

BLACKHEATH PUBLIC SCHOOL

STUDENT WELFARE POLICY

Blackheath Public School's Vision Statement:

Blackheath Public School aims to provide, in partnership with the community, quality teaching and learning in an inclusive, nurturing and supportive learning environment which maximises individual outcomes and ensures students of all ability levels are able to reach their full potential

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Section One: Rationale

Blackheath Public School is a strong and vibrant learning community where the energies, expertise, abilities and resources of staff, students and parents combine to create a culture of excellence. Our enthusiastic, dedicated, experienced and innovative teaching staff is highly qualified and the outstanding parental involvement in all aspects of our school is testimony to the hard-working, supportive community within which we teach and learn. Our school prides itself on being a significant educational, cultural and social hub within the wider Blackheath community.

Our school motto is “Strive with Honour” and this underpins all aspects of school life at Blackheath Public School. All students are expected to be safe, responsible and respectful learners in order to realise their potential as self-directed, life-long learners, to become contributing members of an ever-changing society and to develop a strong sense of individual worth. It is our aim to encourage our students to achieve their full potential academically, emotionally, socially, physically and creatively.

As a supporter of the National Safe Schools Framework, we endeavour to ensure that Blackheath Public School is a safe and happy place for students, teachers, parents and members of our school community. We strive to develop and maintain effective student safety, welfare and well-being policies by creating a positive, nurturing learning environment for each and every student that has, at its core, the essence of Quality Teaching and Learning practices. Our commitment to student welfare and well-being is the foundation of all policies and activities in our school.

The Department of Education (DoE) has a set of core values for all students in NSW Government Schools. These are as follows:

All students in NSW Government Schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Blackheath Public School’s Student Welfare Policy incorporates and reflects these core values. **All enquiries regarding the implementation of this policy should be directed to the Principal. Any issues arising will be addressed following the DEC’s Procedures for Responding to Suggestions, Complaints and Allegations.** This policy will be reviewed every **three years** in order to refine the processes and procedures and to address suggestions and issues which have arisen.

Section Two: Building a Positive School Climate and Effective Learning Environment

At Blackheath Public School, we are committed to providing a caring, well-managed, safe and happy environment for all students, staff, parents and community members. It is our aim to create an effective learning environment where excitement, exploration, scholarship and learning are encouraged and where everyone is treated fairly and with dignity.

We endeavour to build a positive school climate by promoting and encouraging positive behaviour management. This is supported by the following practices:

- The provision of appropriate curriculum content to meet the needs of each and every student;
- The desire for all children to achieve success in learning;
- The modelling of consistent and caring behaviour by school staff;
- The monitoring of attendance and ensuring that students attend school regularly;
- The development of a small number of easily-understood school rules which are fair, clear and consistently applied;
- The development of classroom goals to ensure that all students within a class know what behaviours are expected;
- Ongoing, regular contact with parents to ensure that they are kept up-to-date with their child's progress;
- The provision of appropriate support programs e.g. counselling, integration support, for those students who have special needs;
- The participation in appropriate training and development programs to assist staff in understanding ways in which positive behaviour management can be promoted and maintained;
- The commitment to a whole-school approach to supporting students with special academic / emotional / social needs through the weekly Learning Support Team meeting attended by the Principal, all Assistant Principals and the School Counsellor;
- The commitment to early intervention in order to assess any potential learning difficulties and, if necessary, to begin a support program in order to minimise any long-term learning problems;
- The identification of "Students at Risk" at weekly Staff Communication Meetings and the recognition of the importance for all staff to be aware of particular children who may be experiencing difficulties;
- The teaching of the mandatory Child Protection units that assist students to develop skills in recognising and responding to unsafe situations, to seek assistance effectively and to establish and maintain relationships, attitudes and values related to equality, respect and responsibility;
- The implementation of the B.P.S. Anti-Bullying Policy which ensures procedures are in place to deal with bullying should it occur;
- The provision of programs that develop self-discipline, self-evaluation, communication and conflict resolution skills e.g. the Peer Support Program, Bounce Back, Circle Time
- The recognition that transitioning to Primary School and High School can be a time of great change. We provide both a well-developed Transition to School Program for pre-

school children and a diverse and interesting High School Transition program for our Year 6 students;

- The election of the School Leadership Team which has a significant role to play in the running of the school through assemblies and a range of other school activities and events;
- The maximising of student participation in decision-making in the school and the opportunity to gain leadership experience using a range of mechanisms e.g. Student Representative Council, Public Speaking Club, Inter-school Debating Teams, Class Stars of the Week, House Captains, Peer Support leaders;
- Stage 3 students undergo training in effective Peer Support leadership;
- The provision of opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem-solving and dispute resolution developed through our K – 6 Personal Development programs;
- The effective teaching of Cyber-safety and Anti-Bullying skills across all year levels and the integration of these skills in the daily life of the classroom;
- The undertaking of authentic, real-life and inquiry-based learning projects (including the use of higher order thinking approaches) to explore Cyber-safety issues;
- Class Buddy Systems which allow older children to offer support to younger children;
- The participation of parents in many classroom programs e.g. Home Reading, Maths Groups, Visual Arts projects;
- The use of whole-school programs, celebrations, fun events and ceremonies which affirm the identity of the school community and each child’s membership of that community; and
- Three-Way conferences in Term 1 that involve students, teachers and parents in the assessment and reporting process.

At Blackheath Public School, we also endeavour to implement positive practices that are designed to regularly recognise and reinforce student achievement. Some of these practices include:

- The use of principal awards, merit certificates, “Caught you being good” and other school-based awards;
- Commendations at assemblies and special school activities;
- K-2 end-of-year Presentation assemblies provide recognition for every child’s achievements;
- Recognition of achievement in the fortnightly school newsletter;
- Provide opportunities for students to participate in external competitions e.g. writing competitions, UNSW competitions. Achievements in these competitions are recognised at whole school assemblies and in the school newsletter;
- Positive and encouraging class-based incentives (which reflect the developmental age and interests of the children) to ensure the regular acknowledgement of all students within the class; and
- Sports lunches for those students who have received regular sports recognition awards.

