School Behaviour Support and Management Plan

Queanbeyan East Public School believes that all students should be able to learn and develop in a safe and secure environment. There is a key understanding that all students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Our school's mission is to provide excellence in education, empowering students to achieve their potential, within an engaging, caring and inclusive environment. We aim to support students in becoming self-directed, responsible, lifelong learners who can create a positive future for themselves and for the wider community.

To achieve our mission, we aim to provide a safe, supportive and respectful, teaching and learning community that promotes student wellbeing. A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the school and the community based on shared responsibility and mutual respect.

Queanbeyan East Public School is committed to maintaining high standards of positive student welfare practices and effective discipline, working with our community to maximise the success of every student.

In addition, the Wellbeing Framework is a vital part of our student welfare philosophy and highlights the importance of implementing strategies that support the whole child. The Wellbeing Framework states:

"The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for further education, employment, and adult life.

In recent years however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continue to change. We need to be responsive to numerous influences as we deliver public education now and into the future.

There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels so that where a child or young person lives and goes to school does not shape their learning outcomes.

In this context, our understanding of wellbeing needs to be contemporary and forward focussed. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development."

Education Wellbeing Framework for Schools

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	Our students will be respected, valued, encouraged, supported, and empowered to succeed.	Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets- our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Learning Support Team

The school has a Learning Support Team (LaST) and an Assistant Principal Wellbeing who meet weekly. There is a referral form which staff fill in on SchoolBytes when concerned about a student's wellbeing. These are prioritised and an agenda is generated where the referring teacher explains the concerns. A discussion follows, including an action plan, with the stakeholders involved and any follow up necessary. The Assistant Principal Wellbeing ensures the team is kept informed of the progress of support offered.

School Counsellor

The school counsellor is available to support student's wellbeing in the many facets of school life. Staff and parents are able to refer a student and are responsible for filling out the referral sheet which is then prioritised. Senior primary students may self-refer.

NSW Department of Education Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The NSW Department of Educations' Behaviour Code states that all NSW public school students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing, and safety of all students in NSW Public Schools is a high priority for the NSW Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe, and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the NSW Department of Education will back the authority and judgment of principals and school staff at the local level.

NSW Department of Education Consequences for Serious Behaviour or Continued Inappropriate Behaviour

Consequences for serious behaviour will be applied following an investigation into an incident or a review of data that indicates a pattern of concerning behaviours.

Suspensions

When making a decision to suspend a student, the Principal and Assistant Principals will follow the procedures consistent with the NSW Department of Education: *Procedures for the Suspension and Expulsion of School Students Policy*.

Suspensions involve students being excluded from attending the school for a specified period of time, as decided by the Principal and Assistant Principals. During the suspension period, the school will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. A suspension resolution meeting must be held prior to the student returning to school.

The school can issue two types of suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

1. **Short Suspension** of up to 4 days
2. **Long Suspension** of up to 20 days.

Note: The Principal must report such incidents that involve assaults, threats, weapons, illegal drugs and criminal activity to the School Safety and Response Unit. Principals are required to report inappropriate behaviour that includes possession/use of weapons, fights, or threats, reports of serious cyberbullying, or threats made over other telecommunication devices. Where the behaviour exists out of school hours and is deemed as possibly having a harmful effect on staff and students, the principal must notify police and take appropriate disciplinary action, including notifying the School Safety and Response Directorate.

Expulsion

When making a decision to expel a student, the Principal will follow the procedures consistent with the NSW Department of Education: *Procedures for the Suspension and Expulsion of School Students Policy*.

Expulsions involve students being excluded from attending the school and are not permitted to return to the same school, except under exceptional circumstances (Reference sections 8.1 and 8.2: NSW Department of Education: *Procedures for the Suspension and Expulsion of School Students Policy*). Expulsions are implemented when there are “serious circumstances of misbehaviour” demonstrated by a student.

Policy Information Relating to Suspensions and Expulsions

The following information has been taken directly from the NSW Department of Education: *Procedures for the Suspension and Expulsion of School Students (Information for Parents)* and provides key information points. Parents/Carers are advised to refer to the complete policy for more information.

Suspension Key Information Points:

- In determining whether a student’s misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff, and other students.
- Suspension is only one strategy for managing inappropriate behaviour within a school’s student welfare and discipline policies.
- It is most effective when it highlights the parents’ responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.

