



# STUDENT WELLBEING POLICY

## PRINCIPLES

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

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

## PROACTIVE STRATEGIES

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

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

## SCHOOL QUALITIES

Airdale Primary School, in conjunction with all public education sites in Port Pirie, has developed four qualities we expect to see in our students.

The Qualities are:

**RESPECT** - *Thinking and acting in a way that shows others you care about their feelings and well-being*

**RESPONSIBILITY** - *Being sensible, dependable and accountable for your own actions*

**PERSISTENCE** - *Sticking with a task by trying different ways, even when things are new and tricky.*

**CONFIDENCE** - *Believing in yourself, knowing your strengths and having a go.*

## BULLYING

At Airdale Primary School bullying is defined as... ***deliberately hurtful behaviour, often repeated over a period of time, which leaves the victim feeling upset or hurt.***

- Bullying involves one or more students exerting power or dominance over another or others
- Bullying behaviour is deliberate, unwelcome, uninvited and often repeated
- Bullying involves behaviour which is physical, verbal or social
- Bullying includes a wide range of behaviour that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, angry or afraid
- Bullying can have a serious long-term effect on the health and wellbeing of people

### Objectives

The objectives of Airdale Primary Schools Anti-Bullying policy are:

- To promote pro-active strategies to reduce the incidences of bullying
- To counter the view that bullying is an inevitable part of school life
- To provide staff, students and parents with options to respond to bullying
- To promote positive peer relationships
- To promote a sense of community belonging and responsibility
- To create a caring climate which reflects our school values of: **Respect, Responsibility, Persistence and Confidence**

### Forms of Bullying

At Airdale Primary School children are taught to identify three forms of bullying:

- **Physical:** hitting, kicking, theft etc
- **Verbal:** name calling, racist remarks, put-downs, threats etc
- **Social:** spreading rumours either verbally or electronically, deliberately excluding from social groups, body language etc.

### Symptoms of Bullying

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

*Becomes frightened of walking to and from school alone Gives improbable excuses for any of the above issues*