Section Three: Areas of Responsibility

Students

Students are expected to follow school rules and comply with staff directions regarding appropriate behaviour. They will show respect for teachers, students, staff and visitors of the school.

Parents

Parents are expected to support the school in the implementation of the school's policy. They share the responsibility for student discipline. Parents ensure students attend school daily unless ill or otherwise excused. They support students in their learning. Parents provide school uniforms for students to wear. They follow school procedure and communicate concerns to the class teacher in the first instance. They may then wish to make an appointment to discuss concerns with Stage Coordinators before approaching the Principal.

Class Teachers

Teachers are expected to contribute to the development of the policy and support its effective implementation. They are also provided with training and development opportunities in behaviour management. Teachers demonstrate professionalism and commitment to teaching. They develop and maintain effective classroom management practices, including plans for dealing with children who persistently misbehave. Teachers support other staff through clear communication and always follow the school's policies.

Stage Co-ordinators

Stage co-ordinators will assist the principal in developing, implementing and monitoring the policy. They will also support students and classroom teachers in managing and resolving issues. Stage co-ordinators will determine and implement appropriate logical consequences for inappropriate student behaviour and keep a record of incidents. They will supervise students on time out, assisting them to reflect on their behaviour and consequences of their actions. Stage co-ordinators ensure procedural fairness.

Principal

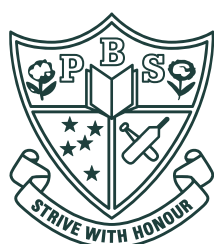
The Principal is accountable for ensuring a safe, secure and harmonious work environment for students and staff. He / She is responsible for the development, implementation and monitoring of policy.

The Principal ensures the policy is reviewed by the school community every three years. He / She provides opportunities for students, staff, parents and carers to contribute to the policy. Copies of the policy are made available to all families of children enrolled.

School Rules

At Blackheath Public School, students are expected to be safe, responsible and respectful learners. Students will demonstrate acceptable behaviours by adhering to the rules on the **School Rules Matrix** which follows.

Section Four: School Rules Matrix



Blackheath Public School Schools Rules Matrix

Learners Will Be	Responsible	Respectful	Safe
All Settings	<ul style="list-style-type: none"> • Listen to and follow all instructions • Be prepared for each day • Cooperate with others • Do your best at all times 	<ul style="list-style-type: none"> • Listen attentively • Speak politely and clearly and always use good manners • Be kind and considerate towards others • Respect property and belongings • Be mindful of personal space • Wear your school uniform with pride 	<ul style="list-style-type: none"> • Walk on hard surfaces • Eat your own food • Act sensibly. This means sit, move, speak, perform and gesture sensibly • Keep your hands and feet to yourself • Use equipment safely • Stay in the right place • Wear your hat outside – beanies acceptable in terms 2 and 3.
Classroom	<ul style="list-style-type: none"> • Allow others to learn • Use classroom equipment appropriately • Ask questions and ask for help 	<ul style="list-style-type: none"> • Put your hand up to speak 	<ul style="list-style-type: none"> • Walk in the classroom • Push your chair in

<p>Playground Areas</p>	<ul style="list-style-type: none"> • In the morning, place your bags in the right place and move out to the back playground • Stay in bounds • Use fixed equipment with teacher supervision only • Complete eating before playing • Place your rubbish in the bin once you have been dismissed • Stay in the playground unless issued with an Off-Playground Pass • Return equipment • Move on the bell 	<ul style="list-style-type: none"> • Be kind and considerate to others • Share friends, equipment and space • Play by the rules of the game • Take turns • Cooperate with others 	<ul style="list-style-type: none"> • Eat and play in the right place • Wear your hat • Be seated to eat • Choose sensible games • Use playground equipment safely • Stage 2 and 3, when going over the road, assemble at Leichhardt St gate and wait for the teacher to cross the road • Play appropriate games only and play by the rules
<p>Toilets</p>	<ul style="list-style-type: none"> • Go to the toilet during break times • Return to class or the playground promptly • Report any problems to the teacher on duty 	<ul style="list-style-type: none"> • Keep the toilets clean and tidy • Use the toilets and then leave • Allow other people privacy 	<ul style="list-style-type: none"> • Flush toilets after use • Be hygienic - wash hands with soap and water • Leave the area once you have finished • Use at recess & lunch • Walk in the area
<p>Transition to Class Lines</p>	<ul style="list-style-type: none"> • At first bell, go to the toilet, collect belongings and line up in class lines 	<ul style="list-style-type: none"> • Stand or sit quietly 	<ul style="list-style-type: none"> • Wait sensibly in class lines until your teacher arrives

Blackheath Public School – Student Welfare Policy

<p>Canteen Lines</p>	<ul style="list-style-type: none"> • Know what you want and how much it costs • Only spend your own money • Order your healthy lunch before school 	<ul style="list-style-type: none"> • Use good manners and wait your turn • Speak politely and clearly 	<ul style="list-style-type: none"> • Line up quietly and sensibly • Only line up if you are buying or collecting food • Leave the area after you have been served
<p>Hall Use e.g. Assembly, Dancing, Sport, Special Performances</p>	<ul style="list-style-type: none"> • Enter and leave calmly and quietly in lines 	<ul style="list-style-type: none"> • Applaud and respond sensibly • Stand and sit quietly • Remember your manners • Participate positively 	<ul style="list-style-type: none"> • Act sensibly • Keep aisles clear • Only two people on the steps of the stage at any time • Put equipment away in the right place • Keep all doorways clear
<p>Paths / Walkways / Hallways</p>	<ul style="list-style-type: none"> • Walk • Keep to the left 	<ul style="list-style-type: none"> • Stand aside for others • Move quietly during class time • Take care with displays 	<ul style="list-style-type: none"> • Look where you are going and keep to the left • Keep to the left on stairs • Keep corridors clear
<p>Bus & Bus Lines</p>	<ul style="list-style-type: none"> • Be at the right bus line at the right time • Bring your bus pass 	<ul style="list-style-type: none"> • Line up sensibly in order of arrival • Wait for the signal to walk out of the school grounds • Follow supervising teacher's directions • Show good manners to the bus driver 	<ul style="list-style-type: none"> • Make your way to the bus lines promptly • Wait in lines at the designated assembly point • Wait sensibly for the teacher and walk behind teacher on the footpath • Observe road rules • Follow the bus driver's instructions

