Welfare and Discipline at Narraweena Public School

Narraweena Public School and its community aim to provide a quality learning environment which is inclusive, safe and secure and free from bullying, harassment and intimidation for all students.

To achieve this, our school maintains high standards of discipline and ensures all students and staff are treated fairly and with dignity and ensures our environment is free from disruption, intimidation, harassment and discrimination.

The aim of the partnership between our school and its community members is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students. These procedures are underpinned by DET (2002) Student welfare, good discipline and effective learning: Student welfare policy.

School Expectations

The behavioural expectations for all within our school community are that at Narraweena Public School we are respectful, responsible and safe.

Supporting Appropriate Behaviours

This document reflects the overall positive approach in our school towards all aspects of the child’s learning and development. A positive school environment is emphasised in the classroom, in the playground and in our school community.

Strategies to promote positive student behaviours and enhance student self-esteem and resilience skills in the classroom and across the school are listed below.

<table>
<thead>
<tr>
<th>Classroom Level</th>
<th>Whole School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive and vibrant classroom environments</td>
<td>Recognition of students’ achievements (merit cards, super kids)</td>
</tr>
<tr>
<td>Effective use of praise and supportive feedback for students</td>
<td>Social Emotional Aspects of Learning (SEAL) program implemented K-6</td>
</tr>
<tr>
<td>Positive role models</td>
<td>Student leadership</td>
</tr>
<tr>
<td>Class reward systems that reinforce our school expectations</td>
<td>Student Representative Council</td>
</tr>
<tr>
<td>Individual reward systems that clarify students’ understandings of how they are following school expectations</td>
<td>Social Skills program</td>
</tr>
<tr>
<td>Differentiated programs and quality teaching practices that cater for students’ individual learning and behavioural needs</td>
<td>Kindergarten transition and orientation program</td>
</tr>
<tr>
<td>Use of appropriate groupings</td>
<td>Buddy class activities</td>
</tr>
<tr>
<td>Effective programming and reflection on practice by teachers</td>
<td>Individual education programs (IEP’s) and personal learning plans (PLP’s)</td>
</tr>
<tr>
<td>Effective use of support staff for academic and social programs</td>
<td>Ongoing professional learning for all staff</td>
</tr>
<tr>
<td>Effective communication with parents (Term newsletters, parent teacher evenings, Parent/Teacher interviews as required, school newsletter)</td>
<td>Promotion of school activities (school newsletter, local media)</td>
</tr>
<tr>
<td>Implementation of social skills programs</td>
<td>Anti Bullying plan</td>
</tr>
<tr>
<td>Explicit teaching of our school expectations to reinforce positive behaviour in all school settings</td>
<td>Anti-racism plan</td>
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<tr>
<td></td>
<td>School counsellor</td>
</tr>
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<td></td>
<td>Year 6 Interrelate program</td>
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<td></td>
<td>High School transition programs for relevant students</td>
</tr>
<tr>
<td>Expectation</td>
<td>All Settings (everywhere)</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| We are Respectful | • Be polite & kind to others  
• Use appropriate language  
• Care for yourself, others & the environment  
• Be an active listener  
• Wear your school uniform with pride | - show you are listening to the speaker  
- Use manners when you receive an award  
- celebrate others’ successes | - share friends, equipment & space  
- place your rubbish in the bin  
- cooperate | - Use please & thank you  
- wait your turn behind the snake in lines | - move around the school quietly  
- care for the gardens | - show respect to your sports captains when collecting and returning equipment | - respect the road safety rules | - represent your school proudly | - respect people’s privacy |
| We are Responsible | • Follow instructions  
• Be prepared to learn with a positive attitude  
• Look after equipment & personal belongings  
• Do your personal best  
• Be honest | - stay seated, calm and quiet during assembly  
- put your belongings in the right place  
- sit down to eat - no hat, play under the COLA | - buy for yourself only  
- only be at the canteen if you are buying food | - walk on the hard surfaces  
- line up quietly and promptly ready for class | - sit on the silver seats until 8.25am | - follow instructions  
- be a good sport | - turn off taps and bubblers after use | - use toilets and sinks correctly  
- wash your hands after using the toilet  
- walk in the toilets |
| We are Safe     | • Work, move & play safely  
• Stay in the right place  
• Keep your hands & feet to yourself  
• Act sensibly at all times | - enter and leave assembly sensibly  
- follow the rules of the game  
- wear a hat  
- stay in bounds  
- use equipment safely  
- walk on the top playground  
- use fixed equipment with teacher supervision | - line up sensibly  
- walk safely  
- be mindful of personal space | - cross at the traffic lights  
- stop, look and listen when crossing any road  
- enter the school grounds through the right gates  
- walk your bikes and scooters in school grounds | - stand clear of the bus | - use toilets and sinks correctly  
- wash your hands after using the toilet  
- walk in the toilets |
The school ensures effective strategies and practices are implemented to recognise and promote student achievements.