*Changes their usual route between home and school*

*Does not want to travel on the school bus*

*Begs parents to drive them to school*

*Becomes unwilling to attend school*

*Begins feeling ill in the mornings*

*Begins truanting*

*Begins doing poorly in their school work*

*Comes home with clothes or belonging damaged*

*Comes home complaining of hunger*

*Becomes withdrawn, starts stammering, lacks confidence*

*Becomes aggressive and unreasonable*

*Begins to bully other children, siblings*

*Has unexplained bruises, cuts, scratches*

*Refuses to talk about 'what is wrong'*

*Continually loses pocket money*

*Asks for money or begins stealing*

*Has their possessions go missing*

*Cries themselves to sleep, has nightmares*

*Becomes distressed and anxious, stops eating*

## **Shared Responsibilities to Address Bullying**

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

### **Student Responsibilities**

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

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

### **Parent / Caregiver Responsibilities**

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

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

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

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

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

### **Teacher Responsibilities**

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

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

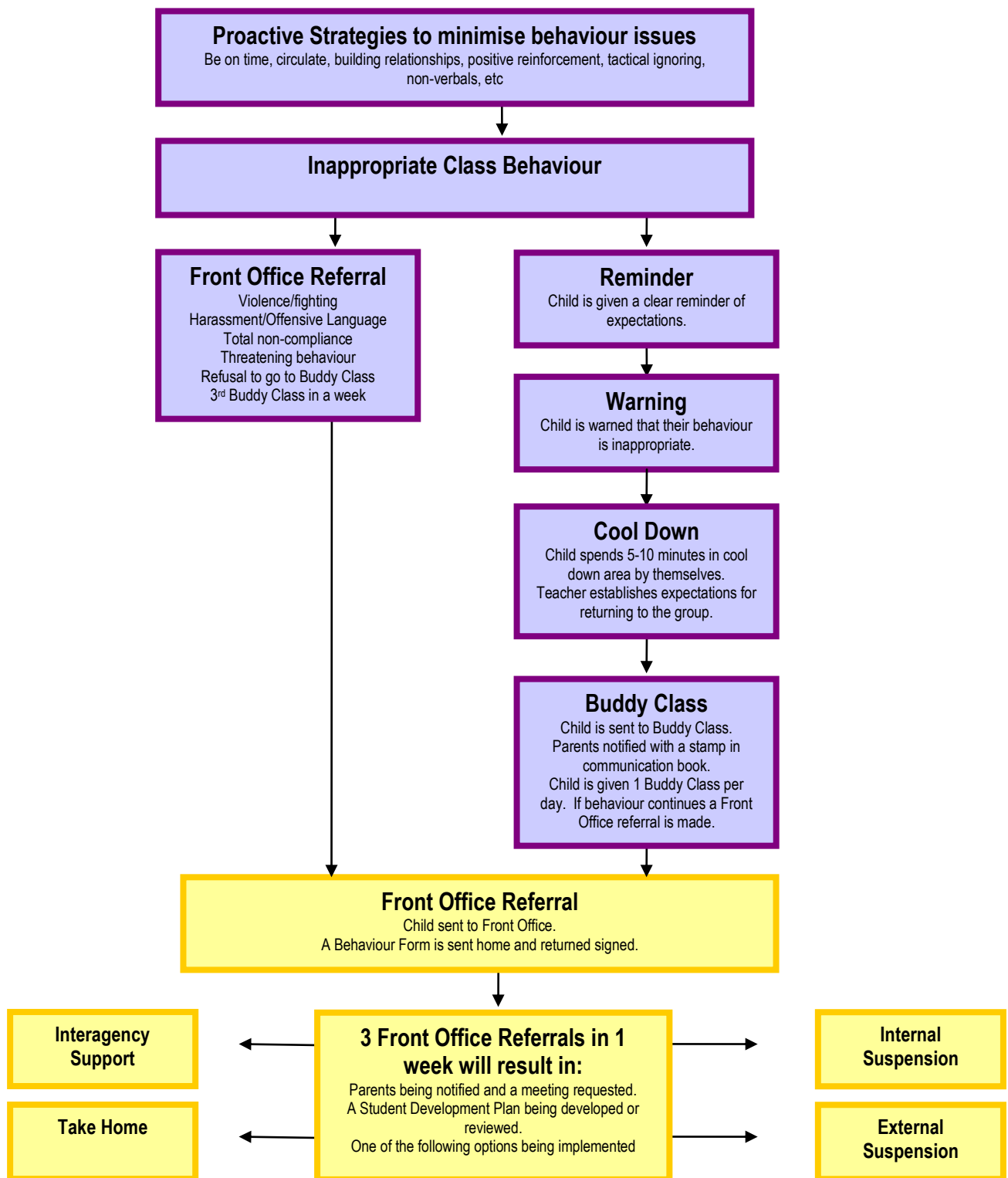
## **Leadership Responsibilities**

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

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

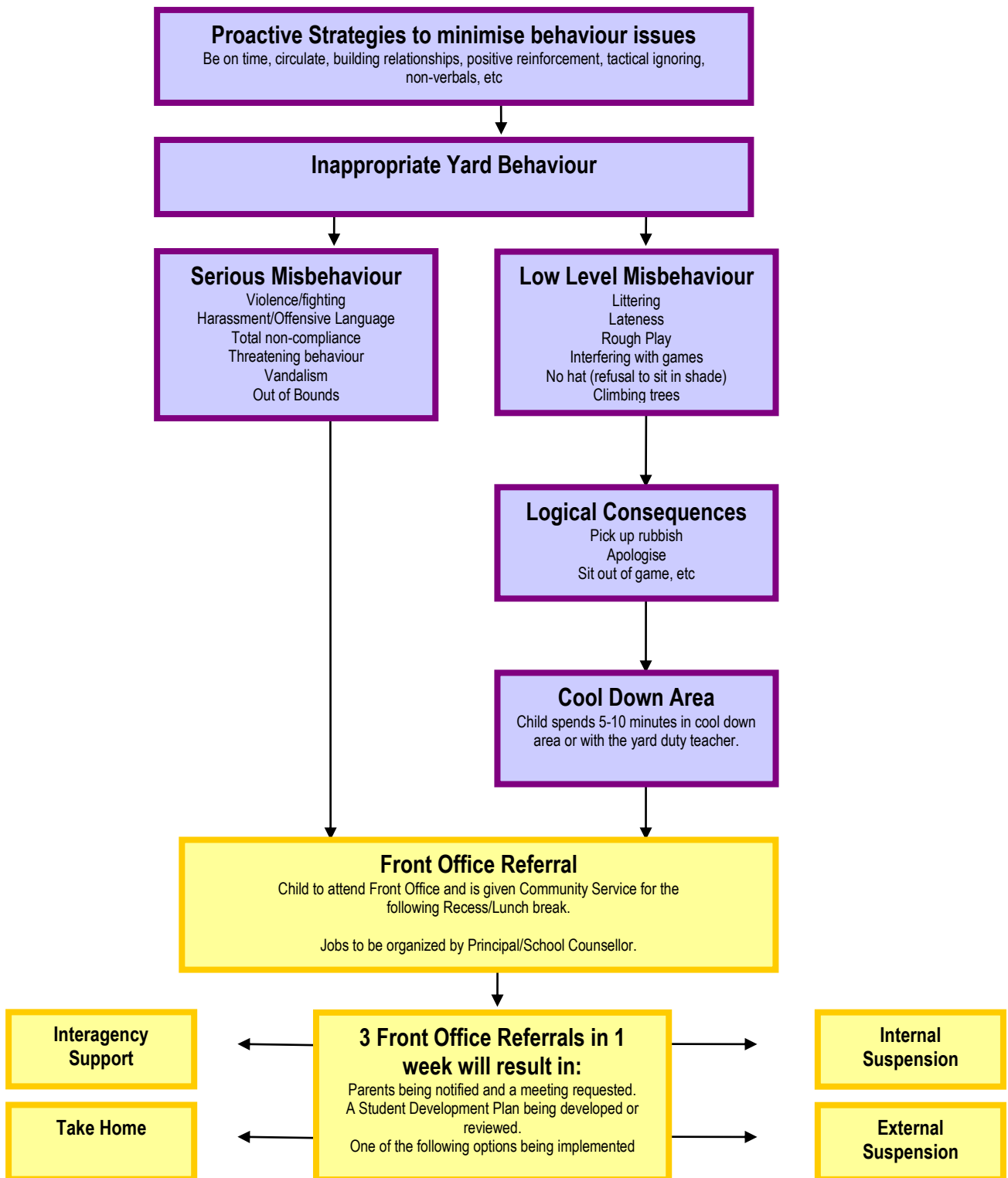
Review Date : 2018

# Airdale Primary School Class Behaviour Management Process



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

# Airdale Primary School Yard Behaviour Management Process



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