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<p>Library</p>	<ul style="list-style-type: none"> • Read and work quietly • Borrow books • Ask for help when needed 	<ul style="list-style-type: none"> • Use a quiet voice • Look after books and equipment • Return things to where you found them 	<ul style="list-style-type: none"> • Walk inside the Library • Use the Internet safely, carefully and responsibly • Push your chair in
<p>Office</p>	<ul style="list-style-type: none"> • Deliver and distribute messages calmly and sensibly • Sickbay is for recovery / illness only 	<ul style="list-style-type: none"> • Wait quietly at the counter • Use good manners and be courteous 	<ul style="list-style-type: none"> • Walk in the hallway • Hand in medication for safe keeping and administering • Wait in line for late notes •

Section Five: Behaviour Management Policy

Blackheath Public School's Behaviour Management Policy aims to create a safe environment in which students demonstrate mutual respect and responsibility towards their school and each other. Students should be able to grow and learn, secure in the knowledge that they are valued at all times.

At Blackheath Public School:

- All students and staff should be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
- Students will feel safe, personally valued and learn to their potential.
- Students will demonstrate appropriate behaviours as safe, responsible and respectful learners.
- Students, parents and staff will have a uniform understanding of the school rules and the consequences of both compliance and non-compliance with these rules.

This policy benefits students, staff, parents, caregivers and the wider community.

The Staff has a responsibility to model positive relationships and to encourage and acknowledge responsible behaviour, thus assisting students to accept the consequences of their own actions through the application of consistent and reasonable expectations.

Parents have a responsibility to reinforce the Behaviour Management Policy and to communicate any concerns or issues with the relevant staff.

Students have a responsibility to behave in a safe, respectful and responsible manner towards all members of the school community and to accept the consequences when they do not do so.

Classroom Management

Teachers have the responsibility to:

- Provide quality teaching and learning programs to cater for the needs of all students and to facilitate the achievement of student learning outcomes.
- Model appropriate safe, respectful and responsible behaviours for other staff, students and parents.
- Establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour.
- Teach students to consistently follow these rules and directions throughout the school day and year.
- Consistently apply behaviour management policies within and beyond the classroom.
- Ensure the application of consistent and fair behaviour management practices at Blackheath Public School in keeping with principles of procedural fairness.
- Seek assistance from the school executive when support is required to manage student behaviour.
- Communicate with, and seek assistance from, parents when there are concerns regarding a student's behaviour.

Teachers should:

- Expect that students will demonstrate safe, responsible and respectful behaviour.
- Receive support from the executive team in managing student behaviour.
- Receive support and effective communication from parents when dealing with student behaviour issues.

Students have the responsibility to:

- Arrive at school prepared for the day's lessons.
- Demonstrate safe, responsible and respectful behaviour within and beyond the classroom.
- Comply with the agreed upon classroom rules and acceptable behaviours.
- Accept the consequences of inappropriate classroom behaviour.

Students should expect:

- Quality teaching and learning programs which will meet their needs.
- A teacher who will set firm and consistent limits.
- A teacher who will provide them with consistent positive encouragement.
- Know what behaviour they need to demonstrate in order to succeed.
- A teacher who will teach them how to manage their behaviour.

Parents have the responsibility to:

- Ensure their child understands the Behaviour Management Policy of Blackheath Public School.
- Communicate with staff regarding the needs of their child or issues of concern
- Support their child to accept the consequences of inappropriate behaviour.

Parents should expect:

- The application of consistent and fair behaviour management practices at Blackheath Public School.
- To know what behaviour their children need to demonstrate in order to succeed.
- Teachers who provide quality teaching and learning programs which meet the needs of their children.
- Effective communication from teachers and executive staff if there are concerns regarding their child's behaviour.

It is expected that **all staff** will:

- Consult with their class regarding expected **safe, responsible and respectful** behaviours within their classrooms by the end of Week 2 Term 1 of each year. These behaviours will be clearly displayed within each classroom.
- Promote a positive learning environment within their classroom. Strategies may include: seating arrangements, setting achievable goals for students, positively reinforcing appropriate behaviour.
- Devise positive incentives which reflect the developmental age and interests of students. All students should be given the opportunity to earn and receive acknowledgment for their efforts.

Unacceptable Classroom Behaviour

If unacceptable behaviour occurs within the classroom, the following practices are to be followed:

- The issue discussed with the student in terms of exhibited behaviour and using agreed language e.g. safety, responsibility and respect.
- Simple resolution using classroom practices established within each classroom.
- Student withdrawn from the main body of the class but still within the classroom.
- Student withdrawn from the class for a predetermined period of time and sent to a buddy class (work provided by class teacher).
- Student sent to Stage co-ordinator.
- Student may be given a Time Out (orange card and half lunch time detention) in consultation with the Stage Co-ordinator. This will be applied when the problem is either of a serious nature or student has demonstrated unwillingness to comply after other strategies have been implemented.
- Very serious offences e.g. violence towards a classmate or teacher, swearing at a teacher, possession of drugs, weapons etc., will be dealt with by the school executive in accordance with relevant procedures e.g. DoE Suspension Policy and Procedures.

Unacceptable Playground Behaviour

- Unacceptable behaviour in the playground includes:
- Disobedience of regulations regarding student conduct.
- Refusal to follow a teacher's instructions.
- Behaviour which is unsafe and detrimental to the well-being of fellow students or staff.
- Behaviour which is likely to cause damage to the school environment.
- Behaviour which is likely to bring the school into disrepute.
- At Blackheath Public School, inappropriate playground behaviour is managed through the implementation of the following strategies:
- Simple resolution – student demonstrating inappropriate behaviour is spoken to by the teacher on duty. The issue discussed with the student in terms of exhibited behaviour and using agreed language e.g. safety, responsibility and respect.
- Student may be withdrawn from an activity for a short period of time.
- Teachers use strategies such as Restorative Practices to discuss alternative appropriate behaviours with students.
- Student's name and the offence are recorded in the Playground Book. All entries are sent to relevant executive after break period, student spoken to and further action taken if necessary.
- Students receiving three playground slips within a term will receive a **Time Out**.
- Student given **Time Out** – half lunch-time detention. Recorded on orange card.
- For serious offences, **Detention** is given – full lunch-time detention. Recorded on blue card and letter sent home informing parents of the incident.
- When a student has recorded three Time Outs within one term, a Detention will be given and parents informed by letter.