- **Super Kids** - Individual positive school reward cards are distributed by teachers in the classroom and playground (linked to PBEL expectations). Student’s name and class to be written on back of card. Students can trade 10 Super Kids for a mini-merit.

- **Merit Certificates (big)** – 3 presented fortnightly at school assemblies and **Mini-Merits (small)** – in class by teachers. These may be also be given by RFF and support teachers. Assembly awards and mini-merits will be allocated to teachers per term. (15 big 20 small (based on 10 week term) for full-time teachers and part-time teachers pro-rata).

- When a student has received 5 merits (big or small) they are responsible to bring them to the office. At the next school assembly they will receive a **Principal’s Gold Certificate**. When a student has **5 Principal Gold Certificates** they are invited to the ‘Diners Club’ morning tea in the office with the principal. Students will be entered into the **Gold Book** when they have **10 Principal Gold Certificates**. The Gold Book will be on display in the office foyer and each entry will include a photo of the recipient and a comment written by the principal and other staff if they wish to.

- **Honour Assemblies** (K-6). These will be held in terms 1, 2 and 3 on a morning in the last week of term. There will be a different focus each term, based on school targets. Two awards will be given at each assembly (gender balance where possible) and recipient’s parents will be invited. A special guest may be invited to address the assembly.

- School assembly hall – displays of students’ work
- Classroom displays – students’ work displayed in classrooms and around the school
- Education Week/Book Week/Grandparents’ Day – displays of students’ work and performances by the band, dance, special dance group, choir etc
- Participation in extra-curricular activities – eg PSSA, debating, public speaking, chess, choir, German club, drama club, performance evening, dance competitions, computer club, school band/tuition.

- **Kindergarten Graduation Certificates** awarded at the end of term 4.
- **Presentation Day**- Major awards, class and extra curricula awards given out in this special assembly at the end of term 4. Class awards are for academic achievement, consistent effort, citizenship and a teacher’s choice. A Principal’s encouragement award is given to 2 students (K-2 and 3-6 student).
Managing Inappropriate Behaviours

At times students display inappropriate behaviours and don’t meet the school expectations. Students can be given a blue, yellow or red card depending upon the behaviours displayed. The red card means time out with an executive to give the student time to reflect on their behaviour and write and discuss how they can make changes to better meet the school expectations. There may be occasions when certain behaviours would warrant parents/carers to be contacted to discuss student behaviour or a suspension is given. For students involved in PSSA, if they get one red card they miss two games. Two red cards mean they are off the team.

<table>
<thead>
<tr>
<th>Minor behaviours defined</th>
<th>Major behaviours defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate verbal language – low intensity instance of inappropriate language. Such as; during play</td>
<td>Abusive verbal language/ inappropriate verbal language – verbal messages that include swearing, name calling or use of words in an inappropriate way directed at an individual or group.</td>
</tr>
<tr>
<td>Defiance/ non-compliance/ disobedience – brief or low intensity failure to respond to adult requests</td>
<td>Defiance/ non-compliance/ disobedience – refusal to follow school rules</td>
</tr>
<tr>
<td>Disruption - low intensity, but inappropriate disruption such as silly names, tapping</td>
<td>Disruption – Persistent behaviour causing an interruption in a class activity. Must be previously recorded. eg Sustained loud talking or yelling, noise with materials, sustained out of seat behaviour</td>
</tr>
<tr>
<td>Misuse of information and other electronic technology – non-serious, but inappropriate use of mobile phones/ iPods/ cameras/ computers/ ipads/ internet/ email</td>
<td>Misuse of information and other electronic technology – engaging in inappropriate use of mobile phones/ music players/ cameras/ computers/ internet/ email</td>
</tr>
<tr>
<td>Minor physical incidents- shoving, pushing, shoulder bump</td>
<td>Fighting/ Physical violence – Actions involving serious physical contact where injury may occur. eg hitting, punching, hitting with an object, kicking, hair pulling, scratching, tripping</td>
</tr>
<tr>
<td>Property misuse – low intensity misuse of equipment need to immediately change behaviour.</td>
<td>Theft – being in possession of, having passed on, or being responsible for removing someone else’s property. Repeated misuse of school property Vandalism – participating in an activity that results in destruction or disfigurement of property eg graffiti, kicking door</td>
</tr>
<tr>
<td>Minor bullying - first time offences, one off</td>
<td>Harassment/ Bullying – delivering disrespectful messages (verbal or gestural) to another person that includes threats, intimidation, obscene gestures, pictures or written notes eg Disrespectful messages include negative comments based on race, religion, gender, age, disabilities or other personal matters, ying about another person.</td>
</tr>
<tr>
<td>Out of bounds – being in area that is marked/ described as an unsafe area within the school grounds</td>
<td>Lying – delivering a message that is untrue. Lying about another person.</td>
</tr>
</tbody>
</table>
| Conti