- The school will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.
- Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.
- In some cases, suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff.
- For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.
- When a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students, or other persons. The student should not be readmitted to the school until the issues identified in the risk assessment have been addressed.
- The NSW Department of Education Suspension and Expulsion Procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Short Suspension

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

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

Long Suspension

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

- Physical violence which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
- Use or possession of a prohibited weapon, firearm, or knife.
- Possession, supply or use of a suspected illegal substance.
- Serious criminal behaviour related to the school. This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.

Principals may also impose a long suspension for:

- Use of an implement as a weapon: When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).
- Persistent or serious misbehaviour**:** This includes, but is not limited to:
    - repeated refusal to follow the school discipline code.
    - threatening to use a weapon in a way that might seriously interfere with the safety and well-being of another person.
    - making credible threats against students or staff; or
    - behaviour that deliberately and persistently interferes with the rights of other students to learn, or teachers to teach, including bullying, harassment, and victimisation.

Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any age from their school.

QEPS Positive Behaviour Program

Statement of Purpose

Queanbeyan East Public School endeavours to promote a healthy, safe, ordered, supportive, secure and caring environment that is conducive to teaching and learning.

Students will abide by the NSW Department of Education's Behaviour Code. Students will model and apply the 'Departmental Core Values' of:

- Integrity
- Excellence
- Respect
- Participation
- Care
- Fairness
- Democracy
- Co-operation
- Responsibility

Behaviour Code for Students

At Queanbeyan East Public School, we do our best!

Values to Support the Behaviour Code

We show:

Gratitude

Empathy

Mindfulness

Recognising and Reinforcing Student Achievement

In our endeavour to guide students towards self-discipline, the staff will employ consistent and caring behaviour, and use many and varied forms of positive reinforcement. Students should always be commended for doing the right thing, complying with the NSW Department of Education Behaviour Code and displaying the Schools' Values.

The school uses the following formal practices to recognise and reinforce positive student behaviour:

- **Tokens –** Positive behaviour acknowledgments. Students receive a token for displaying positive behaviour in the classroom and playground environment. This is a fast, effective way to influence and encourage positive behaviour within the school. All staff can hand out tokens to any student across K-6 at any time. The tokens accumulate and are stored in the whole school token box. On average, class teachers are encouraged to give out tokens each day for double

the number of their students. For example, if there are 25 students in a class, 50 tokens are to be handed out each day on average.

- **Celebrations-** When the token box is filled to the top the students earn a celebration. Celebrations are decided in consultation with the students. Celebrations can be whole school/ stage based/ or infants and primary based according to age appropriateness. Once the token box is filled and the celebration finalised the token box is emptied and a new celebration is agreed upon, beginning the process again.

- **Class Awards/ wellbeing awards -** Students receive class-based awards given out by classroom teachers at fortnightly whole school assemblies. Two merit awards and two wellbeing awards are given out for each class during assemblies. Teachers will track the awards given on SchoolBytes. Any student that receives 3 or more wellbeing awards in a year will receive a memento at the Presentation Day assembly.

- **Class Behaviour Focus**- Each fortnight a class will be presented the behaviour focus award based on their attitude and behaviour. The award (kookaburra mascot) will be presented at the fortnightly assembly on a Friday. A mystery teacher will determine the winning class each fortnight.

QEPS Mascot

QEPS
Positive Behaviour System
Whole School

TOKEN → **CLASS AND PLAYGROUND STORAGE** → **FILL TOKEN BOX** → **STUDENT CELEBRATION** → **REPEAT**

TOKEN

- Teacher gives student a token for positive behaviour aligned to behaviour matrix.
- Teacher explains why the student is recieving the token.

STORAGE

- Student places token in classroom token tub or in the token box located in the playground.

TOKEN BOX

- When the token box is full the students earn an agreed upon celebration to acknowledge whole school positive behaviour.

CELEBRATION

- The celebration is organised and delivered.
- Celebrations can be whole school, stage based or infants and primary.

REPEAT

- The token box is emptied and a new celebration is agreed upon.
- Students begin collecting tokens for positive behaviour again.

QEPS
Positive Behaviour System
Individual

WELLBING AWARDS → **EXCEL** → **3 WELLBEING AWARDS = PRESENTATION DAY**

AWARD

- Student recieves a wellbeing award at the fortnightly assembly.