Ongoing Unacceptable Behaviour

Continuous poor behaviour (either within the classroom or the playground) will result in an interview with the Principal or another member of the executive team and a **Yellow Card** will be issued. A student placed on a Yellow Card will:

- Have his/her classroom behaviour closely monitored and recorded on the card.
- Will be withdrawn from the playground while on the card and will be supervised by the Principal or another member of the executive team.
- Decisions about length of time on card will be individually decided.
- Have parents informed of his/her behaviour. The card is to be taken home each day for the parents to view comments and sign.
- Where a student has not demonstrated improvement in behaviour:
- The student may remain on the card for a longer period of time.
- An interview will be conducted with the parents to determine future strategies to assist with the development of appropriate behaviours.
- The student will be referred to the Learning Support Team.
- Counsellor or specialist assistance, e.g. Behaviour Team, may be sought.

Every student starts each term with a clean slate!

Suspensions

Where a student has exhibited behaviour of a serious nature, suspension for a designated period of time may be necessary. Examples of behaviours which may result in suspension include:

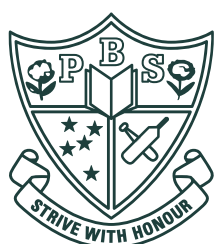
- continued disobedience
- persistent or serious misbehaviour
- aggressive behaviour
- physical violence
- use or possession of a prohibited weapon or knife
- possession, supply or use of a suspected illegal substance
- serious criminal behaviour related to the school
- See Appendices for DEC Suspension and Expulsion of Students Procedures (Information for Parents). Further information may be found on the Intranet – Policies and Procedures.

Excursions

As stated in our Excursion Policy, students whose behaviour is causing concern may not be permitted to attend an excursion or sporting event. Examples of instances where attendance at an event may be at risk include:

- More than one Time Out in a term
- Detention in that term
- Placement on a Yellow Card
- In the event of a student's behaviour indicating that attendance at an event is at risk, an interview will be held prior to the excursion with the Principal (or member of the executive team), the parents and the student. The final decision regarding a student's participation in an excursion or sporting event remains with the Executive team.

Section Six: Anti-Bullying Policy



Blackheath Public School Anti-Bullying Policy

BULLYING IS NOT ACCEPTED AT BLACKHEATH PUBLIC SCHOOL

What is Bullying?

- Bullying is the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.
- Bullying involves intentional and wilful misuse of power in relationships.
- Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others.
- Bullying behaviour can be:
 - Verbal such as: name calling, teasing, being abusive, putting others down, being insulting or threatening.
 - Physical such as: hitting, punching, kicking, scratching, tripping, or spitting.
 - Social such as: ignoring or excluding others, making rude, cruel or crude gestures.
 - Emotional such as: spreading rumours; being menacing; giving dirty looks; hiding or damaging possessions; making inappropriate notes, letters, phone messages, SMSs; or misrepresenting another's views.

Bullying behaviours also includes bullying through cyber and other media, including social networking sites, email and SMS. This bullying is referred to as Cyber-Bullying.

Bullying is Everyone's Responsibility.

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 policy.

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's Anti-Bullying policy.
- Behave as responsible bystanders.
- Report incidents of bullying.

Parents and Caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible online behaviour.
- Be aware of the school's Anti-Bullying policy and to assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying policy.
- 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 a 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 policy through actions and words.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

How will Blackheath Public School deal with Bullying?

Prevention

Blackheath Public School will implement programs for bullying prevention.

The school will:

- embed Anti-Bullying messages into each curriculum area and in every year,
- including programs for digital citizenship.
- consult with external agencies to conduct bullying awareness training for students, staff and parents and caregivers.

Early Intervention Strategies

Blackheath Public School will develop and implement early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.

The school will provide support for the student experiencing bullying, the student engaging in Bullying behaviour and any bystander.

The school will develop and implement early intervention and support for those students who are identified at or after enrolment as having experienced bullying or engaged in bullying behaviour. Some of the strategies to support students who are being bullied include: PD programs within the classroom, Peer Support programs, structured play programs and provision of safe areas.

Dealing with Bullying Behaviours

- Immediate action and sanction by teachers.
- The use of strategies such as Restorative Practice.
- Monitoring and detention by Assistant Principals when bullying is known to be occurring.
- Parents may be notified by telephone or letter.
- If bullying continues, an interview between the Assistant Principal or Principal and the student and parents may occur.
- Loss of involvement in school functions or representations e.g. Sport, Dance groups, excursions.
- Referral to School Learning Support Team or community-based counselling.
- Short suspension (in school).
- Short suspension from Blackheath Public School.

How can Parents deal with Bullying?

If your child is being bullied:

- Listen carefully to your child.
- Assure your child that it is not his/her fault.
- Stay calm.
- Get accurate details.
- Inform the class teacher.
- Give your child some strategies to cope. Practise the strategies with your child.
- If your child is different in some way, help them to be proud of their differences.
- If the problem persists, seek assistance from the class teacher.
- **If the problem continues**, seek support from Assistant Principals and the Principal.

If your child is Bullying:

- Initially you will be defensive and unbelieving. This is natural.
- Find out all the facts from the school first. Telephoning other parents can stir up a lot of unnecessary concern.
- Talk to your child but do not blame.
- Emphasise that bullying is not acceptable in your family.
- Role-play alternative behaviours.
- Seek assistance from school or health professionals.
- Be specific regarding consequences for continuing unacceptable behaviour.
- Reward appropriate behaviours.

