



TUGGERAWONG PUBLIC SCHOOL



WELLBEING POLICY

**Proud to be a Positive Behaviour for
Learning School**

(Updated Term 4, 2018)

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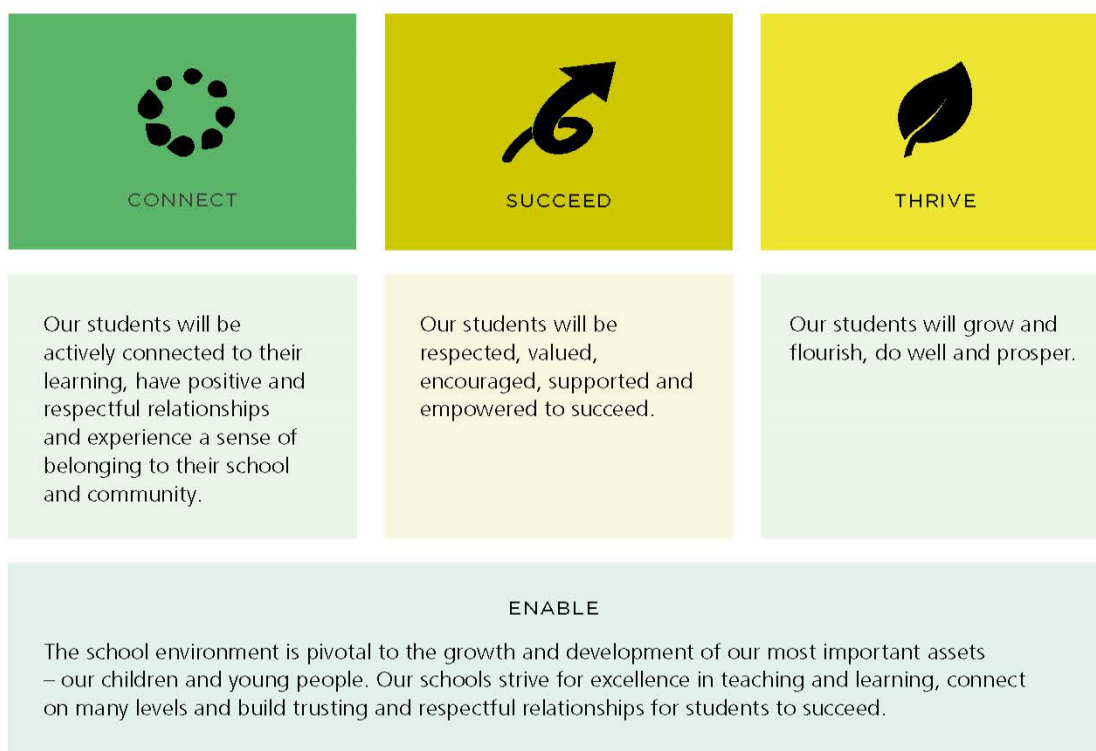
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Rationale/ Philosophy

At Tuggerawong Public School we have an inclusive framework of support for students that include cognitive, emotional, social, physical and spiritual wellbeing.

Wellbeing is driven by an effective system which draws on the expertise and resources from within the school and the community in support of the individual needs of all students. Wellbeing is focused on the creation of a learning environment in which students can build self-awareness and positive relationships.

The Wellbeing Framework for schools



When parents enrol their children at Tuggerawong Public School they enter into a partnership with the school staff. This partnership is based on shared responsibility in creating in children an understanding of appropriate behaviour.

Tuggerawong Public School is a Positive Behaviour for Learning (PBL) School. This program actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. Our school-wide expectations for students are Respectful, Responsible and Personal Best.

Responsibilities

STAFF

- Provide effective teaching and learning programs that meet the needs, capabilities and aspirations of each child. These programs will be based on Board of Studies (BOS) requirements.
- Provide recognition and reward for positive achievements and behaviour through a system of class and playground awards. Toto tokens will be handed out each day while teachers are out on duty and in the classroom.
- The teacher will maintain a small number of easily understood expectations which are fair, clear and consistently applied. These expectations will be regularly reinforced.
- Promote a safe and happy school. Staff are required by law to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student is at risk of significant harm.
- Report regularly to parents on student learning, behaviour and any issues of concern.
- Implement Personal Development programs from the BOS 'Personal Development/Health/Physical Education' syllabus with a focus on social skills, values and courteous behaviours.

PARENTS

- Ensure students attend school, well prepared to participate in teaching and learning activities (with equipment, notes, healthy food etc).
- Take responsibility for their child's behaviour to and from school.
- Share responsibility with staff for developing acceptable standards of student behaviour while at school.
- Support the school curriculum through homework and reading (Homework Policy).

STUDENTS

- Participate with Enthusiasm.
- Know their rights and responsibilities and endeavour to achieve them at all times.
- Manage their own behaviour by following school and class expectations and accepting consequences in a socially acceptable way.

In order to achieve the goals of Public Education and of the Tuggerawong School Community, it is necessary that the provision of a safe and disciplined learning environment be paramount.

Tuggerawong Public school believes that students have the right to learn in an environment that encourages each student to achieve their potential, in an environment that cares and provides for individual development.

Tuggerawong Public School has developed a School Discipline Code in line with Departmental guidelines and procedures to ensure that all children are provided with a safe and secure learning environment.

Procedures for Handling Complaints


From time to time, parents may wish to complain about a school discipline issue. Any such complaints will be managed with sensitivity and confidentially. The majority of complaints that arise need never take the form of a formal complaint. The teachers and Principal are available to discuss and resolve these concerns in informal ways.

Where a solution has not been reached through informal means and the person wishes to make a formal complaint, the procedures outlined in the document "Complaints Handling Policy and Guidelines" will be implemented. This document is available from the school.