EXCEL SPREADSHEET

- Teacher logs award on the excel spreadsheet located on sentral and sends a communication slip home to parents.

PRESENTATION DAY

- Any student that receives 3 or more wellbeing awards throughput the year will be acknowledged at the Presentation Day assembly for consistent positive behaviour.

QEPS Behaviour Code for Students

At Queanbeyan East Public School, we strive to ensure positive behaviour is reinforced consistently in both the classroom and playground settings. To do this, we have implemented a Positive Behaviour Matrix and Behaviour Response Matrix. These documents outline the student expectations throughout the school and teacher responses.

Positive Behaviour Matrix

The Positive Behaviour Matrix outlines student expectations throughout the different school settings. The matrix aligns with the NSW Department of Education Behaviour Code and the school values. This matrix encourages all staff and students to use consistent language across the school to discuss behaviour expectations.

Fortnightly Behaviour Focus

The behaviour focus will allow teachers to focus on teaching a common skill explicitly within the classroom for the next fortnight. All classrooms will have a clearly displayed posters/ signage outlining expected behaviours. A fortnightly Class Behaviour Award will be presented at the values assembly on a Friday.

Behaviour Response Matrix

The Behaviour Response Matrix (page 12) outlines possible positive and negative student behaviours throughout the school setting. The matrix aligns with the NSW Department of Education Behaviour Code and the school values. This matrix provides a guide for teachers responding to behaviours across the school. It identifies and classifies the severity (minor/major) of potential behaviours and gives teachers strategies to respond.

Behaviour Code for Students

At Queanbeyan East Public School, we do our best!

Values to Support the Behaviour Code

We show:

Gratitude, Empathy & Mindfulness

Whole School approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Resilience Project	The Resilience Project is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

QEPS Positive Behaviour Matrix

GEM

	Gratitude What is gratitude? It's about paying attention to the things and moments we have right now, and not worrying about what we don't have. We practise gratitude by noticing the positives that exist around us, and by being thankful for things, places and people in our lives. ***We show gratitude when…***	**Empathy** Empathy and kindness are closely linked. So are empathy and compassion. To be empathetic is to put ourselves in the shoes of others to feel and see what they are. We practice this by being kind towards other people. ***We are empathetic when…***	**Mindfulness** Mindfulness activities help us to be present in the moment and often create a feeling of calm. We practice this through slowing down and concentrating on one thing at a time. This includes meditation, colouring in and flow states. ***We are mindful when…***
Whole School (all settings)	• We listen attentively and follow instructions • We care for the school environment • We wear our uniform with pride • We use our manners	• We report problems to teachers • We communicate kindly	• We are honest • We wait patiently and quietly • We keep our hands and feet to ourselves • We are in the right place at the right time • We move safely and sensibly around the school
Classroom	• We come prepared to learn • We look after our belongings and school resources • We use technology safely and responsibly	• We respect the right of others to learn • We take turns and share • We respect and listen to the opinions of others	• We respect others' personal space • We ask for help when we need it • We complete all learning tasks to the best of our ability
Office & Canteen		• We line up and wait our turn	• We use calm voices • We respectfully hand in and collect our mobile phones
Assembly	• We use appropriate applause • We stand up straight and sing with pride • We look and listen to the presenters	• We celebrate the efforts and achievements of others	• We enter and exit the hall safely
Toilets	• We keep the area clean for others • We only use what we need	• We are considerate of the privacy of others and ourselves	• We go, flush, wash, leave
Playground	• We use the equipment safely and take care of it	• We take turns and share the space	• We have fun, play fairly and include others

CLASSROOM

Gratitude

We show gratitude when...

- We listen attentively and follow instructions
- We care for the school environment
- We wear our uniform with pride
- We use our manners
- We come prepared to learn
- We look after our belongings and school resources
- We use technology safely and responsibly

Empathy

We are empathetic when...

- We report problems to teachers
- We communicate kindly
- We respect the right of others to learn
- We take turns and share
- We respect and listen to the opinions of others

Mindfulness

We are mindful when...

- We are honest
- We wait patiently and quietly
- We keep our hands and feet to ourselves
- We are in the right place at the right time
- We move safely and sensibly around the school
- We respect others' personal space
- We ask for help when we need it
- We complete all learning tasks to the best of our ability

OFFICE

Gratitude

We show gratitude when...