Bullying can be said to be the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.

Bullying involves intentional and wilful misuse of power in relationships.

Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others.

Bullying behaviour can be:

- Verbal such as: name calling, teasing, being abusive, putting others down, being insulting or threatening.
- Physical such as: hitting, punching, kicking, scratching, tripping, or spitting.
- Social such as: ignoring or excluding others, making rude, cruel or crude gestures.
- Emotional such as: spreading rumours; being menacing; giving dirty looks; hiding or damaging possessions; making inappropriate notes, letters, phone messages, SMSs; or misrepresenting another's views.

Everyone has a responsibility to reduce aggression in our society.

Blackheath Public School's School Rules:

WE ARE SAFE, RESPONSIBLE AND RESPECTFUL LEARNERS.

Consequences of Bullying at Blackheath Public School

- Immediate action and sanction by teachers.
- Monitoring and detention by Assistant Principals when bullying is known to be occurring.
- Parents may be notified by telephone or letter.
- If bullying continues, an interview between the Assistant Principal or Principal and the student and parents may occur.
- Loss of involvement in school functions or representations eg. Sport, Dance groups, excursions.
- Referral to School Learning Support Team or community-based counselling.
- Short suspension (in school).
- Short suspension from Blackheath Public School.
- Long suspension from Blackheath Public School.

As an example, physical bullying involving violence may well lead to instant short suspension.

All children can and should behave appropriately.

The United Nations General Assembly in its Declaration of the Rights of the Child (1959) provides that every child is:

“entitled to receive education” and should be “protected from practices which may foster racial, religious and any other form of discrimination”.

Everyone has a responsibility to reduce aggression in our society.

WHAT DO I DO WHEN I AM BEING BULLIED?

- Avoid the bully. Walk away. Never find yourself alone with them. Stay in sight of an adult. There is often strength in numbers.
- Be firm and strong even if you don't feel like that. Look a bully straight in the eye and stand up tall. Tell them to leave you alone and walk away.
- Ignore the bully. Pretend you didn't hear any comments.
- Find a friend. Play with friendly children.
- Get help from older students or older brothers and sisters.
- Don't fight back physically. It just gets you into trouble too.
- Tell your class teacher, the teacher on duty, the bus driver, the Principal or Assistant Principals.
- Go to a trusted friend and seek help.

Talking about a problem or bullying is NOT dobbing!!

We want to make our school safe for everyone.

BULLYING

No one likes it

No one deserves it

No one needs it

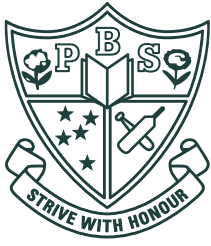
So REPORT it

IF YOUR CHILD IS BEING BULLIED:

- Listen carefully to your child.
- Assure your child that it is not his/her fault.
- Stay calm.
- Get accurate details.
- Give your child some strategies to cope. Practice the strategies with your child.
- If your child is different in some way, help them to be proud of their differences.
- If the problem persists, seek assistance from the class teacher.
- **If the problem continues**, seek support from Assistant Principals and the Principal

IF YOUR CHILD IS BULLYING OTHERS:

- Initially you will be defensive and unbelieving. This is natural.
- Find out all the facts from the school first. Telephoning other parents can stir up a lot of unnecessary concern.
- Talk to your child but do not blame.
- Emphasise that bullying is not acceptable in your family.
- Role-play alternative behaviours.
- Seek assistance from school or health professionals.
- Be specific regarding consequences for continuing unacceptable behaviour.
- Reward appropriate behaviours.



Blackheath Public School

Anti-Bullying Policy

BULLYING IS NOT ACCEPTED AT BLACKHEATH PUBLIC SCHOOL

To be discussed in class and signed by every student.

1. Blackheath Public School students, staff and parents will not tolerate bullying or harassment of any kind. We are totally opposed to all forms of bullying.
2. We will make a real effort to be tolerant of others regardless of their abilities, disabilities, race, religion, beliefs, appearance or any other differences.
3. We will never ignore bullying or condone it when we see it occurring. We will try to stop it or seek adult help to stop it.
4. We will be fair in the playground sharing our games and playground space with others.
5. We will be kind to others even if they are not our special friends.
6. We will talk to our teachers about any problems that occur at school or on the way to and from school.
7. We will seek help from our friends, peer mediators, parents, teachers, the school counsellor, Assistant Principal and Principal if we are worried about any aspect of bullying.
8. As an individual member of Blackheath Public School, I am committed to ZERO TOLERANCE TO BULLYING and will not support or cover up for children who bully others under any circumstances.
9. I will take responsibility for my own actions and will not blame others for things I have done.
10. I will not bully other children at Blackheath Public School or on the way to, or home from, school.

Student's Name: _____ Student's Class: _____

Student's Signature: _____

Witnessed by friend: _____

Witnessed by parent: _____

Date: _____

Section Seven: Leadership Team Policy and Procedures

At Blackheath Public School, students are encouraged to become responsible members of the school community. Safe, responsible and respectful practices are embedded within our Student Welfare Policy.

Year 6 students are provided with the opportunity to further develop responsible behaviours in a leadership capacity within the school as members of the School Leadership Team.

Students nominating for the BPS Leadership Team are expected to have demonstrated safe, responsible and respectful practices as students at Blackheath Public School. Successful students are expected to continue to model the appropriate behaviours as leaders in the school community.

