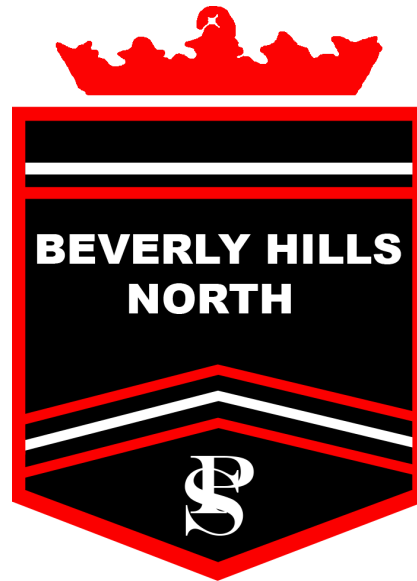


# Beverly Hills North Public School



EVER READY

## Student Wellbeing Policy

**Responsible**



**Safe**







**Thinker**



**Respectful**



## Beverly Hills North Learner Profiles

Characteristics	Behaviour descriptors	Students will:
<p>Respectful</p> 	<ul style="list-style-type: none"> <li>● Demonstrates tolerance, empathy and compassion</li> <li>● Sense of fairness and justice</li> <li>● Respectful of others</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and speak respectfully</li> <li>● Use manners</li> <li>● Show empathy, compassion and respect</li> <li>● Interact positively with others</li> <li>● Be patient</li> </ul>
<p>Responsible</p> 	<ul style="list-style-type: none"> <li>● Takes responsibility for actions</li> <li>● Acts with integrity and honesty</li> </ul>	<ul style="list-style-type: none"> <li>● Take responsibility for actions</li> <li>● Be honest and fair</li> <li>● Do the right thing</li> <li>● Try their best</li> <li>● Take care of your own and others' belongings</li> </ul>
<p>Thinker</p> 	<ul style="list-style-type: none"> <li>● Exercises initiative</li> <li>● Solves problems</li> <li>● Thinks critically</li> <li>● Expresses ideas</li> <li>● Collaborates with others</li> <li>● Develops knowledge</li> <li>● Demonstrates independence</li> </ul>	<ul style="list-style-type: none"> <li>● Actively participate</li> <li>● Think before acting</li> <li>● Solve problem</li> <li>● Apply knowledge</li> <li>● Communicate clearly</li> <li>● Strive for improvement</li> </ul>
<p>Safe</p> 	<ul style="list-style-type: none"> <li>● Makes safe choices</li> <li>● Identifies and reports problems</li> </ul>	<ul style="list-style-type: none"> <li>● Think and act safely</li> <li>● Play fairly and honestly</li> <li>● Keep hands and feet to self</li> <li>● Report serious issues</li> </ul>

## Award System

<p><b><u>BHN Learner Profile points</u></b></p> <p>Students will be recognised as displaying positive behaviour or learning choices in accordance with the BHN Learner Profile characteristics</p>	<p>Reward:</p> <ul style="list-style-type: none"> <li>● Behaviour tracked in Class Dojo as BHN Learner Profile points</li> <li>● RFF, Library, EAL/D, Support, Casual Teachers to communicate student behaviour with Class Teacher (including BHN Learner Profile Characteristic)</li> </ul>
<p><b><u>Merit Certificate</u></b></p> <p>Merit certificates are entered on Sentral by the classroom teacher.</p>	<p>Reward:</p> <ul style="list-style-type: none"> <li>● Merit Award (after a student has earned 10 BHN Learner Profile points 3-6 or 20 points for K-2 presented during class.</li> <li>● Class merit award presented at fortnightly assembly and name published in the Kalori.</li> </ul>
<p><b><u>Bronze Level</u></b></p> <p>Bronze level automatically tracked on Sentral</p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>● 3 Merit Awards</li> </ul>	<p>Reward:</p> <ul style="list-style-type: none"> <li>● Bronze Award presented at assembly and name published in the Kalori.</li> </ul>
<p><b><u>Silver Level</u></b></p> <p>Silver level automatically tracked on Sentral</p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>● Bronze Award plus 3 Merit Awards</li> </ul>	<p>Reward:</p> <ul style="list-style-type: none"> <li>● Silver Award presented at assembly and name published in the Kalori</li> </ul>
<p><b><u>Gold Level</u></b></p> <p>Gold level automatically tracked on Sentral</p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>● Silver Award plus 3 Merit Awards</li> </ul>	<p>Reward:</p> <ul style="list-style-type: none"> <li>● Gold Award presented at assembly and name published in the Kalori</li> </ul>
<p><b><u>Platinum Level</u></b></p> <p>Platinum level automatically tracked on Sentral</p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>● Gold Level plus 3 Merit Awards and no incidence of being on Level 2 or 3</li> </ul>	<p>Reward:</p> <ul style="list-style-type: none"> <li>● Platinum Award certificate and medallion presented at Presentation Day/Award Assembly</li> <li>● Reward day held at the end of the year for students on Platinum level</li> </ul>