- We listen attentively and follow instructions
- We care for the school environment
- We use our manners

Empathy

We are empathetic when...

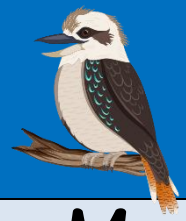
- We report problems to teachers
- We communicate kindly
- We line up and wait our turn

Mindfulness

We are mindful when...

- We are honest
- We wait patiently and quietly
- We keep our hands and feet to ourselves
- We are in the right place at the right time
- We move safely and sensibly around the school
- We use calm voices

CANTEEN



Gratitude

We show gratitude when...

- We listen attentively and follow instructions
- We care for the school environment
- We wear our uniform with pride
- We use our manners

Empathy

We are empathetic when...

- We report problems to teachers
- We communicate kindly
- We line up and wait our turn

Mindfulness

We are mindful when...

- We are honest
- We wait patiently and quietly
- We keep our hands and feet to ourselves
- We are in the right place at the right time
- We move safely and sensibly around the school
- We use calm voices

ASSEMBLY

Gratitude

We show gratitude when...

- We listen attentively and follow instructions
- We care for the school environment
- We wear our uniform with pride
- We use our manners
- We use appropriate applause
- We stand up straight and sing with pride
- We look and listen to the presenters

Empathy

We are empathetic when...

- We report problems to teachers
- We communicate kindly
- We celebrate the efforts and achievements of others

Mindfulness

We are mindful when...

- We are honest
- We wait patiently and quietly
- We keep our hands and feet to ourselves
- We are in the right place at the right time
- We move safely and sensibly around the school
- We enter and exit the hall safely

TOILETS

Gratitude

We show gratitude when...

- We listen attentively and follow instructions
- We care for the school environment
- We wear our uniform with pride
- We use our manners
- We keep the area clean for others
- We only use what we need

Empathy

We are empathetic when...

- We report problems to teachers
- We communicate kindly
- We are considerate of the privacy of others and ourselves

Mindfulness

We are mindful when...

- We are honest
- We wait patiently and quietly
- We keep our hands and feet to ourselves
- We are in the right place at the right time
- We move safely and sensibly around the school
- We go, flush, wash, leave

PLAYGROUND

Gratitude

We show gratitude when...

- We listen attentively and follow instructions
- We care for the school environment
- We wear our uniform with pride
- We use our manners
- We use the equipment safely and take care of it

Empathy

We are empathetic when...

- We report problems to teachers
- We communicate kindly
- We take turns and share the space

Mindfulness

We are mindful when...

- We are honest
- We wait patiently and quietly
- We keep our hands and feet to ourselves
- We are in the right place at the right time
- We move safely and sensibly around the school
- We have fun, play fairly and include others

QEPS Classroom Behaviour Program

The QEPS Classroom Behaviour Program is based on a whole school approach. It includes a Behaviour Management Flowchart and classroom procedures that align with the NSW Department of Education Behaviour Code for Students, the school and Departmental Core Values. Strategies and approach were developed with the use of the Care Continuum.

Positive Behaviour Reinforcement

All QEPS teachers and support staff will ensure that a high level of specific praise will be given for all on task, positive behaviour.

Classroom Behaviour Chart

All classrooms across the school will display and use the Classroom Behaviour Chart. This chart reflects the NSW Department of Education Behaviour Code and the school values. Students are able to move their names up or down the chart depending on their behaviour in class. Teachers are to follow the instructions and questions on the chart when speaking to students.

Classroom Behaviour Management Flowchart

The Classroom Behaviour Management Flowchart is to be used by teachers to make decisions based on student behaviours in the classroom. Teachers are to follow the steps on the chart to ensure consistent practice across the school.

Minor/ Major Behaviours and Management Strategies

All QEPS teachers will ensure high expectations are maintained in the classroom setting, through adhering to the behaviours and strategies found in the Positive Behaviour Matrix and Behaviour Management Flowchart.