Chain of Complaint/Concern: Classroom Teacher, Assistant Principal, Principal, School Educator Director.


School Expectations

Our school expectations include our overall expectations as a school and also the expectations of different areas of the school. The students are taught a sequence of lessons, outlining each area of the school and how to act in each area.



TUGGERAWONG PUBLIC SCHOOL

SCHOOL EXPECTATIONS



RESPECTFUL	<ul style="list-style-type: none"> * Listen well and speak politely * Be kind and fair * Care for people, places and property * Learn and let others learn
RESPONSIBLE	<ul style="list-style-type: none"> * Take responsibility * Listen and follow instructions * See something, say something * Right place, right time
PERSONAL BEST	<ul style="list-style-type: none"> * Be prepared and organised * Try your best * Participate with enthusiasm

EVERYONE, EVERYWHERE, EVERYTIME!

School Expectations in all areas

TUGGERAWONG PUBLIC SCHOOL



CANTEEN



RESPECTFUL	<ul style="list-style-type: none"> * Talk politely * Use your manners * Patiently wait your turn
RESPONSIBLE	<ul style="list-style-type: none"> * Shop early * Buy for yourself * Keep your money safe
PERSONAL BEST	<ul style="list-style-type: none"> * Line up quietly * Speak clearly * Shop and go

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL



PLAYGROUND



RESPECTFUL	<ul style="list-style-type: none"> * Talk politely * Take turns * Solve problems peacefully
RESPONSIBLE	<ul style="list-style-type: none"> * Stay in-bounds * Wear your hat * Hands & feet to self
PERSONAL BEST	<ul style="list-style-type: none"> * Agree on the rules * Accept consequences * Finish when you hear the whistle

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL



TRANSITION



RESPECTFUL	<ul style="list-style-type: none"> * Walk quietly under teacher supervision * Listen carefully to all teachers
RESPONSIBLE	<ul style="list-style-type: none"> * Walk safely next to your partner in lines * Be on time
PERSONAL BEST	<ul style="list-style-type: none"> * Walk with pride

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

**ASSEMBLY**

RESPECTFUL	<ul style="list-style-type: none"> * Sit quietly * Listen to who is talking * Recognise school traditions
RESPONSIBLE	<ul style="list-style-type: none"> * Enter and exit silently * Clap when appropriate * Sit and stand quietly
PERSONAL BEST	<ul style="list-style-type: none"> * Be on time * Be proud

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

**TOILETS**

RESPECTFUL	<ul style="list-style-type: none"> * Look after the facilities * Respect others privacy
RESPONSIBLE	<ul style="list-style-type: none"> * Stay in-bounds * Use the toilets as they were intended * Leave promptly
PERSONAL BEST	<ul style="list-style-type: none"> * Go at break times * Wash hands

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

**COLA AREAS**

RESPECTFUL	<ul style="list-style-type: none"> * Talk politely * Take turns * Solve problems peacefully
RESPONSIBLE	<ul style="list-style-type: none"> * Walk on hard surfaces * Right ball, right area, right way * Stay in-bounds * Leave area tidy
PERSONAL BEST	<ul style="list-style-type: none"> * Agree on the rules * Accept consequences

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

HANDBALL EXPECTATIONS



RESPECTFUL

- * Be fair and accept when you are out.
- * Play decent serves.
- * Double bounce in the square means you are out.
- * Frontage, backage, Priority and Elimination are not permitted.
- * The ball must bounce in your own square first.
- * If the ball hits the line in any shot you can replay the shot.
- * The player who hits a full is out, not the person who plays on.
- * Squares stay as the sizes marked by the lines on the ground. You must not leave the square to play a shot.
- * Only positive chanting and encouragement is Permitted.
- * No teams.
- * Participate with enthusiasm!

RESPONSIBLE

PERSONAL BEST

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

ICT EXPECTATIONS



RESPECTFUL

- * Look after equipment
- * Use appropriate language
- * Follow teacher instructions

RESPONSIBLE

- * Privacy – usernames & passwords
- * Save work to designated location
- * Report misuse or inappropriate sites

PERSONAL BEST

- * Use suitable and reliable sites
- * Stay on task and do your best work
- * Work quietly

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

LIBRARY EXPECTATIONS



RESPECTFUL

- * Learn and let others learn
- * Speak politely
- * Care for library property
- * Work and read quietly

RESPONSIBLE

- * Listen and follow instructions
- * Tidy up after yourself
- * Return books to where they belong on the shelf


PERSONAL BEST


- * Be prepared and organised
- * Try your best

EVERYONE, EVERYWHERE, EVERYTIME!

TUGGERAWONG PUBLIC SCHOOL

OFFICE EXPECTATIONS





RESPECTFUL	<ul style="list-style-type: none"> * Wait patiently at the counter * Use your manners * Talk politely
RESPONSIBLE	<ul style="list-style-type: none"> * Listen and follow instructions * Keep walkways and doorways clear * Return to class quickly
PERSONAL BEST	<ul style="list-style-type: none"> * Tell the office staff what you need * Speak clearly * Use the office at the right time

EVERYONE, EVERYWHERE, EVERYTIME!

School Reward Days

Our School Reward Days are scheduled in Week 10 of each term. Students who achieve a total of 10 Toto Tokens for the term and have not been placed on a level for the term will qualify for the end of term reward. Students placed on a level in a given term are ineligible to attend that term's Reward Day.

All students are given the opportunity to **earn at least one Toto token** per week in classrooms for positive behaviour when they achieve a **Level 3** on their **Communication Card**. Toto tokens are also handed out in both classrooms and on the playground. Students can accumulate their tokens throughout the year and can use them to select rewards from the termly reward menu.

