-2 and Year 3-6) to be used for display in all classrooms to highlight the value in focus for each 3 week period. Display folder for each classroom to make display easy and visible.
- Printed poster created for display in all classrooms and around the school, featuring current students demonstrating focus values.
- Flexibility for classroom teachers to implement incidentally in the course of the school day or piggyback onto other key programs such as Anti-Bullying initiatives or Social Skills program.
- Focus value placed on school newsletter banner on front page for each 3 weeks and Welfare committee contribute to newsletter for each change of value.
- Students encouraged to show work completed to achieve Values outcomes, at respective stage assembly.
- Long term plan to work toward display of 9 values in the school, e.g. on columns in front of administration building.

## **OUTCOMES FOR STUDENTS**

The primary focus in classrooms is learning. Values influence how students learn, the way that they learn and what they learn. In the process of learning students develop:

- knowledge and understandings from the key learning areas
- skills and competencies in communication, problem solving, planning, organisation and research
- literacy and numeracy skill
- confidence in using new technologies
- safe and healthy lifestyles
- ecologically sustainable practices
- core values
- employment related skills.

## **OUTCOMES OF SCHOOLING**

Values influence the way students think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of public schooling. Some of these broad goals include:

- love of learning
- high standards
- care and respect for self and others
- care and respect for families and communities
- respect for work
- fairness and social justice
- pursuit of excellence
- being active citizens of Australia and the world
- appreciating Australia's history and multicultural society.

## **SOCIAL OUTCOMES**

Schooling is also about the future. Our community looks to today's students to determine the world of tomorrow. Through classrooms and school communities the core values of schools will contribute to a society that:

- values all people
- assists and empowers individuals from disadvantaged groups to actively pursue
- improved employment, personal and life opportunities
- contributes to reconciliation between Indigenous and non-Indigenous Australians
- is comfortable with cultural and linguistic diversity
- is compassionate towards others in need
- is aware of its heritage
- develops social cohesion
- empowers individuals to become active participants in the democratic processes of Australian society
- values the contribution of public education to the future of all Australians
- rejects violence, harassment and negative forms of discrimination
- supports peaceful resolution of conflict.