- | Possession of weapons – being in possession of knives or guns (real or replica), or other objects capable of causing bodily harm |
Incident Flowchart

Students follow all school expectations

Classroom incident occurs

**Blue card – Level 1**
Low level persistent inappropriate behaviour
*Consequence:* Blue card to be issued by teacher 10 minutes removal to buddy class. Blue card kept by class teacher to log on Sentral. Parent informed by class teacher if necessary.

Playground incident occurs

**Yellow card – Level 2**
More serious behaviour
*Consequence:* Student to complete reflection time during lunch time on Monday, Wednesday or Friday in the ‘thinking room’ (1/2L). Yellow card issued by teacher and then put in PBL box (located in staff room). Originals to be logged on Sentral by class teacher. Parent informed by class teacher if necessary.

**Yellow card – Level 2**
More serious behaviour
*Consequence:* Student to complete reflection time during lunch time on Tuesday or Thursday in the ‘thinking room’ (meeting room). Yellow card issued and signed by teacher on duty, logged on Sentral and then put in PBL box. Class teacher informed of incident ASAP.

**Red card – Level 3**
Serious incident or continued behaviour deterioration
*Consequence:* Immediate removal and time out with AP, leading to possible loss of privileges e.g. excursion, PSSA. Formal caution issued by principal. Original to be filed in student record card and logged on Sentral by stage AP.

AP / PRINCIPAL TO CONTACT PARENTS
Suspension at Principal’s discretion

**Red card – Level 3**
Serious incident or continued behaviour deterioration
*Consequence:* Immediate removal and time out with AP, leading to possible loss of privileges e.g. excursion, PSSA. Formal caution issued by principal. Original to be filed in student record card and logged on Sentral by stage AP.

AP / PRINCIPAL TO CONTACT PARENTS
Suspension at Principal’s discretion
### Blue Card - Classroom

**Class:**

**Date:**

**Time:**

**Area:**
- Classroom [ ]
- RFF [ ]
- Toilets [ ]

**Name:**

**Circle the consistent inappropriate behaviour**

1. Unsuccessful in class behaviour system
2. Inappropriate language, unkindness, negative attitude and behaviour
3. Damage to property

4. Other (please give details)

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This card needs to be logged in Sentral by the issuing teacher.

### Yellow Card - Classroom

**Class:**

**Date:**

**Time:**

**Area:**
- Classroom [ ]
- RFF [ ]
- Toilets [ ]

**Name**

**Circle the inappropriate behaviour**

1. Low level physical violence
2. Deliberate/attempting damage to property
3. Stealing

4. Walking away from adult
5. Lying
6. Repeated negative behaviour

7. Other (please give details)

---

Class teacher to contact parent and log this card on Sentral. Time out given to student.

### Red Card - Classroom

**Class:**

**Date:**

**Time:**

**Area:**
- Classroom [ ]
- RFF [ ]
- Toilets [ ]

**Name**

**Circle the unacceptable behaviour**

1. High level physical violence (e.g. punching)
2. Continual disobedience
3. Any pre-meditated action

4. Leaving the site
5. Other (please give details)

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This card needs to be taken to an AP.
Classroom incidents

All minor/major behaviours in the classroom or on the playground that result in a blue, yellow or red card are to be logged on Sentral under student wellbeing. Assistant Principals are notified of any yellow cards that are issued.