Rewards System

Students can earn Toto tokens in the classroom and on the playground. Student Toto tokens accumulate throughout the year and are used at our PBL reward days, which are scheduled in Week 10 of each term. The students have a tallying day on Monday in Week 10 and are able to choose their reward, dependent on the number of Toto's they have earned.

Toto tokens are tallied regularly by classroom teachers using Class Dojo. It is the student's responsibility to ensure that they look after their tokens and produce them to their class teacher to record and tally Toto tokens.

Students should achieve Level 3 each week (10 Toto's per term) on their Communication Card in order to participate in extra-curricular activities such as incursions, excursions, sporting events and overnight excursions etc. If students do not meet expectations it will be up to Principal/Executive discretion as to whether or not they are eligible to attend specific events.

Students who have multiple visits (2 or more) to the planning room (per term), or placed on a level will lose the privilege to redeem Toto's and participate in the end of term Toto Reward Day (for that term). Students can still earn Toto's, however, they will accumulate for the next term.

Toto's will be traded on Monday in Week 10 of every term. Refer to Class Dojo PBL for students to check if they qualify with 10 Totos per term for the end of term reward day.

- 2 x Class Merit awards per week.
- 1 PBL Toto award of the week – All Toto award recipients for the term qualify to be voted on for their class Aussie of the Term award (Week 10 of each term).
- Students who receive a Toto award throughout the term, but have been in the planning room or on a level do not qualify for Aussie of the term.

Special Privileges

Students who consistently achieve a Level 3 on their Communication Cards each week will be awarded a PBL Certificate at the end of each term. Students who have 2 or more 3W's in the term will not receive a PBL certificate for that term.

Students who receive all three PBL certificates (for Terms 1, 2 & 3 and qualify in Term 4) will receive a **Principal's Award in Term 4**, in lieu of a Term 4 award. These termly PBL awards are handed out during class in Week 10 of each term.

Student Absences:

Absences should not affect Toto awards.

- Children with on-going/chronic medical conditions will be given special consideration by the classroom teacher. Toto's may still be accumulated whilst a student is absent at teacher discretion in communication with an executive member of staff.

Procedure for Nomination and Election of Captains and Prefects



Tuggerawong Public School Student Leadership Procedure

Rationale

The aim of this procedure is to provide guidelines for children wishing to nominate for School Leadership. Students who aspire to Student Leader positions must consistently demonstrate Tuggerawong Public School's core values:

- Respect
- Responsible
- Personal Best

Procedures

1. Year 5 students are provided with the criteria required by students who wish to nominate for School Leader and the responsibility that accompanies the position. All Year 5 students are eligible to nominate, however they need to be endorsed by another student and a teacher.
2. Stage 3 teachers and the principal will view the nominations to ensure the nominees fulfil the position criteria (listed below). ~~Sentral~~ records will be consulted at this stage to assess the nominee's behaviour in upholding the school values. Student historical attendance data will also play a factor in a student being eligible to run for a leadership position. For a student to be eligible to run for a school leadership position during the current year they must have attended at least 2 out of 3 PBL Reward Days in the first 3 terms and had minimal visits to the planning room. Students who have been suspended are ineligible to stand.
3. The successful candidates will be notified via a letter sent home to their parents. This letter will include important information such as time and date of speeches, duration of speech and parameters around campaigning.
4. The successful candidates will write a speech (maximum of 3 minutes), which should include an outline of how they meet the three requirements of Respect, Responsible and Personal Best, to perform at a later assembly. It is acceptable for a candidate to speak of their achievements both within and outside the school to support their nomination.
5. Each candidate will deliver their speech at a special assembly. The audience will consist of students in Kindergarten to Year 5 and all available staff. Parents will also be invited to attend this special assembly.
6. Six students will be selected as School Leaders: This being 2 captains and 4 prefects. Where possible this will be 3 girls and 3 boys. However, in some instances, due to a small Year 5 cohort or suitability of candidates of a particular gender, this may need to be revised. For example, a leadership group could be made up of 4 girls and 2 boys. If this was likely to happen it would be communicated to students, staff and parents prior to student speeches and voting.

7. Using a ballot paper, students (Kindergarten-5) and staff will vote after the speeches. Each student will be eligible to nominate 2 boys and 2 girls for leadership (or in a varying option in the event of a specific situation as discussed at Point 6). All teaching staff will also have the opportunity to vote as per students, however, teacher votes will carry a weighting of 5:1 as per PBL Welfare Policy. This ratio has been endorsed by the P&C.
8. The votes will be tallied by a School Leadership Panel consisting of executive staff members and Stage 3 teachers. The candidates with the highest votes are declared captains. The remaining 4 will be declared Prefects. The prefect order will not be revealed.
9. The leadership team will be announced and presented with their badge on Presentation Day. All candidates, both successful and unsuccessful, will be notified prior to Presentation Day. Successful candidates will be informed they have obtained a Leadership Position but will not know their designated title until Presentation Day.
10. Student Leaders will be expected to consistently fulfil their roles and meet the expectations outlined in the Student Leaders' Pledge. In the event that a Student Leader is not consistently meeting the expected standards of behaviour, presentation and participation, a meeting with their parents will be arranged to discuss the issues and plan for improvement. If, after this meeting, improvement is not apparent and expected standards continue not to be met, the student will be asked to relinquish their position.
11. If a School Leader leaves the school or is not fulfilling their role with diligence (discussed above) a new School Leader will be appointed as per the order of merit attained from the voting process.