The Leadership Team at Blackheath Public School consists of eight Year 6 student members. The team will consist of four boys and four girls:

- Boy Captain and Girl Captain
- Boy Vice Captain and Girl Vice Captain
- Two boy prefects and two girl prefects

Election Procedures

- Year 5 students are nominated to stand for election to the Leadership team in Term 4. Peer and self nominations are accepted.
- Stage 3 Co-ordinator will provide guidelines for suitable candidates for nomination and expected behaviours of the Leadership Team
- Nominations will take place in week 5 or 6 of Term 4.
- All nominated students will prepare a speech to be presented to a school assembly (Years 1-6) during Week 6 or 7 of Term 4.
- Stage 3 Co-ordinator will provide directions to students regarding the appropriate content of speeches.
- The principal will address the assembly regarding appropriate focus when electing members of the school leadership team.
- Following the presentation of speeches, all students in Years 1-5 will vote for the Leadership Team for the following year.
- Stage 3 Co-ordinator will provide instructions regarding completion of ballot papers. Class teachers ensure students have understood the instructions.
- Students will vote in the hall after speeches have been presented. They will proceed to the hall with their class teacher, where they will be marked off the class roll and given ballot papers.
- Students will vote for four boys and four girls on their ballot papers. They will number their choices on the ballot papers 1-4 in order of preference.
- Votes will be counted by the principal and Executive Staff or delegates.
- Votes will be weighted in accordance with the number assigned on the ballot paper: 1=4 points, 2=3 point, 3=2 points, 4=1 point.

- The four boys and four girls receiving the highest points will be elected to the leadership team. The two boys and two girls receiving the highest points will be elected Captain and Vice Captain. The students placed third and fourth will be elected to the role of prefects.
- The results of the election will be presented to a staff meeting for consultation prior to the results being announced. Students who have been elected to the Leadership Team will be expected to have demonstrated appropriate behaviours in accordance with Blackheath Public School Welfare Policy. The School Executive, in consultation with the staff, will make the final decision regarding the Leadership Team.
- Students will be informed of the election results, by the principal, in the week following the elections.

Presentation of Badges

The Leadership Team will receive badges at the Annual Presentation Assembly.

Parents will be invited to attend the assembly to pin badges on their children.

Captains, Vice Captains and Prefects will recite and sign pledges committing to uphold the values and expected behaviours of Blackheath Public School.

Expected Behaviours

The principal will meet with the newly-elected members of the leadership team and advise them of the responsibilities of their role within the school. The Captains, Vice Captains and Prefects will:

- uphold the expected behaviours of the Blackheath Public School Welfare policy.
- model safe, responsible and respectful behaviours.
- assist other students
- be members of the Student Representative Council.
- meet with the teacher organising K-6 Assembly each week to assist with preparations.
- prepare the hall for weekly assemblies.
- undertake additional responsibilities, as requested, by the principal, assistant principals or staff members.
- Represent the school when required.

Consequences of Irresponsible Behaviour

Where a member or members of the leadership team are not demonstrating appropriate behaviour in accordance with the BPS welfare policy, the following actions may be taken:

- the principal or delegate will discuss the situation with the student/s concerned
- appropriate behaviour to address the situation will be discussed and, if necessary, a warning given regarding the consequences of the behaviour continuing.
- where necessary, parents may be contacted
- appropriate consequential action may be taken e.g. time out/detention
- where there is no demonstrated improvement in behaviour, or where the incident is severe e.g. violence/theft, the student's badge may be removed for a period of time.
- Parents will be contacted and advised of the situation.

Leadership Team Pledge

I _____ as _____ agree to uphold the values of Blackheath Public School.

- I will be a safe, responsible and respectful student at all times and will model and promote these behaviours for other students.
- I agree to assist other students when necessary.
- I agree to undertake any responsibilities assigned to me as part of my role as a member of the leadership team.
- I promise to be a proud and responsible representative when called upon to represent Blackheath Public School in the wider community.

Student: _____ Date: _____

Parent: _____ Date: _____

Appendices

Appendix 1: Playground Procedures

Before school:

Teachers are on duty from 8.25 am, when the morning bell sounds. The only supervision is out the back or in the hall, if so deemed by a teacher. Students must not remain in the quadrangle or be inside buildings before school.

- Students may only enter school grounds after the 8.25 am bell.
- All bicycles and scooters are wheeled into the school grounds.
- Bags are placed in designated areas.
- All students move to the back playground where they are supervised by the teacher on duty.
- Lunch orders are placed into baskets at the canteen before the 8.55am bell.
- In case of wet weather, teachers will direct students under shelter or into the hall.
- At the 8.55am bell, students will move to their designated area and wait for the class teacher.
- If arriving after the bell, students are to report to the office to obtain a late note.

Recess:

All teachers on playground duty are to wear safety vests and carry bags with basic first aid supplies. Teachers assess whether children need to go to sick bay and have first aid cards for this purpose. Teachers also have emergency red cards to call for urgent help. Under special circumstances, teachers may issue an off the playground pass which allows students to return to a building for a specific purpose.

Students:

- All students sit out the back for eating time, which is the first 10 minutes of recess.
- After the ten minute bell, students may indicate that they are ready to leave by raising their hand.
- Only students who have been dismissed by a teacher may leave the area.
- All rubbish is placed in a bin upon dismissal.
- Students may continue to eat in the quadrangle until the duty teacher requests students to move to the silver seats at the side of the hall where they may continue with their eating until they are finished.
- Once dismissed, students move to the back playground.
- Students without a hat will be asked to sit in the designated shade area.
- Adventure playground and basketball court rosters will be displayed daily
- Students may play basketball at the courts, use tennis balls and other equipment as provided by teachers.
- At the end of recess, the first bell signals that it is time to pack up and move from the playground to classes.
- Students may proceed to toilets and bubblers but must be at their class lines by the second bell.

Lunch:

All teachers on duty wear safety vests and carry their first aid bags as per procedures for recess.

- K-2 eat out the back on the concreted area.
- 3-6 eat in the main quadrangle.
- Dismissal procedures are the same as at recess.
- After the bell, K-2 play out the back
- Monday and Tuesday
 - Stage 3 out the back
 - Stage 2 over the road
- Wednesday to Friday
 - Stage 2 out the back
 - Stage 3 over the road
- The library is open on Monday, Tuesday and Thursday
- Students whose turn it is to play over the road assemble at the Leichhardt St gates and only cross with a teacher
- During lunch, students are not to cross the road without teacher supervision under any circumstances.
- At the first bell, students pack up, go to the toilet and bubblers as needed.
- All students are ready in class lines at the second bell.

Wet weather:

If it is raining before school, the teacher on duty will direct students to the hall.