Seeking assistance on the playground

All serious major behaviours on the playground which require assistance should be reported directly to the office via a coloured card that the supervising playground teacher should have in their bum bag. The Assistant Principals or Principal should be contacted and attend to the situation on the playground.

Risk Assessment

Occasionally some students need individual programs specifically to decrease certain behaviours. Where appropriate the teacher, LAST, LST, executive and principal set up an individual risk assessment for that student. This will be kept in the learning and support team folder on the teachers drive or under the student’s individual file.

The risk assessment includes details of acceptable behaviour, strategies required and consequences for inappropriate behaviour. Parents are consulted and informed of strategies and consequences. Staff are also notified in a staff meeting about the risk assessments.

The parents’ support is needed for successful implementation. In some circumstances outside agencies may need to be accessed. This will be discussed with the learning and support team.

The student’s behaviour is regularly monitored by the LAST and teachers and the plan adjusted where necessary.

Suspension

In some cases of unacceptable behaviour, students will be suspended from school for a period of time or expelled. The principal will consider the safety, care and welfare of the student, staff and other students. A range of appropriate student welfare and discipline strategies should be implemented and documented before a suspension or expulsion is imposed. If major behaviours are consistently repeated the following suspension or expulsion procedures may need to take place.

Suspension:
Parents or carers will be contacted in regard to a student’s unacceptable behaviour. A formal suspension letter will be issued.

The school will work collaboratively with the parents or care givers to assist a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school’s expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

Before a student re-enters the school community, a resolution meeting will be conducted with the principal, parents or care-givers and the student.

Short Suspension:
The principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories.

1. 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; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

2. Aggressive Behaviour. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including physical, verbal abuse and abuse transmitted electronically such as by email or SMS text messages.
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 will consider:
- The safety of students and staff
- The merit and circumstances of the particular case

The principal will impose a long suspension for:

**Physical violence**: This results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.

**Use or possession of a prohibited weapon, firearm or knife**

**Possession or use of a suspected illegal substance**: including alcohol or tobacco, and supplying other students with illegal drugs or restricted substances such as prescription drugs.

**Use of an implement as a weapon or threatening to use a weapon**: This includes any item that is used as a weapon in a way which seriously interferes or threatens with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted to cause injury to a person.

**Serious criminal behaviour related to the school**: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

**Persistent misbehaviour**: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

**Expulsion**

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

When considering expelling a student for misbehaviour, the principal will:
- Ensure, except as a result of a most serious incident, that all the appropriate student welfare and discipline strategies have been implemented and documented. Therefore all staff need to document all misdemeanours.
- Convene a formal disciplinary interview.
- Place the student on a long suspension pending the outcome of the decision making process.
- Notify the student and the parent(s) or carer(s), in writing, that expulsion from the school is being considered, giving reasons for the possible action.
Dear ________________,

This letter is to inform you that your child has broken the school expectations. These expectations have been developed and discussed by the teachers and students and they are clearly displayed in all rooms.

Your child has received a red Time Out Card for the following reasons:

1. 
2. 

We encourage students to take responsibility for their actions and make appropriate choices.

A tick in one of the following boxes will indicate the consequences for your child’s actions.