Position Criteria for School Leaders

It is expected that a school leader will:

- exemplify the school's core values of Respect, Responsible and Personal Best;
- show the ability to make decisions for themselves and without peer pressure;
- demonstrate exemplary behaviour while acting with integrity, honesty and respect;
- show a willingness to be involved in extracurricular activities;
- display initiative;
- work well as a team member.

Strategies for Dealing with Behaviours

Any Discipline Code is balanced when Staff, Students and Parents are fully aware of all consequences – positive or negative.

At Tuggerawong Public School positive practices for the development of self-discipline, self-esteem and acceptable behaviour will include such things as:

General Wellbeing Practices	Fast and Frequent Rewards	Intermittent Rewards	Long and Strong Rewards
Consistent, fair approach by staff Encouragement of high expectations Parent contact Student Representative Council Buddy System	Assembly Awards – Displays of work, Merit Cards and PBL awards Toto Tokens	Reward Menu System for all students Weekly Monitoring Card sent home (Communication Card) Celebration of achievement and effort through weekly newsletter PBL Term Award (Students who earn 3's in their Communication Card each week. (Any student with 2 or more 3W's will not achieve their PBL Term award). Aussie of the Term Award Recognition of Sporting Achievement Displays of work in foyer, to other classes, home, community	Weekly Communication Cards between School and Home Class Awards/Trophy Citizenship Awards Recognition at Presentation Day

These programs provide added incentive for students to work to the best of their ability and become a regular communication tool between home and school.

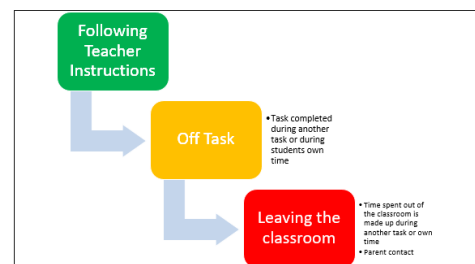
Students will be encouraged to implement the following strategies to resolve problems:



STOP - Calm down and breathe deeply. Consider everyone's feelings.

THINK - What is the problem? What are your options? What are the consequences of your actions?

CHOOSE - Make your choice. Talk to someone you trust for support.



Classroom Procedures

At the beginning of the year, all classes will establish their classroom expectations. These will be used to monitor acceptable behaviour in the classroom. The Student Behaviour Management Flowchart will be used across the school to deal with negative behaviours.

- 1st Warning – verbal warning x 2 (Yellow).
- 2nd Warning (Orange) – 5 minutes time out in class.
- 3rd Warning (Red) - Time out in Buddy Class (Three time outs in Buddy Class or three times recorded in Sentral will result in Planning Room time and a note sent to parents).
- If still exhibiting inappropriate behaviours, time out with the Principal. If Principal is unavailable, an executive staff member. Each exclusion from the class to the Principal will result in the student going to the Planning Room.
- Discussion with Parents.
- Levels System – Level 2 and Level 2 Red.
- Short or Long Suspension as required.
- Students may also be referred to the School Counsellor via the Learning Support Team.



Playground

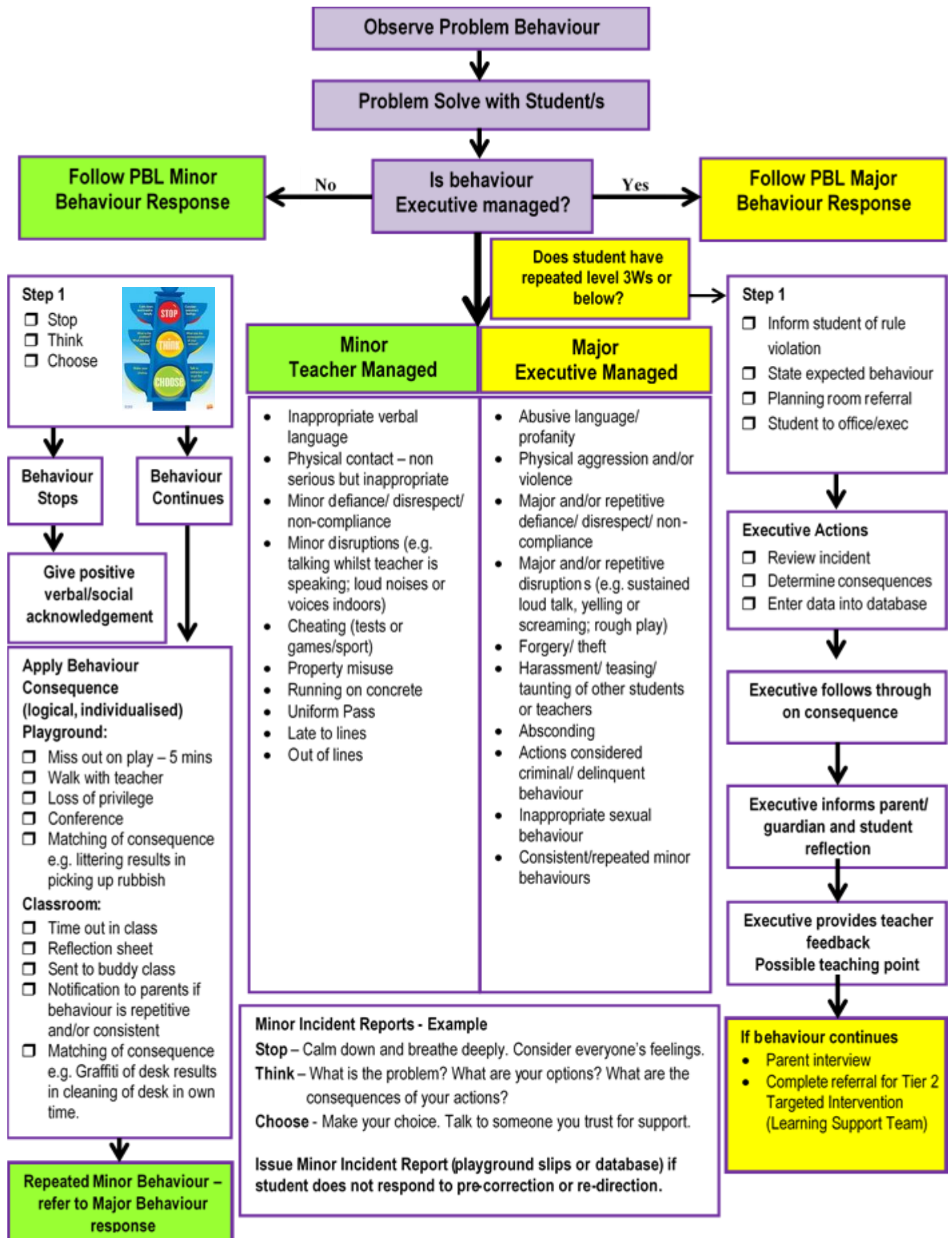
Playground behaviour for all students, K-6, will be monitored by way of playground slips where the teacher on duty is responsible for reporting any minor incidents to the class teacher via playground slips that go into teacher PBL pockets in the staffroom. Major incidents are recorded onto Sentral by the teacher on duty.

