PRINCIPLES

Airdale Primary School's Wellbeing policy, and the procedures contained within it, is based upon the following principles contained in the DECD Discipline Policy. Some of these key principles include:

- All individuals and groups within the school community should be treated with respect at all times.
- Individuals must accept responsibility for their own behaviour according to developmental ability.
- Social responsibilities will be taught and modelled across the curriculum.
- School staff will manage aspects of the school environment, including sexual and racial harassment and bullying, so that students learn to respect rights and fulfil responsibilities.
- For students with disabilities, appropriate behaviour management strategies need to be developed in the context of negotiated curriculum plans.

PROACTIVE STRATEGIES

At Airdale Primary School effective behaviour management is based upon the development and maintenance of highly effective relationships. Proactive strategies enable staff to maintain positive relationships with all community members. Proactive strategies are used throughout the entire school to reinforce and promote positive relationships and our school values. Some of the proactive strategies we use at Airdale are:

- Various social skill programs to teach the school values. Social skills lessons are an important part of the curriculum, e.g. Welcome Back program
- Anti Harassment Training including a Bully Audit held twice each term
- Students involved in democratic processes such as class meetings and SRC
- A whole school incentive scheme, ‘Awesome Airdale’, and school awards based upon our school values
- Regular contact between teachers and parents/caregivers

OUR SCHOOL VALUES

RESPECT

At Airdale Primary School we believe that RESPECT means…

Being polite and considerate of others’, equipment and the environment

Therefore all community members have a shared responsibility to:

- Act kindly and thoughtfully towards others
- Take time to know, understand and care for each other
- Accept and value differences between people
- Care for our own, others’ and the school’s property
RESPONSIBILITY  At Airdale Primary School we believe that **RESPONSIBILITY** means...
*Recognising that we choose our own actions and the consequences which they bring*
Therefore all community members have a shared responsibility to:
- Stop and think carefully before acting
- Make positive choices
- Reflect and learn from our experiences
- Accept responsibility for our actions and work to solve problems

CARE & SUPPORT At Airdale Primary School we believe that **Caring** means...
*Providing support and encouragement to others and looking after the surrounding environment and belongings.*
Therefore all community members have a shared responsibility to:
- Care for our own, others' and school property
- Take pride in the school
- Be considerate of others feelings and needs

CO-OPERATION  At Airdale Primary School we believe that **CO-OPERATION** means...
*Getting along and working together in effective teams.*
Therefore all community members have a shared responsibility to:
- Include others
- Share
- Follow instructions and agreements
- Work collaboratively with others to solve problems and complete tasks

BULLYING

At Airdale Primary School bullying is defined as... **deliberately hurtful behaviour, often repeated over a period of time, which leaves the victim feeling upset or hurt.**
- Bullying involves one or more students exerting power or dominance over another or others
- Bullying behaviour is deliberate, unwelcome, uninvited and often repeated
- Bullying involves behaviour which is physical, verbal or social
- Bullying includes a wide range of behaviour that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, angry or afraid
- Bullying can have a serious long-term effect on the health and wellbeing of people

Objectives

The objectives of Airdale Primary Schools Anti-Bullying policy are:
- To promote pro-active strategies to reduce the incidences of bullying
- To counter the view that bullying is an inevitable part of school life
- To provide staff, students and parents with options to respond to bullying
- To promote positive peer relationships
- To promote a sense of community belonging and responsibility
- To create a caring climate which reflects our school values of: Responsibility, Co-operation Respect, Care & Support

Forms of Bullying

At Airdale Primary School children are taught to identify three forms of bullying:
- **Physical**: hitting, kicking, theft etc
- **Verbal**: name calling, racist remarks, put-downs, threats etc
- **Social**: spreading rumours either verbally or electronically, deliberately excluding from social groups, body language etc
Symptoms of Bullying

Staff at Airdale Primary School are trained to identify signs of possible bullying. Parents are also reminded to be aware of indicators of possible bullying. Sudden changes in a child's behaviour may indicate the possibility of bullying. Examples may include when the child:

- Becomes frightened of walking to and from school alone
- Gives improbable excuses for any of the above issues
- Changes their usual route between home and school
- Becomes aggressive and unreasonable
- Does not want to travel on the school bus
- Has unexplained bruises, cuts, scratches
- Begs parents to drive them to school
- Refuses to talk about 'what is wrong'
- Begins feeling ill in the mornings
- Continually loses pocket money
- Begins truanting
- Has their possessions go missing
- Begins doing poorly in their school work
- Cries themselves to sleep, has nightmares
- Comes home with clothes or belonging damaged
- Becomes unwilling to attend school
- Begins feeling ill in the mornings
- Refuses to talk about 'what is wrong'
- Comes home complaining of hunger
- Continually loses pocket money
- Becomes withdrawn, starts stammering, lack confidence
- Begins feeling ill in the mornings
- Continually loses pocket money
- Comes home with clothes or belonging damaged
- Cries themselves to sleep, has nightmares
- Becomes unwilling to attend school
- Refuses to talk about 'what is wrong'
- Comes home complaining of hunger
- Continually loses pocket money
- Becomes withdrawn, starts stammering, lack confidence

Shared Responsibilities to Address Bullying

Bullying behaviour is totally unacceptable at Airdale Primary School. Everybody within the school community – students, teachers, leadership, SSOs and parents/caregivers - has a shared responsibility to act against bullying.