<table>
<thead>
<tr>
<th>Per Term</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Red Card</td>
<td>• Student completes a timeout of 25 minutes with an Executive Teacher.</td>
</tr>
<tr>
<td></td>
<td>• Parents informed in writing of the incident by the Executive coordinating</td>
</tr>
<tr>
<td></td>
<td>the timeout.</td>
</tr>
<tr>
<td></td>
<td>• Parents sign the return slip on the bottom section of the letter and the</td>
</tr>
<tr>
<td></td>
<td>student brings it back to the Executive who supervised the timeout.</td>
</tr>
<tr>
<td>2nd Red Card</td>
<td>• Student completes two timeouts of 25 minutes with an Executive Teacher.</td>
</tr>
<tr>
<td></td>
<td>• Parents informed in writing of the incident by the Executive coordinating</td>
</tr>
<tr>
<td></td>
<td>the timeout.</td>
</tr>
<tr>
<td></td>
<td>• Parents sign the return slip on the bottom section of the letter and the</td>
</tr>
<tr>
<td></td>
<td>student brings it back to the Executive who supervised the timeout.</td>
</tr>
<tr>
<td></td>
<td>• Student loses privileges for a week eg. PSSA, free activity time etc.</td>
</tr>
<tr>
<td>3rd Red Card</td>
<td>• Student completes two timeouts of 25 minutes with an Executive Teacher.</td>
</tr>
<tr>
<td></td>
<td>• Parents informed in writing of the incident by the Executive coordinating</td>
</tr>
<tr>
<td></td>
<td>the timeout.</td>
</tr>
<tr>
<td></td>
<td>• Parents sign the return slip on the bottom section of the letter and the</td>
</tr>
<tr>
<td></td>
<td>student brings it back to the Executive who supervised the timeout.</td>
</tr>
<tr>
<td></td>
<td>• Parents organise a meeting with the principal to discuss the student’s</td>
</tr>
<tr>
<td></td>
<td>behaviour and identify strategies for appropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td>• Student loses privileges for a week eg. PSSA, free activity time, etc</td>
</tr>
<tr>
<td></td>
<td>• Student loses the right, at the principal’s discretion, to attend class</td>
</tr>
<tr>
<td></td>
<td>excursions and school camps.</td>
</tr>
</tbody>
</table>

Please sign the slip at the bottom to indicate you have received this letter and have discussed the behaviours with your child.

If you would like to discuss this matter please arrange an interview time.

Thanking you for your support.

Mr William White                                            Mrs Sally Bell
Principal                                                   Assistant Principal

____________________________________________________________________

Narraweena Public School
Student Welfare File

I acknowledge receipt of this letter concerning my child’s behaviour and have discussed their behaviour with them. I understand they will have the consequences listed above.

Signed: ________________    Child’s Name: ________________    Class ____
Parent/Caregiver
Name:

Reflection Sheet

Which expectation/s did you break? ____________________________________________________________

____________________________________________________________________________________

What did you do to break that expectation? __________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

How can you fix the problem? ______________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What are you going to now work on to stop you from breaking that expectation again?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
**Narraweena Public School Anti-Bullying Plan**

All members of Narraweena Public School are entitled to an environment which is safe, caring and positive where bullying behaviour will not be tolerated.

Students, staff, parents and carers have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

*Each member of the school community will:*  
- behave in ways that demonstrate tolerance and respect for all members of the school community.  
- support school policies and procedures for dealing with bullying.  
- know how to respond to bullying incidents.  
- work collectively to help resolve issues.

**What is bullying?**

Bullying is a repeated intentional behaviour by an individual or a group of individuals that causes distress, hurt, embarrassment, isolation or undue pressure to another individual or individuals.

1. Bullying is intentional harming of a person or their belongings.  
2. Bullying can be verbal, physical, social or psychological.  
3. Bullying is damaging to the person being bullied, the bully and the school community.

**What does bullying look like? Some examples of bullying are:**

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Physical</th>
<th>Social</th>
<th>Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>name calling</td>
<td>pushing</td>
<td>ignoring</td>
<td>spreading rumours</td>
</tr>
<tr>
<td>threatening to</td>
<td>poking</td>
<td>excluding</td>
<td>hiding someone’s belongings e.g. bag, lunch, hat,</td>
</tr>
<tr>
<td>hurt someone</td>
<td>shoving</td>
<td>victimising – “ganging up” against others</td>
<td>sending hurtful notes, emails, SMS or MSM Messages</td>
</tr>
<tr>
<td>teasing someone</td>
<td>kicking</td>
<td>telling people they are not your friend</td>
<td>dirty looks</td>
</tr>
<tr>
<td>about their</td>
<td>pinching</td>
<td>making inappropriate gestures</td>
<td>damaging property</td>
</tr>
<tr>
<td>family, their</td>
<td>flicking things</td>
<td>inappropriate use of social networking sites such as Facebook and My Space</td>
<td>inappropriate use of phones, mobile phones and camera phones</td>
</tr>
<tr>
<td>clothes or how</td>
<td>hitting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they look</td>
<td>punching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abuse</td>
<td>scratching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swearing</td>
<td>spitting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>putdowns</td>
<td>throwing things</td>
<td></td>
<td></td>
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<tr>
<td>insults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sarcasm</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>racism</td>
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<td></td>
</tr>
</tbody>
</table>

**What are possible indicators of being bullied?**

- withdrawal  
- sadness / loneliness  
- behaviour changes (aggression, attention seeking, decreased participation, poor performance in class, sleep disorders, eating disorders)  
- not wanting to come to school
How do we deal with bullying?