Teachers may refer students to the Executive for time in the Planning Room. Any student having three (3) minor incidents, may be required to attend the Oasis Room at lunch time, where structured play is offered to support the student to develop acceptable behaviours and techniques of self-regulation. Any patterns of behaviour causing concern can be referred to executive for consideration of Level 2.

Any incidence of aggressive behaviour will result in immediate withdrawal from the playground to Executive and depending on the seriousness of the incident may result in other measures being taken such as Level or suspension. If patterns of aggressive behaviour continue, the student will be placed on a Level and/or suspension.

Each student referred to the Planning Room is required to discuss behaviours and suitable solutions and complete a restorative justice reflection form. Should unacceptable behaviours continue, parents will be invited to attend a meeting to discuss future directions and plans.

Student Behaviour Management Flowchart



Response to ALL student misbehaviour is:
Calm Consistent Brief Immediate Respectful Private

Suspension and Expulsion

The Department has set down clear guidelines for procedures to deal with unacceptable behaviour.

Suspension highlights for the student, and the parents, that the behaviour is unacceptable. It also highlights the parents' responsibility for remediation of the behaviour. Parents will receive written notification (Suspension warning letter) if a student's behaviour is causing concerns which may lead to suspension.

Consistent with procedures, any student who commits the following will be suspended:

- *Possession of a suspected illegal substance*
- *Violence – intent to cause serious injury or threatening serious violence against another student or teacher*
- *Obscene/offensive language*
- *Possession of a weapon, or any article capable of being used as a weapon*
- *Persistent disobedience*
- *Criminal behaviour*

Teacher's Rights

Teachers, who on occasions are subjected to levels of harassment which would not be tolerated in any other workplace, also have the right to a safe and harmonious work environment. They have the right to be treated fairly and with dignity, by students, parents and by other staff.

Self-Discipline Code

Students are expected to achieve a level three on their communication monitoring card each week.

Students achieve this level by:

- Courtesy and politeness towards school staff and fellow students,
- Courtesy and politeness towards scripture teachers, casual staff, visitors and volunteers,
- Cooperation and enthusiasm in individual, class and group activities,
- Consistency in working sensibly without teacher reprimands or reminders,
- Truthfulness and reliability,
- Respect for own and other's property,
- Adherence to school and class expectations,
- Commitment to school dress code,
- Appropriate behaviour to and from school,
- Regular school attendance and punctuality and
- Appropriate behaviour at assemblies, school functions and excursions.

Planning Room

1. Students whose behaviour has been inappropriate (refer to 'Student Behaviour Management Process') will have their names recorded on a playground slip or Classroom Behaviour Log (Sentral)
2. Any student who attends planning room will have a letter sent home by an Executive. Member of staff and a level assigned according to behaviour in consultation with the Principal.
3. A parent/supervisor/CT communication will occur once a child is placed on Level 2 Red.

During planning room students will:

- ☐ Bring their level booklet with them if they have been placed on a level.
- ☐ Turn up to Planning Room on time.
- ☐ Discuss goals with Executive staff.
- ☐ Plan strategies for the future, and
- ☐ Complete a restorative justice reflection form.

Behaviour Levels

LEVEL 2: BEHAVIOUR

You can be placed on this level for these reasons:

- You are referred to the Planning Room due to unsafe, violent/dangerous behaviour in the classroom or playground.
- You are often uncooperative or disruptive in the classroom which means that others cannot get on with their work. (Planning room/records).
- You are continually discourteous by being disrespectful, rude or back answering teachers. Recorded more than 3 times.
- Absconding from the school grounds.
- You are being consistently inconsiderate by not showing a caring attitude towards others and showing lack of concern for their feelings. This includes sexual harassment, racism, offensive language and bullying.
- You have had three Sentral entries in the one week.

WHAT HAPPENS

- You are on Level 2 for one week (5 school days).
- A member of the Executive will talk to you about the difficulties you are having.
- Parents will be notified.
- While on Level 2, you will miss out on:
Excursions, Sporting days, Discos, Visiting performances and Special activities at the discretion of the principal.

- You will be in the planning room for five days and will spend the first half of lunch under the direct supervision of an Executive member of staff completing tasks as mentioned in above Planning Room.
- You can play at second half of lunch and recess and will be given a daily monitoring booklet for the next week to be brought to the planning room each day at the start of lunch. This monitoring book will be handed to a supervising member of staff both in the classroom and playground.
- When your monitoring booklet is positive for five days you will be taken off Level 2.