Student Responsibilities

If a student feels they are being bullied or have witnessed bullying behaviour they should:

- Tell the person that they are being a bully and to stop the behaviour. (See the ‘ACT’ Code)
  - Ask the person to stop… but if it continues
  - Collect an eyewitness… but if it continues
  - Take the eyewitness and report it to an adult
- Support the person who is being bullied (see the’ REPORT’ Code) and seek support from a teacher at the time of the incident. As a bystander, students have a responsibility to:
  - Respond by caring
  - Eyewitness events
  - Play it cool don’t get caught up in it
  - Offer support
  - Remove the victim and report to a teacher
  - Take care of the victim
- Refrain from bullying others
- Report all on-going bullying

Parent / Caregiver Responsibilities

If a parent / caregiver believe that their child is being bullied, they should:

- Encourage their child to report any incidents of bullying.
- Try to gather information related to the bullying.
- Contact the school to discuss their concerns as soon as possible.
- Support the school in a collaborative and caring manner.
- Actively participate in meetings in order to address the issues.
- Keep the school informed of any on-going bullying.
- Follow the Parent Grievance Procedures if unsatisfied with the outcome.

If a parent / caregiver believe that their child is involved in bullying others, they should:

- Try to gather information related to the bullying.
- Contact the school to discuss their concerns as soon as possible.
- Support the school in a collaborative and caring manner.
- Actively participate in meetings in order to address the issues.

If you are concerned that your child could be being bullied please make an appointment to speak to the classroom teacher or leadership as soon as possible. The educational, social and emotional wellbeing of the child is the first priority of all staff.
**Teacher Responsibilities**

If a student reports a bullying incident or a teacher witnesses incidents of bullying, they should:

- Listen and provide support to the victim by acknowledging the nature and seriousness of bullying behaviour.
- Find out the background by gathering information from witnesses/bystanders and attempt to resolve the incident.
- Complete a Front Office Referral or Re-Think Room Referral form if appropriate.
- Refer the incident to Principal and/or Student Counsellor if necessary.
- Offer follow-up care and support to the victim.
- Support the school in implementing Student Behaviour Management Procedures.
- Keep Management informed of any on-going bullying.

**Leadership Responsibilities**

If a Front Office Referral / Re-Think Referral involving bullying is reported to management, they should:

- Offer support/counselling to the victim of the bullying behaviour and to the child bullying.
- Record and monitor incidents of bullying behaviour.
- Put in place Student Behaviour Management Procedures as appropriate.
- Contact parent/s of the student who has been bullying others and of the victim
- Keep the class teacher informed/involved.
- Keep parents informed/involved.
- Encourage victim or witnesses to report similar behaviour if repeated.
- Offer follow-up care and support to the victim.
Airdale Primary School
Class Behaviour Management Process

Proactive Strategies to minimise behaviour issues
Be on time, circulate, building relationships, positive reinforcement, tactical ignoring, non-verbals, etc

Inappropriate Class Behaviour

Front Office Referral
Violence/fighting
Harassment/Offensive Language
Total non-compliance
Threatening behaviour
Refusal to go to Buddy Class
3rd Buddy Class in a week

Reminder
Child is given a clear reminder of expectations.

Warning
Child is warned that their behaviour is inappropriate.

Cool Down
Child spends 5-10 minutes in cool down area by themselves.
Teacher establishes expectations for returning to the group.

Buddy Class
Child is sent to Buddy Class.
Parents notified with a stamp in communication book.
Child is given 1 Buddy Class per day. If behaviour continues a Front Office referral is made.

Front Office Referral
Child sent to Front Office.
A Behaviour Form is sent home and returned signed.

Instances of extreme violence or non-compliance may result in any of these options being implemented immediately to ensure safety.
Airdale Primary School
Yard Behaviour Management Process

Proactive Strategies to minimise behaviour issues
Be on time, circulate, building relationships, positive reinforcement, tactical ignoring, non-verbals, etc

Inappropriate Yard Behaviour

Serious Misbehaviour
Violence/fighting
Harassment/Offensive Language
Total non-compliance
Threatening behaviour
Vandalism
Out of Bounds

Low Level Misbehaviour
Littering
Late
Rough Play
Interfering with games
No hat (refusal to sit in shade)
Climbing trees

Logical Consequences
Pick up rubbish
Apologise
Sit out of game, etc

Cool Down Area
Child spends 5-10 minutes in cool down area or with the yard duty teacher.

Re-Think Room Referral
Child to attend Re-Think Room.
A Behaviour Form is sent home and returned signed.
Refusal to attend will result in a Front Office Referral.

3 Re-Think Referrals in 1 week will result in:
Parents being notified and a meeting requested.
A Student Development Plan being developed or reviewed.
One of the following options being implemented

- Parents being notified and a meeting requested.
- A Student Development Plan being developed or reviewed.
- One of the following options being implemented

- Interagency Support
- Take Home
- Internal Suspension
- External Suspension

Instances of extreme violence or non-compliance may result in any of these options being implemented immediately to ensure safety.