- For wet recess, an announcement will be made well before the bell to advise teachers and students whether to eat inside or go outside under shelter.
- For wet lunch, an announcement will be made well before the bell to advise teachers and students of arrangements for the day.
- If students are directed to the hall, all food must be consumed before entering.
- Students may finish their lunch on the silver seats outside the hall.
- Should it start to rain when children are playing outside, the teacher on duty will ring a bell (located in the palace or at the quadrangle) and ask students to come under shelter.\

Playground misdemeanours

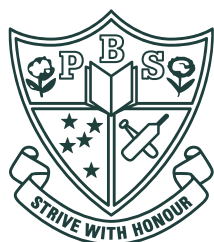
The Playground Book containing incident slips is to be filled out by the supervising teacher as needed.

- Teachers use their knowledge of the school matrix to decide whether an incident requires a chat, a formal recording of the incident in the book or a Time Out card.
- Incident slips are filled out and left in the playground book to be distributed to stage coordinators.
- If time out or detention is warranted, the student is sent to the office to collect their card. This is then filled out by the teacher and recorded in the message book after the end of their duty. The cards are left in the message book for further action.

After school:

- Students attending BOOSH line up at the silver seats near the canteen.
- Students catching a bus make their way quickly to the appropriate bus line.
- Students cross roads only at the designated crossings under supervision of the duty teacher.
- Students who are waiting for parents or carers must stay within the school grounds.
- Students may not, under any circumstances, climb trees or other equipment.
- If a parent or carer is late, students may proceed to the office to inform office staff who will then endeavour to contact a parent.

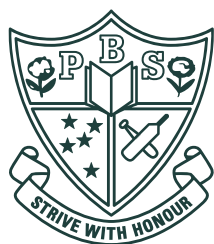
Appendix 2: Behaviours which may result in Time Out or Detention



Behaviours which may result in Time Out or Detention

Time Out	Detention
<ul style="list-style-type: none"> • Sustained answering back • Rough play • Low-level vandalism e.g. breaking pencil, scribbling without thinking, etc. • Loitering • Taking someone's recess, lunch • Non-compliance e.g. running off when called • Inappropriate language • Being disrespectful to other students • Showing disrespect through words and actions 	<ul style="list-style-type: none"> • Violence towards anyone • Fighting • Ganging up • Vandalism/graffiti • Toilet paper extravaganza • Open, deliberate defiance • Verbal abuse • Bullying • Racist behaviour • Intimidation • Out of class without permission • Theft • Persistent misbehaviour • Inappropriate use of internet/email or other electronic media

Appendix 3: Anti-bullying leaflet



Blackheath Public School Anti-Bullying Policy

BULLYING IS NOT ACCEPTED AT BLACKHEATH PUBLIC SCHOOL

What is Bullying?

- Bullying is the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.
- Bullying involves intentional and wilful misuse of power in relationships.
- Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others.
- Bullying behaviour can be:
 - Verbal such as: name calling, teasing, being abusive, putting others down, being insulting or threatening.
 - Physical such as: hitting, punching, kicking, scratching, tripping, or spitting.
 - Social such as: ignoring or excluding others, making rude, cruel or crude gestures.
 - Emotional such as: spreading rumours; being menacing; giving dirty looks; hiding or damaging possessions; making inappropriate notes, letters, phone messages, SMSs; or misrepresenting another's views.

Bullying behaviours also includes bullying through cyber and other media, including social networking sites, email and SMS. This bullying is referred to as Cyber-Bullying.

Bullying is Everyone's Responsibility.

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 policy.

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's Anti-Bullying policy.
- Behave as responsible bystanders.
- Report incidents of bullying.

Parents and Caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible online behaviour.
- Be aware of the school's Anti-Bullying policy and to assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying policy.
- 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 a 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 policy through actions and words.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

How will Blackheath Public School deal with Bullying?

Prevention

Blackheath Public School will implement programs for bullying prevention.

The school will:

- embed Anti-Bullying messages into each curriculum area and in every year,
- including programs for digital citizenship.
- consult with external agencies to conduct bullying awareness training for students, staff and parents and caregivers.

Early Intervention Strategies

Blackheath Public School will develop and implement early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.

The school will provide support for the student experiencing bullying, the student engaging in Bullying behaviour and any bystander.

The school will develop and implement early intervention and support for those students who are identified at or after enrolment as having experienced bullying or engaged in bullying behaviour. Some of the strategies to support students who are being bullied include: PD programs within the classroom, Peer Support programs, structured play programs and provision of safe areas.

Dealing with Bullying Behaviours

- Immediate action and sanction by teachers.
- The use of strategies such as Restorative Practice.
- Monitoring and detention by Assistant Principals when bullying is known to be occurring.
- Parents may be notified by telephone or letter.
- If bullying continues, an interview between the Assistant Principal or Principal and the student and parents may occur.
- Loss of involvement in school functions or representations e.g. Sport, Dance groups, excursions.
- Referral to School Learning Support Team or community-based counselling.
- Short suspension (in school).
- Short suspension from Blackheath Public School.

How can Parents deal with Bullying?

If your child is being bullied:

- Listen carefully to your child.
- Assure your child that it is not his/her fault.
- Stay calm.
- Get accurate details.
- Inform the class teacher.
- Give your child some strategies to cope. Practise the strategies with your child.
- If your child is different in some way, help them to be proud of their differences.
- If the problem persists, seek assistance from the class teacher.
- **If the problem continues**, seek support from Assistant Principals and the Principal.

If your child is Bullying:

- Initially you will be defensive and unbelieving. This is natural.
- Find out all the facts from the school first. Telephoning other parents can stir up a lot of unnecessary concern.
- Talk to your child but do not blame.
- Emphasise that bullying is not acceptable in your family.
- Role-play alternative behaviours.
- Seek assistance from school or health professionals.
- Be specific regarding consequences for continuing unacceptable behaviour.
- Reward appropriate behaviours.

Bullying can be said to be the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.

Bullying involves intentional and wilful misuse of power in relationships.

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- Emotional such as: spreading rumours; being menacing; giving dirty looks; hiding or damaging possessions; making inappropriate notes, letters, phone messages, SMSs; or misrepresenting another's views.