LEVEL 2 RED: BEHAVIOUR

You can be placed on this level for these reasons.

- Your monitoring cards from Level 2 are not positive.
- You have been referred to Planning Room or Executive staff while on Level 2.
- You have been asked to improve your behaviour and you have failed to do so.
- You are continuing to cause disruptions in the classroom or playground.
- You are continuing to be discourteous.
- You are continuing to be uncooperative.
- You are continuing to show an uncaring attitude and being inconsiderate of others.

WHAT HAPPENS

- You will be placed on Level 2 RED for one week, then proceeding to Level 2 for one further week.
- You and your parent/s will have a meeting with the Principal, the Assistant Principal, your Class Teacher and/or the School Counsellor.
- You will be in the planning room for ten days altogether (5 days Level 2 Red then 5 days Level 2). You will be required to spend the first half of lunch under the direct supervision of an Executive and second half lunch you will be excluded from the playground.
- During your time on Level 2 RED you will be given a daily monitoring booklet for days to be brought to the planning room each day.
- If your behaviour improves, you go back to Level 2 for the next week.

Persistent Behaviour Issues/Severity Clause: Suspension & Exclusion

Students who commit an act of violence to a student or a staff member or who exhibit behaviours consistent with the Department of Education (DoE's) Suspension and Expulsion of School Students- Procedures may be suspended following an investigation and determination by the Principal. During the investigation parents will be contacted.

- Students and their parents will be interviewed by the Principal, the Assistant Principal, their Class Teacher and/or the School Counsellor.
- Students parents will be informed of a decision to suspend them from the school for a certain time.

- When a student returns to school following a Suspension they will undertake a resolution meeting with their parent/s and the Principal or a delegated Executive member of staff.
- On a student's return they will be given a daily monitoring booklet for 5 days, to be brought to the planning room each day.
- If a student is permitted to remain at Tuggerawong Public School they will be required to fulfil conditions set by the school.
- In rare circumstances it may be recommended that a student be assisted through exclusion from Tuggerawong Public School and enrolled elsewhere.
- Please note a suspension can be appealed by a parent. This process is outlined in the suspension letter issued to parents.

Playground Guidelines

Morning

- Students should not arrive before 8.45am
- Students put bags outside classroom when they first arrive and then go directly to the playground. No waiting near gates or classrooms for others.
- All students sit on stage steps under library COLA until the 8.45am bell sounds and the teacher comes on duty.
- Students play in library COLA area or silver seat area only.
- Only small hand balls allowed.

Lunch

- All students sit in class areas to eat for the first 10 minutes (11-11.10 am) being supervised by staff. DO NOT bring toys out with lunch. Put lunch things away, then get toys and balls etc.
- Only students collecting lunch orders for their class are to be at the canteen at this time. Classes must clean up their area after eating.
- 11.10am bell signals playing time, but those who haven't finished eating stay seated. Teachers must make sure that classes clean up their area after eating.
- Students wearing hats may play on the oval, netball court or sand pit. Students without a hat must stay under a COLA.
- Ask the teacher on duty on the oval for permission to play in the sandpit or cubby, as numbers need to be limited to ensure safety.
- Small balls under colas, large balls on the oval or netball court.
- Sports equipment may be borrowed from the container sports shed. Only sports captains are to go in the shed to get equipment.
- Walk on concrete areas. So no running under COLA or on stage area.
- Tip football only.
- No food or drinks on oval or netball court.
- Verandahs and classrooms (including bag areas) are Out of Bounds. Teacher permission must be sought if you need to get anything from your bag.

- Toilets and canteen are not playing areas. Go directly back to the playground when finished. Do not walk behind the library. Do not wait for friends at the canteen.
- Library opened second half of lunch.
- OASIS Room (Social Skills) program and quiet play area available 2nd half of lunch.

Recess

- Sit to eat recess.
- Play under library or hall COLA, silver seat area or the oval if wearing a hat.

Teacher Duties

- Hand out Toto's to students following our School Expectations.
- Be prompt to duty.
- Follow Wellbeing Policy.

Morning Duty

8.45 -9am

Patrol Library COLA and silver seat area. Monitor toilets and classroom areas.
Make sure students line up at bell time.

Lunch

First half 11.10 – 11.32am

LIBRARY COLA/TOILETS/SILVER SEATS/CANTEEN.
OVAL DUTY/FIXED EQUIPMENT/SANDPIT.
HALL COLA/NETBALL COURT.
PLANNING ROOM.

Second Half 11.32- 11.55am

LIBRARY COLA/TOILETS/SILVER SEATS/CANTEEN.
OVAL DUTY/HALL COLA.
LIBRARY.
OASIS ROOM.

Recess

1.55-2.15pm Monday to Friday

LIBRARY COLA/TOILETS/SILVER SEATS/CANTEEN.
OVAL DUTY/FIXED EQUIPMENT.
HALL COLA/NETBALL COURT.

Wet Weather - two bells

- Roster abandoned for the rest of the day
- Teachers next door share.
- If weather clears students may be taken outside if safe. Duties continue to be shared.

Hard Surfaces as directed.

Students play under the library COLA, silver seat area, hall COLA and netball court (some areas may be further restricted depending on the weather).

Teachers on rostered duty share these areas.

Anti-Bullying Procedure

AIM

Tuggerawong Public School's Anti-Bullying Procedure sets out the requirements for dealing with bullying behaviour at Tuggerawong Public School. It includes specific strategies for identifying, reporting and dealing with bullying behaviour. The Anti-Bullying Procedure is a key part of the school's planning for student wellbeing and effective learning. It complements the school's Wellbeing Framework.