## Behaviour Levels

<p><b>Level 1</b></p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>Following a reminder and warning in the classroom or on the playground.</li> </ul>	<p>Consequences:</p> <ul style="list-style-type: none"> <li>Time out in the classroom.</li> <li>Behaviour continues- sent to buddy class with reflection sheet.</li> <li>Inappropriate behaviour choices continue or behaviour deemed serious enough– sent to AP.</li> <li>Incident recorded into Sentral well-being (if necessary), reflection sheet filed into stage behaviour folder.</li> </ul> <p><i>Level removed if positive behaviour is maintained for two weeks.</i></p>
<p><b>Level 2</b></p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>Receive two reflection sheets that have been dealt with on an AP level.</li> <li>Behaviour deemed serious enough to escalate straight to level 2 (see examples of inappropriate behaviour).</li> </ul>	<p>Consequences:</p> <ul style="list-style-type: none"> <li>Incident recorded into Sentral well-being</li> <li>Reflection task in 'Green Room'.</li> <li>Parent / carer contacted</li> <li>If further inappropriate behaviour continues, student moves to Level 3.</li> </ul> <p><i>Level removed if positive behaviour is maintained for two weeks.</i></p>
<p><b>Level 3</b></p> <p>How do we get there?</p> <ul style="list-style-type: none"> <li>No consistent improvement of behaviour whilst on Level 2.</li> <li>Commit a serious offence e.g. physical violence (see examples of inappropriate behaviour).</li> </ul>	<p>Consequences:</p> <ul style="list-style-type: none"> <li>Reflection task in 'Green Room'</li> <li>Parent / carer meeting with AP/Principal</li> <li>Suspension warning / Suspension in line with DoE Policy</li> <li>LST Referral - Behaviour Support Plan (if deemed necessary)</li> <li>Loss of on or off class privilege (to be decided by AP based on individual child e.g. play time, PSSA, sport, assembly etc.)</li> </ul>

## Examples of Inappropriate Behaviour

Classroom	Playground
Behaviour suitable for issuing a reminder/warning:	Behaviour suitable for issuing a reminder/warning:
<p><b>Continuing, consistent, unproductive and disruptive behaviour</b> e.g. interfering with others, not listening to or ignoring instructions, refusing to do work.</p>	<p><b>Continuing, consistent, unproductive and disruptive behaviour</b> e.g. disrupting games, playing in the toilets, playing with sticks inappropriately, name calling, running on pathways</p>
Leaving or entering the classroom without permission.	Leaving the playground into <b>out of bounds</b> areas. <b>Ignoring teacher's</b> request to move to the 'No Hat No Play' area.
Violent or aggressive behaviour warranting removal from classroom or playground to an AP/DP/Principal and a reflection sheet:	
<p><b>Aggressive behaviour</b> e.g. threatening or harmful actions or words such as throwing objects, breaking objects, verbal threats, rude finger gestures, spitting.</p>	
<p><b>Violent behaviour</b> e.g. hitting, kicking, biting, scratching, pinching, pushing, tripping, hair pulling, head butting, self-harm.</p>	
<p><b>Bullying behaviour:</b> deliberate and repeated harmful verbal, physical, social or psychological behaviour by more powerful individuals or groups against those who are less powerful.</p>	

**Note: Any incidence of racism needs to be recorded and referred to the Anti-Racism Contact Officer (ARCO)**

# Playground

## Playground duty

Teachers on playground duty must wear a high visibility vest and carry a First Aid bag from sick bay to administer low-level First Aid and record behaviour incidents. Teachers should be wearing a hat to model safe behaviour.

## Hats

Students must leave the classroom wearing a school hat. Students without a hat to play under the COLA.

## Out of Bounds

Students must not cross red painted lines which indicate out of bounds areas or go under buildings.

## Playground Organisation

Before School 8:30-9:00am

- COLA /Inclusive Playground/Upper Grass Areas - Passive Play Only

Recess 11:00-11:25am and Lunchtime 1:20-2:00pm

- MPC - Active Play
- Middle Playground - Table Tennis, Sandpit and Passive Play
- COLA /Canteen/Inclusive - Passive Play

Passive Play	Active Play
<ul style="list-style-type: none"><li>● No running games</li><li>● Handball only</li><li>● Rules of play agreed upon and followed by all</li></ul>	<ul style="list-style-type: none"><li>● Running safely</li><li>● Soft/Gatorskin balls only (at least one can be found in each classroom)</li><li>● Rules of play agreed upon and followed by all</li></ul>

## Anti Bullying Policy

At Beverly Hills North we seek to provide a safe and supportive environment in which all students, teachers, parents and school community members can fully participate in school life. We believe it is the right of all individuals to be free of bullying in our school community. Bullying is not tolerated in our school.