Everyone has a responsibility to reduce aggression in our society.

Blackheath Public School's School Rules:

WE ARE SAFE, RESPONSIBLE AND RESPECTFUL LEARNERS.

Consequences of Bullying at Blackheath Public School

- Immediate action and sanction by teachers.
- Monitoring and detention by Assistant Principals when bullying is known to be occurring.
- Parents may be notified by telephone or letter.
- If bullying continues, an interview between the Assistant Principal or Principal and the student and parents may occur.
- Loss of involvement in school functions or representations eg. Sport, Dance groups, excursions.
- Referral to School Learning Support Team or community-based counselling.
- Short suspension (in school).
- Short suspension from Blackheath Public School.
- Long suspension from Blackheath Public School.

As an example, physical bullying involving violence may well lead to instant short suspension.

All children can and should behave appropriately.

The United Nations General Assembly in its Declaration of the Rights of the Child (1959) provides that every child is:

“entitled to receive education” and should be “protected from practices which may foster racial, religious and any other form of discrimination”.

Everyone has a responsibility to reduce aggression in our society.

WHAT DO I DO WHEN I AM BEING BULLIED?

- Avoid the bully. Walk away. Never find yourself alone with them. Stay in sight of an adult. There is often strength in numbers.
- Be firm and strong even if you don't feel like that. Look a bully straight in the eye and stand up tall. Tell them to leave you alone and walk away.
- Ignore the bully. Pretend you didn't hear any comments.
- Find a friend. Play with friendly children.
- Get help from older students or older brothers and sisters.
- Don't fight back physically. It just gets you into trouble too.
- Tell your class teacher, the teacher on duty, the bus driver, the Principal or Assistant Principals.
- Go to a trusted friend and seek help.

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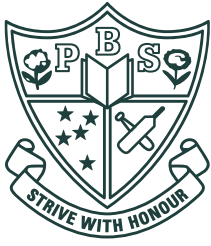
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14. We will be fair in the playground sharing our games and playground space with others.
15. We will be kind to others even if they are not our special friends.
16. We will talk to our teachers about any problems that occur at school or on the way to and from school.
17. We will seek help from our friends, peer mediators, parents, teachers, the school counsellor, Assistant Principal and Principal if we are worried about any aspect of bullying.
18. As an individual member of Blackheath Public School, I am committed to ZERO TOLERANCE TO BULLYING and will not support or cover up for children who bully others under any circumstances.
19. I will take responsibility for my own actions and will not blame others for things I have done.
20. I will not bully other children at Blackheath Public School or on the way to, or home from, school.

Student's Name: _____ Student's Class: _____

Student's Signature: _____

Witnessed by friend: _____

Witnessed by parent: _____

Date: _____

Appendix 4: Restorative Practice

Aim of Restorative Practice in School Communities

To manage conflict and tensions by repairing **harm** and strengthening **relationships** as a way of building community.

Restorative means ‘making things new again’. What do you need to do to ‘restore’ your relationship if you hurt somebody or make that person feel sad? To be ‘restorative’ you need to say sorry, not do it again and make things right by talking about it so you can still be friends.

Restorative Practice Checklist

- The practice would need to be respectful and fair.
- It would focus upon repairing harm and restoring or building relationships.
- It would help develop empathy, responsibility and accountability.
- It would promote the likelihood of positive behavioural change.

What Fair Process Achieves

Fair process builds:

- trust
- commitment
- co-operation

This enhances learning, creativity, moral development and helps build stronger relationships.

Restorative Practice Checklist

Is My Practice:

- Respectful (Distinguishing behaviour from the person)?
- Fair (Engaging, with Explanations & clarify Expectations)?
- Restorative by repairing harm and building relationships?

Does My Practice:

- Develop Empathy (through reflection, insight & learning)?
- Enhance responsibility and accountability?
- Promote positive behavioural change?

Restorative Practice Framework

The four key elements of Restorative Practices (Explicit Practice, Theory, Fair Process and Restorative Questions) are linked in such a way as to ensure an ongoing framework for the development of healthy relationships. All elements are integral to each other, in that fair process, explicit practice and the theory are employed to validate the exercise of the restorative and supplementary questions.

One of the driving forces behind Restorative Practices is the fact that people intuitively know what works in their relationships with others. The four elements listed above, when used consistently, will lead to healthier and more fruitful relationships.

Justice and fairness provide the foundation upon which healthy relationships are built. The central theme of fair process is that individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.

Restorative Questions 1

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way?
- What do you think you need to do to make things right?

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?). The questions therefore emphasise the importance of harm and its impact on relationships.

These questions:

- are open ended
- are respectful and not value-laden
- are objective, meaning it is not about the questioner but rather about leveraging responsibility onto another to tell their story
- are thinking questions rather than feeling ones which ironically tend to evoke stronger emotional responses
- have the potential to develop empathy.

Using these questions allows the questioner to be practical and direct. For example, when you ask the question, 'What happened,' you get the response, "I don't know." You simply draw on your experience and explore the question in other ways. For example, 'Tell what your part was in the incident?' If you maintain the basic sequence of questions, they will work in most situations. Another consideration is to view the questions as a 'way of engaging' others. At all times avoid asking the WHY (why did you do that?) question.

Restorative Questions 11

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The Supplementary Questions create a space for people who have been harmed by the actions of others by helping them gain a sense of justice (validation and understanding).

The questions ask for a factual and non-judgemental response. The Supplementary questions are sequenced from the past (what happened?); to the effect of the action (what has been the impact?); followed by a grounded question that gets to the core of the real emotional and personal impact (what has been the hardest thing?) This question has the capacity to get to the heart of the matter and offers an avenue to express what has been most difficult. This question will serve you well in situations where someone is experiencing personal difficulties e.g. a young person struggling with his/her relationships: “What is really hard about what is happening for you at this time?”

Appendix 5: Suspension and Expulsion of School Students – Procedures 2011

Student Discipline in Government Schools PD 2006 0316

Last updated April 2015 (formatting and position title changes only) for the latest version of this document <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>.

Blackheath Public School – Student Welfare Policy