CONTEXT

Tuggerawong Public School is an inclusive environment, where diversity is affirmed and individual differences (age, background, ability and interests) are respected. Quality education is provided for all students to meet their learning needs in a secure, ordered and supportive environment.

For this to occur, Tuggerawong Public School needs to be a place where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare. All members of the Tuggerawong Public School community are committed to ensuring a safe and caring learning environment that promotes personal growth and positive self-esteem for all.

Tuggerawong Public School strives to ensure it is a safe and happy place for students and staff. The wellbeing, safety and health of students inform school procedures, programs and practices. Student wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school. Partnership with parents, caregivers, students and the wider community is central to the success of this process. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

POLICY STATEMENT

Tuggerawong Public School exists in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community. Bullying behaviour must be taken seriously and is not acceptable in any form at Tuggerawong Public School. Students of Tuggerawong Public School have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

BULLYING BEHAVIOUR

Bullying Definition (DoE)

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

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

What Bullying Behaviour can be:

Verbal Eg: name calling, teasing, abuse, putdowns, sarcasm, insults, threats

Physical Eg: hitting, punching, kicking, scratching, tripping, spitting

Social Eg: ignoring, excluding, ostracising, alienating, making inappropriate gestures

Psychological Eg: spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, cyberbullying (Eg: Facebook, Snapchat, Instagram and online gaming) and inappropriate use of camera phones

Cyberbullying Eg: bullying using digital technologies including using devices such as computers, tablets and smartphones and software such as social media, instant messaging, texts, websites and other. Cyberbullying includes abusive or hurtful texts, emails or posts, images or videos, deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in and taking inappropriate photos of others.

****** Conflict or fights between equals, banter or single incidents are not defined as bullying.

EFFECTS OF BULLYING

Bullying:

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour (targets) and the onlookers (bystanders).

STATEMENT OF PURPOSE

Students attend Tuggerawong Public School to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that adversely affects teaching and learning at Tuggerawong Public School and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

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

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

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- contribute to the development of the Anti-bullying Policy and support it through words and actions
- actively work together to resolve incidents of bullying behaviour when they occur.

ROLES OF MEMBERS OF THE SCHOOL COMMUNITY

Each group within the Tuggerawong Public School community has a specific role in preventing and dealing with bullying.

Students at Tuggerawong Public School can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students at Tuggerawong Public School have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Procedure
- follow and adhere to DoE's Behaviour Code for Students
- behave as responsible upstanders
- report incidents of bullying according to the school Anti-bullying Procedure.

Parents and caregivers at Tuggerawong Public School have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Procedure and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Procedure
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur
- attend parent workshops and meetings regarding bullying, whenever practically possible.

Tuggerawong Public School has a responsibility to:

- develop an Anti-bullying Procedure through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the Wellbeing Framework and Anti- bullying Procedure (both available on the school's website)
- provide students with strategies to respond positively to incidents of bullying behaviour, including the development of an Upstander's Code that outlines the responsibilities of onlookers and up- standers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment, intimidation and victimisation.

Staff members at Tuggerawong Public School have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of and follow school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Procedure
- provide curriculum and teaching/learning opportunities that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

All members of Tuggerawong Public School community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

STRATEGIES TO PREVENT BULLYING

At Tuggerawong Public School, strategies are in place to effectively teach the skills and understandings that will lead to eliminating bullying behaviours.

These strategies are:

- taught during school wide PBL Lessons delivered in every classroom every week
- reinforced consistently through school practices that promote positive and respectful relationships.

Programs targeting peer support, peer mediation, mentoring, transition, conflict resolution and student leadership are effective ways of developing a positive school culture and student skills.

Students at Tuggerawong Public School are explicitly taught anti-bullying strategies and/or supported through:

- the creation of positive classroom environments
- rewarding positive and acceptable behaviour and effort
- participation in restorative justice programs
- participation in social skills programs
- participation in child protection programs
- participation in drug education programs
- participation in wellbeing programs
- participation in mental health programs
- participation in cyberbullying programs
- participation in K-6 buddy programs
- participation in Tuggerawong Public School's PBL expectations weekly education lessons
- listening to and discussing specific texts
- opportunities for positive student leadership (SRC, Captains and leaders)
- participation in learning assistance programs
- gardening group social activities
- an active Learning Support Team.

STRATEGIES TO DEAL WITH BULLYING

Tuggerawong Public School will deal with bullying quickly and effectively. Strategies for dealing with bullying are linked to the Tuggerawong Public School Wellbeing Framework and encompass the range of options available to deal with unacceptable behaviours, including suspension and expulsion.

In dealing with bullying behaviour, Tuggerawong Public School recognises the repeated and recurring nature of bullying and has procedures in place to identify patterns of repeated offending. These procedures include student wellbeing records and Teacher/Principal/Counsellor records. Students, their parents and caregivers are encouraged to be proactive in dealing with bullying so that appropriate support and action can be provided to those students involved in any incident.

Step 1: Prevention

- 1) Professional development for all Tuggerawong Public School staff, relating to bullying
Eg: awareness, policy creation, Anti-bullying procedure creation.
- 2) Community awareness and input relating to bullying: characteristics, programs and responses.
- 3) Annual review of TPS Anti-bullying Policy, plan and procedures by school staff.

Step 2: Initial Intervention

- 1) Encouraging students, staff, parents and caregivers to report incidents of bullying. All reported incidents to be recorded in the school's wellbeing records (Sentral).
- 2) All staff to remind students to report incidents of bullying. Encourage students to be upstanders.
- 3) Parents and caregivers encouraged to contact the school if they become aware of a problem.
- 4) Recognition and reward for positive behaviour and resolution of problems (as per Wellbeing Policy).