Bullying among children is a serious matter. School communities need to work together to minimise bullying and its serious effects.

**Students will:**
- understand what bullying is.
- understand they can make it stop.
- not give in to bullying.
- try to remember it’s not their fault.
- follow “NO”, “GO”, “TELL” procedure.

Students are taught the ways to handle bullying within the school which includes:

<table>
<thead>
<tr>
<th>No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- speak in a firm, clear voice and ask the bully to stop.</td>
</tr>
<tr>
<td>- don’t fight back physically or verbally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Go:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- walk away.</td>
</tr>
<tr>
<td>- find a friend or peer mediator.</td>
</tr>
<tr>
<td>- play with friendly children.</td>
</tr>
<tr>
<td>- play somewhere else in the playground.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tell:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- tell the teacher on playground duty and your classroom teacher, your parents or the principal.</td>
</tr>
<tr>
<td>- keep telling an adult until the bullying stops.</td>
</tr>
</tbody>
</table>

**Staff will:**
- be positive role models.
- teach students about our anti-bullying program through the PDHPE curriculum area.
- provide examples of acceptable behaviour through role play, child protection and social skills programs.
- talk to the students about their behaviour.
- communicate clear expectations of standards of behaviour.
- consistently implement student welfare policies. This may mean school time-out procedures, loss of privileges, resolution meetings, counselling and support for students with the school counsellor, or a school executive.
- report bullying incidents when appropriate using the reporting format.

**Parents will:**
- be a positive role model.
- understand what bullying is.
- encourage your child to talk through the problem.
- discuss bullying, reinforcing that being bullied or being a bully is not OK.
- reinforce the “NO”, “GO”, “TELL” procedure with your child.
- make an appointment to calmly discuss the situation with your child’s teacher.
- be aware of and support the school’s anti-bullying plan.

**It is important to remember that it is NOT helpful to:**
- attempt to sort out the bullying yourself.
- angrily approach the bully or the bully’s parents.
- angrily approach your child’s teacher.
- encourage your child to retaliate physically.

You can control what happens.
Narraweena Public School
Bullying Incident Report Form

Date: ___________________________ Student Name: ___________________________
Class: ___________________________ Teacher: ________________________________
Location of incident: _______________________________________________________

When did the bullying occur?

- [ ] Before school
- [ ] Recess
- [ ] In class
- [ ] Lunchtime
- [ ] After school
- [ ] Between classes

**Was there an adult in the area?** Please name ________________________________

<table>
<thead>
<tr>
<th>Behaviour displayed:</th>
<th>Bullying</th>
<th>Being bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Hitting, punching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Kicking</td>
<td>[ ] Teasing</td>
<td></td>
</tr>
<tr>
<td>[ ] Pinching</td>
<td>[ ] Name calling</td>
<td></td>
</tr>
<tr>
<td>[ ] Scratching</td>
<td>[ ] Insulting someone</td>
<td></td>
</tr>
<tr>
<td>[ ] Damaging or stealing property</td>
<td>[ ] Threatening remarks</td>
<td></td>
</tr>
<tr>
<td>[ ] Throwing things at someone</td>
<td>[ ] Discriminatory remarks</td>
<td></td>
</tr>
<tr>
<td>[ ] Other</td>
<td>[ ] Lies or nasty stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] Offensive language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Verbal</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Exclusion from friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Ignoring someone</td>
<td>[ ] Making fun of someone</td>
<td></td>
</tr>
<tr>
<td>[ ] Stopping someone from joining in</td>
<td>[ ] Disrupting someone’s game</td>
<td></td>
</tr>
<tr>
<td>[ ] Other</td>
<td>[ ] Offensive language</td>
<td></td>
</tr>
</tbody>
</table>

Comments
_______________________________________________________________________
_______________________________________________________________________

Who was the person/people bullying?
_______________________________________________________________________

Who else was there when it happened?
_______________________________________________________________________

Actions taken:

- [ ] Discussed with class teacher
- [ ] Discussed with executive support
- [ ] Relevant students interviewed
- [ ] Parents informed
- [ ] Other ____________________________________________________________

Teacher signature_______________________ Parent signature __