Recording Positive and Negative Behaviours

Teachers are encouraged to record positive and negative behaviours in their day books and on Schoolbytes as required. The date, time, student action and outcome of the behaviour is recorded. If a student is sent to time out, a buddy class or an Assistant Principal (AP), teachers are to give them their work to finish, something quiet to complete in another classroom or the problem-solving worksheet to fill out as a reflection of an incident. The teacher is to then lodge the incident on SchoolBytes as soon as possible. If AP support is required as a result of the incident, the SchoolBytes documentation needs to be up to date in order for them to intervene. These SchoolBytes behaviour reports are to be communicated to stage supervisors as soon as possible, if the incident is classified as AP or Principal managed on the Classroom Behaviour Management Flowchart.

Reflection Sheet

The reflection sheet is to allow the student to reflect on the incident that occurred and work on creating a plan to prevent it from happening again. This reflection sheet is to be filled out with the student who was sent to a Buddy Class or Assistant Principal. Upon the student's return, the teacher is to speak with the student about the inappropriate behaviour, determine a further course of action and identify any concerns or problems the student may be facing. These worksheets will be uploaded with the behaviour report in SchoolBytes.

Example of Reflection Sheet

Reflection Sheet

What happened?

How did that make you feel?

Worried

Angry

Sad

Happy

Confused

What school expectation was broken?

What could you do next time?

QEPS Playground Behaviour Program

The QEPS Playground Behaviour Program is based on a whole school approach. It includes a Behaviour Management Flowchart (page 20) that aligns with the NSW Department of Education Behaviour Code for Students, as well as the school and Departmental Core Values.

Positive Behaviour Reinforcement

All QEPS teachers will ensure that a high level of specific praise will be given for positive behaviour in the playground by handing out tokens.

Playground Management Strategies

The playground teacher is in charge of managing all minor incidents on the playground using the Playground Behaviour Management Flowchart's strategies. These incidents must be managed in a timely manner. If a major incident occurs on the playground, teachers must log it on SchoolBytes immediately after speaking to all students involved. The teacher must then pass on the information to the relevant supervising Assistant Principal as soon as possible so that the incident can be resolved. Teachers on duty are responsible for carrying a duty bag.

Playground Behaviour Management Flowchart

The Playground Behaviour Management Flowchart is to be used by teachers to make decisions based on student behaviours in the playground. Teachers are to follow the steps on the chart to ensure consistent practice across the school.

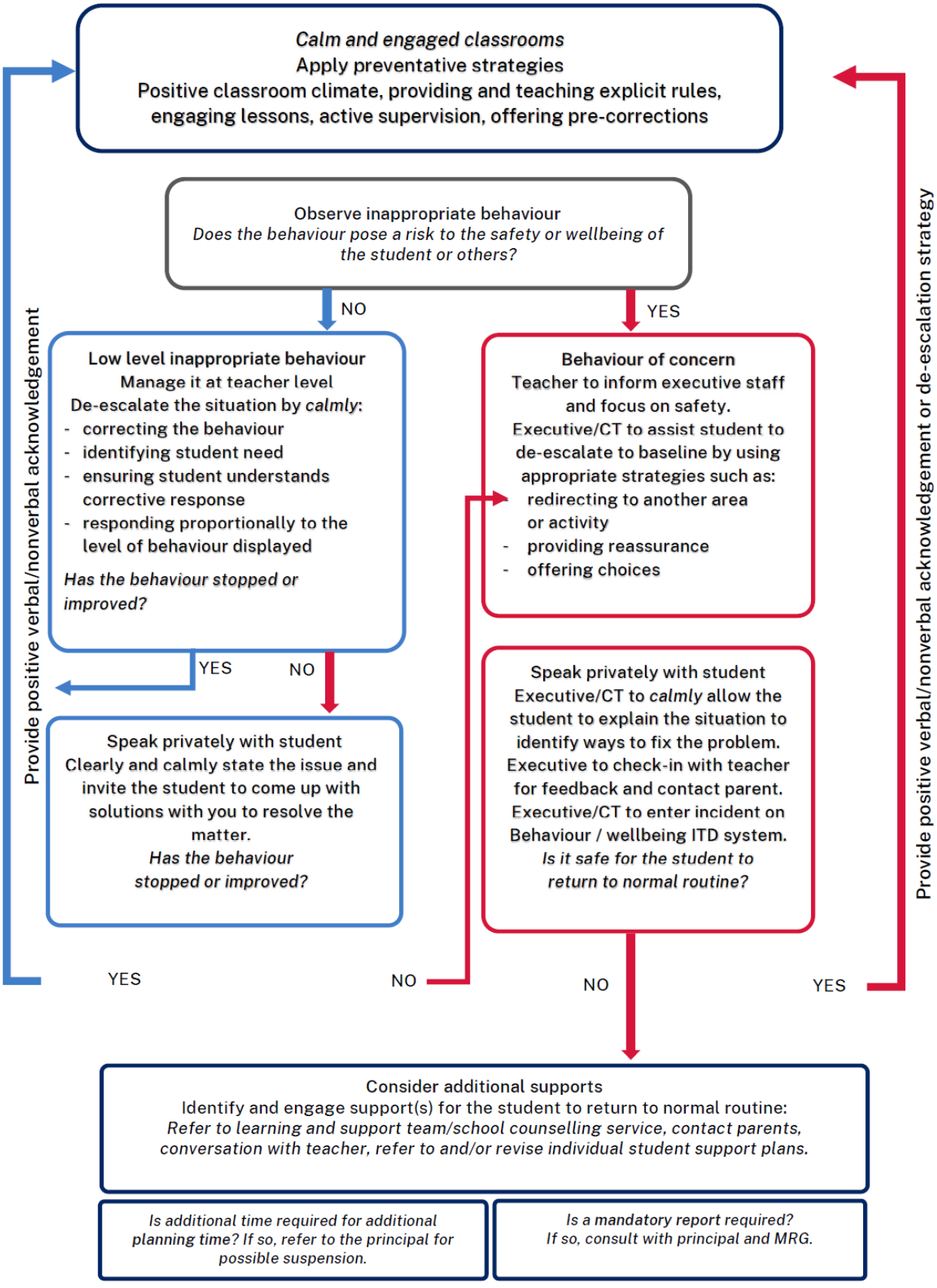
Minor/Major Behaviours and Management Strategies