Step 3: Intervention

- 1) Immediate separation of students involved to diffuse situation and to ensure student safety and welfare remains vital.
- 2) Students behaving as the instigator, perpetrator and witnesses are given equal opportunities to present their version of events, both verbally and in written form.
- 3) All incidents or allegations of bullying are investigated separately by Executive staff and documented.
- 4) Students, parents/caregivers of students and staff identified by others will be informed of allegations.
- 5) Consequences to be applied are determined in consultation with parents/caregivers of students and staff involved.

Consequences will be individually based and may include the following:

- Reflection periods – exclusion from group/class (Eg: temporarily removed from class group)
- In-school withdrawal (Eg: alternative area to playground)
- Counselling for victim and bully (Executive staff and/or school counsellor provide this opportunity)
- Withdrawal of privileges
- Behaviour monitoring
- Suspension from school.

Students who are involved in repeated bullying episodes, either as victims, bystanders of bullies, will receive additional support as directed by the school's Learning Support Team. This support may involve class social skills programming with Student Learning Support Officer (SLSO) support, structured play program and Learning and Support Teacher (LaST) withdrawal.

Serious incidents of bullying including assaults, threats, intimidation or harassment will be reported to local police and/or the Child Wellbeing Unit or Community Services where necessary and appropriate.

Anti-Racism Policy

Statement of Purpose

At Tuggerawong Public School our Anti- Racism Policy is written to meet the needs of each student and community member in the school. At Tuggerawong we aim to eliminate racial discrimination by following departmental guidelines.

The staff at Tuggerawong Public School contributes to positive relationship building by promoting acceptance and an understanding of our community's cultural and religious diversities. We ensure that a member of staff is specifically trained as the Anti-Racism Contact Officer (ARCO) to provide professional assistance with complaints and allegations regarding racism.

Managing Racist Behaviour

Tuggerawong Public School strives to eliminate racist behaviours through educating our staff, students and community through positive educational programs and initiatives such as Multicultural Assemblies and Country studies.

During our school Assemblies, we participate in Acknowledgement of Country. Our students have created our own Acknowledgments that are personal to our school.

History Syllabus

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies K–10 Curriculum Framework and Statement of Equity Principles and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The study of History in Australia requires a valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, as part of the shared history belonging to all Australians.

History students develop an understanding of the diversity of the peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world.

Geography Syllabus

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the Geography K–10 Syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on Educational Goals for Young Australians (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

In the event of an incident that may be deemed as discriminatory or racist staff are required to inform the ARCO of details of the event and the Principal. The ARCO will then make enquiries into the incident and seek further guidance if required. All details of incidents of this nature are recorded in the schools **Anti-Racism Registration Folder** located in the principal's office.

Identifying Racist Behaviour

The following is an outline of racist behaviours and their effects

Indicators of Racism:

- Refusal to co-operate with people from different groups
Refusing to interact with people because of their cultural or linguistic backgrounds
- Racist Propaganda
Promoting or creating slogans against cultural or linguistic backgrounds
- Racist Comments and ridicule or abuse (verbal or written)
Teasing, mimicking or "joking" about elements of people's cultures
- Judgments based on stereotypes
Making assumptions regarding cultural or religious values
- Discriminatory policy or procedures
Ignoring or not responding to racist comments or suggestions

Unfair or undue treatment of an individual because of their cultural, religious or linguistic background

- Non-inclusive curriculum or teaching practices
Not providing adequate teaching and learning opportunities for students because of their cultural, religious or linguistic background
- Physical assault and harassment
Intimidating and bullying others because of their cultural, religious or linguistic background.

Effects of Racism:

- Educational Outcomes
Lower rates of attendance, retention and participation in school for students from some cultural and linguistic groups due to lack of recognition and development.
- Individuals happiness and self-confidence
Demonstrating low self-esteem, withdrawal, anxiety and depressed behaviours.
- School Climate
Lack of friendship and co-operation between individuals from different cultural groups.
- Cultural Identity
Rejection of own culture and cultural practices.
- School/Community Relations
Lack of confidence from parents and community members within the school and education system.
- Student Behaviour
Withdrawn, poor concentration and attendance and inability to concentrate or engage in learning. Aggressive, disruptive and violent reactions by students who are the victims of racism.

Informing ARCO of Racism Behaviour

All members of the Tuggerawong Public School community are required to report all incidents of perceived or true racist behaviours. This is done by approaching the school's trained Anti-Racism Contact Officer (ARCO) who will be introduced to the community at the beginning of each school year.

After approaching the schools ARCO the complainant is to complete the **ARCO Notification Form** stating concerns regarding the incident. The ARCO will then enquire into the incident gathering statements and information from all parties involved. He or she will then make a valued judgment in consultation with the Principal on how to best deal with the incident with the information obtained.

The concern may require further enquiry depending on the severity of the incident. This will be in accordance with the **Responding to Suggestions, Complaints and Allegations (2001)** document to ensure that the concern is adequately handled. This is completed in consultation with the principal or his/ her delegate.

Actions that may be taken by the ARCO:

- Education plans to enhance understanding

- Mediation
- Caution and monitoring of further incidents
- Time out from playground – In consultation with Supervisor or executive member
- Contact with parent/caregivers
- Social skills training
- Further enquiry with the principal or his/her delegate

If the student, staff or community member is found to be responsible for actions of a racist nature he or she could face disciplinary action.

This policy was created with consultation with the Department of Education *Anti-Racism Policy*, the *Responding to Suggestions, Complaints and Allegations Handbook* documents and the Racism. No way. Website – www.racismnoway.com.au