At Beverly Hills North we acknowledge that bullying can be harmful to a person's health, wellbeing, educational and social development.

## Responsibility to Prevent and Respond to Bullying

All members of our school community have a shared responsibility to both prevent and respond to bullying. Our school has clearly defined procedures to address bullying through the Wellbeing Policy.

Through the curriculum, students are explicitly taught developmentally appropriate knowledge, skills and strategies to support their own wellbeing and resilience. The students participate in weekly You Can Do It lessons, a social emotional wellbeing program. The program seeks to promote positive mental health and wellbeing in students, enabling them to act resiliently when faced with challenges and adversity.

## Definition of Bullying

Bullying is defined as: **deliberate and invariably repeated harmful verbal, physical, social or psychological behaviour by more powerful individuals or groups against those who are less powerful.** Bullying can be direct or indirect. Cyberbullying refers to bullying through information and communication technologies. Conflict between children is a normal part of growing up and conflicts are to be expected. Therefore it is common for childhood conflict to be mistaken for bullying. Bullying is not when occasional or isolated arguments or physical fighting arises between students of similar or equal strength or power.

## Examples of Bullying and Other Inappropriate Behaviours

Some examples of bullying behaviours are provided below. Examples of inappropriate behaviours are also provided. While these behaviours are similarly also not tolerated, it is these behaviours which are likely to be exhibited at times of conflict between students. The examples highlight the underlying difference between bullying and other inappropriate behaviours, that is the repeated and inappropriate use of power by bullies, over less powerful students who in no way deserve that treatment.

<b>EXAMPLES OF BULLYING BY MORE POWERFUL CHILDREN OVER WEAKER CHILDREN.</b>	<b>EXAMPLES OF INAPPROPRIATE BEHAVIOURS BY CHILDREN OF SIMILAR POWER OR STRENGTH, WHICH ARE NOT BULLYING.</b>
Ongoing name calling and ridiculing of children.	Children verbally arguing or disagreeing about something between children.
Repeated physical bullying by hitting, kicking, punching or pushing.	Students hitting, kicking, punching or pushing each other during a disagreement.
Children being excluded from activities by other children on an ongoing basis.	An isolated example of a student being left out of an activity by other children.
Repeated threats made to children of what might happen in the future if they do or do not do certain things.	A one off threat made by a child to another.
Ongoing damage of or theft of a child's property, with or without the knowledge of the bullied child.	An isolated example of stealing or damaging another child's property.
Threatening phone calls, text messages or emails repeatedly being sent to students.	A phone call between students ends when one hangs up on the other because they did not share the same opinion about a matter.
Intimidating, harassing and threatening messages (written or visual text) being posted on blogs, chat rooms, websites or social media sites.	Providing negative feedback on a fellow student's work uploaded to class wikis or blog.

## Responding to Bullying Behaviours

The school addresses bullying behaviours through the school's Wellbeing Policy. Outline below is the process for addressing inappropriate behaviours at BHN.

- Inappropriate behaviour is observed or reported to a teacher.
- Teacher gathers information to determine if the behaviour is as a result of conflict or bullying and notifies AP.
- A judgment is made about the seriousness of the incident in collaboration with AP:
  - Low - Informal Approaches
  - Medium - Green Room Reflection
  - High - Green Room Reflection / Other Approaches
- Assistant Principal / Principal to address inappropriate behaviour with student/s. Meeting held with parents to discuss behaviours and consequences.
- If behaviour continues, another meeting with parents and referral to school counsellor and LST.
- Support is offered to the victim of bullying. Priority is made for them to see the counsellor or to obtain external support services if warranted.

## Links to Other Resources

The New South Wales Department of Education and Communities bullying policy and links for parents- <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying>

Australian educational community resource- <https://bullyingnoway.gov.au/>

Kids Helpline – information on bullying- <https://kidshelpline.com.au/teens/issues/bullying>

Kids Helpline – information on cyberbullying- <https://kidshelpline.com.au/teens/issues/cyberbullying>

Australian Government's Cyber (smart) website- <https://studentwellbeinghub.edu.au/parents/resources/cybersmart/>

Dr Ken Rigby – prominent Australian bullying researcher- <https://www.kenrigby.net/>

Dr Michael Carr-Gregg – prominent Australian psychologist- <https://www.ncab.org.au/members-bio-pages/michael-carr-gregg/>