All QEPS teachers will ensure high expectations are maintained on the playground, through adhering to the behaviours and strategies found in the Positive Behaviour Matrix and Behaviour management flowchart.

Recording Behaviour

Teachers are encouraged to record positive and negative behaviours using the token system, SchoolBytes and their Behaviour Books as required. If a student has been involved in a major incident (Playground Behaviour Management Flowchart) on the playground, the teacher is to lodge a Behaviour Report on SchoolBytes immediately and send the students involved to a supervising Assistant Principal.

Behaviour Management Flowchart



QEPS Anit-Bullying Procedure

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

Schools exist 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.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Statement of Purpose

Students attend 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 interferes with teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, staff, parents and members of the wider community have a shared responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- actively work together to resolve incidents of bullying behaviours when they occur.

Responsibilities and Delegations

Principals must ensure that the school implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, parents, caregivers, and the community
- includes strategies for:
  - ☑ developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying
  - ☑ developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour
  - ☑ maintaining a positive climate of respectful relationships where bullying is less likely to occur
  - ☑ developing and implementing programs for bullying prevention
  - ☑ embedding anti-bullying messages into each curriculum area and in every year
  - ☑ developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
  - ☑ developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour

- ☑ empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- ☑ developing and publicising clear procedures for reporting incidents of bullying to the school
- ☑ responding to incidents of bullying that have been reported to the school quickly and effectively
- ☑ matching a planned combination of interventions to the particular incident of bullying
- ☑ providing support to any student who has been affected by, engaged in or witnessed bullying behaviour
- ☑ providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- ☑ identifying patterns of bullying behaviour and responding to such patterns
- ☑ monitoring and evaluating the effectiveness of the Plan
- ☑ reporting annually to the school community on the effectiveness of the Plan

- includes procedures consistent with *DN10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the Incident Reporting Policy* (Intranet only)
- includes procedures for contacting the child wellbeing unit or Community Services where appropriate
- includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate
- includes contact information for appropriate support services such as Kids Helpline
- includes information on departmental appeal procedures and the Complaints Handling Policy
- is promoted and widely available within the school community and published on any school website
- is reviewed with the school community at least every three years.

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers 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 Plan 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 Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the 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.

Implementation

Minor and major negative behaviours are recorded throughout the year and this enables the executive to assess student data and identify repeated and recurring bullying. At Queanbeyan East Public School we have strategies in place to effectively teach the skills and understandings that will lead to eliminating bullying behaviours. Strategies are taught across key learning areas and are consistently reinforced through school practices that promote respectful relationships.

1. Teaching our school values of Respect, Responsibility, and Resilience.
2. Teaching classroom rules and practices.
3. Running programs to teach socially appropriate behaviour and strategies to cope with conflict:
   - ☑ Values Education including the DEC Core Values
   - ☑ Conducting morning meetings to discuss any difficulties students may be having as well as to implement social skills programs
   - ☑ Bounce Back Program! integrated into PD/H/PE lessons
   - ☑ Peer support programs- including Vertical Groups
   - ☑ Structured Active Play Program
   - ☑ NSW Department of Education resources
     - ☑ Peer mediation support materials (intranet only)
     - ☑ Racism. No way!
     - ☑ Anti-racism education (intranet only)
     - ☑ Legal Issues Bulletins (LIB)
       - *LIB 35: The use of mobile phones, portable computer games, recording devices and cameras in schools and TAFE NSW Institutes*
       - *LIB 42: Legal issues arising for staff subject to cyber bullying and related behaviour*
       - *LIB 55: Transgender students in schools legal rights and responsibilities*
     - ☑ Anti-bullying (intranet only)
     - ☑ Digital Citizenship
     - ☑ School A-Z: Practical help for parents – bullying advice for parents

     Some websites to use as teaching tools include:
     - ☑ www.bullyingnoway.com.au
     - ☑ www.cybersmart.gov.au
     - ☑ www.det.wa.edu.au/education/cmis/eval/curriculum/ict/cyberbullying/
4. Identification of bullying practices which are most prevalent in the school through -
   a. Learning Support Team and Executive Team meetings
   b. surveying the students and parents of the school
   c. accessing behaviour data
   d. communication meetings with staff
5. Communication to parents, caregivers and the community. Programs occurring in our school are regularly reported to the wider community through the newsletter, the school website and specific notes.
6. The Bounce Back! Program is integrated into PD/H/PE lessons throughout the year where students focus on building on their own wellbeing, resilience and social-emotional learning. Bullying is a topic focused on throughout the program.

7. Sanctions for bullying and harassment are clearly outlined to students.
8. The Policy and Program are available to parents of the school.
9. The effectiveness of the strategies are monitored through observation, surveys and SchoolBytes behaviour records.
10. Staff actively supervise students in classrooms and the playground. This means being mobile on the playground and listening to all student concerns.
11. Staff are trained in the NSW Department of Education Anti-Bullying Policy and the school's Anti-Bullying Policy.

Procedures for Students/ Parents to Report Bullying

- Students are to report bullying to their classroom teacher or the playground duty teacher.
- Teachers ask for a recount of events from both students.
- Use logical reasoning to determine whether the report is of bullying, poor social skills or rule-breaking, bearing in mind that bullying is when there are repeated incidents.
- Every teacher will develop their own classroom strategies for reporting bullying
- If a parent feels that their child is getting bullied a t school, they are encouraged to make contact with the school and speak to the child's teacher and/or an Assistant Principal and/or the Principal.

Procedures for Teachers Following a Bullying Report/ Intervention Plan for Students

- The teacher dealing with the incident is to follow up the case.
- Teachers are to address incidents of bullying quickly and efficiently, on notification, using the school's discipline policy.
- Playground duty teachers are to report incidents to classroom teachers after dealing with the incident.
- Supervisors are to be informed on bullying issues at stage meetings or at a planned meeting. Supervisors will then raise relevant issues at the executive meeting.
- At stage meetings, specific cases of potential bullying behaviour can be raised. If it is determined that it is an ongoing issue between students resulting in bullying, the classroom teacher, supervisor and/or the principal will discuss an appropriate plan to deal with the problem.
- Interventions for students may include: meetings with both students, parent phone calls, students being excluded from a specific area of the playground for a period of time or suspension.
- The teacher dealing with the issue will follow up the case to ensure that the bullying has stopped and both students are following school rules.

Monitoring and Evaluating Anti-bullying Policy

Queanbeyan East Public School will conduct an annual survey of the school community to collect information about bullying at the school. The effectiveness of this anti-bullying plan will be evaluated at executive and stage meetings at different intervals throughout the year. This anti-bullying plan can be amended, where appropriate, to reflect changes in the school and current teaching and learning practices.