



# **Pitt Town Public School**

## **STUDENT WELLBEING: GOOD DISCIPLINE AND EFFECTIVE LEARNING PROCEDURES**

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Pitt Town Public School a Positive Behaviour for Learning School (PBL)

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All children have the right to learn and each teacher to teach in a safe, caring and orderly learning environment so that students will reach their full potential.

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# INTRODUCTION

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The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Public schools help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

For this to occur, Public schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student well-being.

Schools need to be safe and happy places for students and their teachers. Student wellbeing is enhanced when all members of the community participate in the learning programs and life of the school.

At Pitt Town Public School (PTPS) we endeavour to provide children with a supportive and caring environment, which encompasses everything the school community does, to meet the personal, social, and learning needs of students.

The Student Wellbeing, Good Discipline and Effective Learning Policy is the sum total of all the policies, structures and activities which are planned and implemented by the school to promote student wellbeing. Our programs and procedures are developmental, preventative and remedial in order to enhance the optimal development of all students academically, emotionally, socially and physically.

The staff at PTPS, believe that a caring school community is fundamental to student wellbeing.

We recognise that:

- Parents and families have the prime responsibility for the wellbeing of their children;
- The general community shares responsibility for the welfare of young people;
- The NSW Department of Education and other community agencies support school in this task;
- PTPS places an emphasis on student wellbeing;
- Student wellbeing is the responsibility of all teachers; and
- It is the school's responsibility to develop and implement programs for student Wellbeing, informed by school-based data.

\*Throughout this policy the term parent should be read to include carer

# PTPS follows the Wellbeing Framework for schools

## The framework:



CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

## ENABLE

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

# Connect, Succeed, Thrive in an Enabling School Environment

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## CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

- Students are connected
- with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships
- with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building
- individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school
- community actively participate in the school and in helping students to develop positive connections.

## SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

## THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

## ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

# What does the Wellbeing Framework mean for schools?

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There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes. All schools are required to have a planned approach to wellbeing in place that incorporates the elements of the Wellbeing Framework.

## Behaviour Code for Students

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

In NSW public schools students are expected to:

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

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

### **Behaviour Code for Students: Actions**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

#### **Respect**

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others

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

## Safety

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

## Engagement

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

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





# Positive Behaviour for Learning (PBL)

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The underlying principles of Pitt Town Public School's Student wellbeing programs and procedures are embedded in Positive Behaviour for Learning (PBL).

## **PBL is an evidence-based whole school systems approach that:**

- addresses the diverse academic and social needs of ALL students to support them to be successful
- supports students in early childhood settings through to senior years of schooling
- enables schools to establish a continuum of supports that are intensified to meet the needs of ALL students
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of ALL students.

## **When implemented well:**

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students feel safe and cared for at school. Their parents, family and community are more involved in their school
- unproductive and challenging behaviour can be significantly reduced for most students.

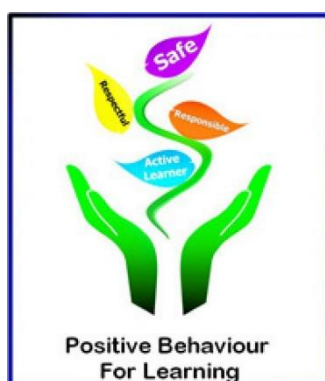
This problem solving approach has four key elements:

**Outcomes:** Academic, social-emotional and behavioural achievements for all students.

**Systems:** Policies and procedures that support all staff to enable the accurate and durable implementation of the practices.

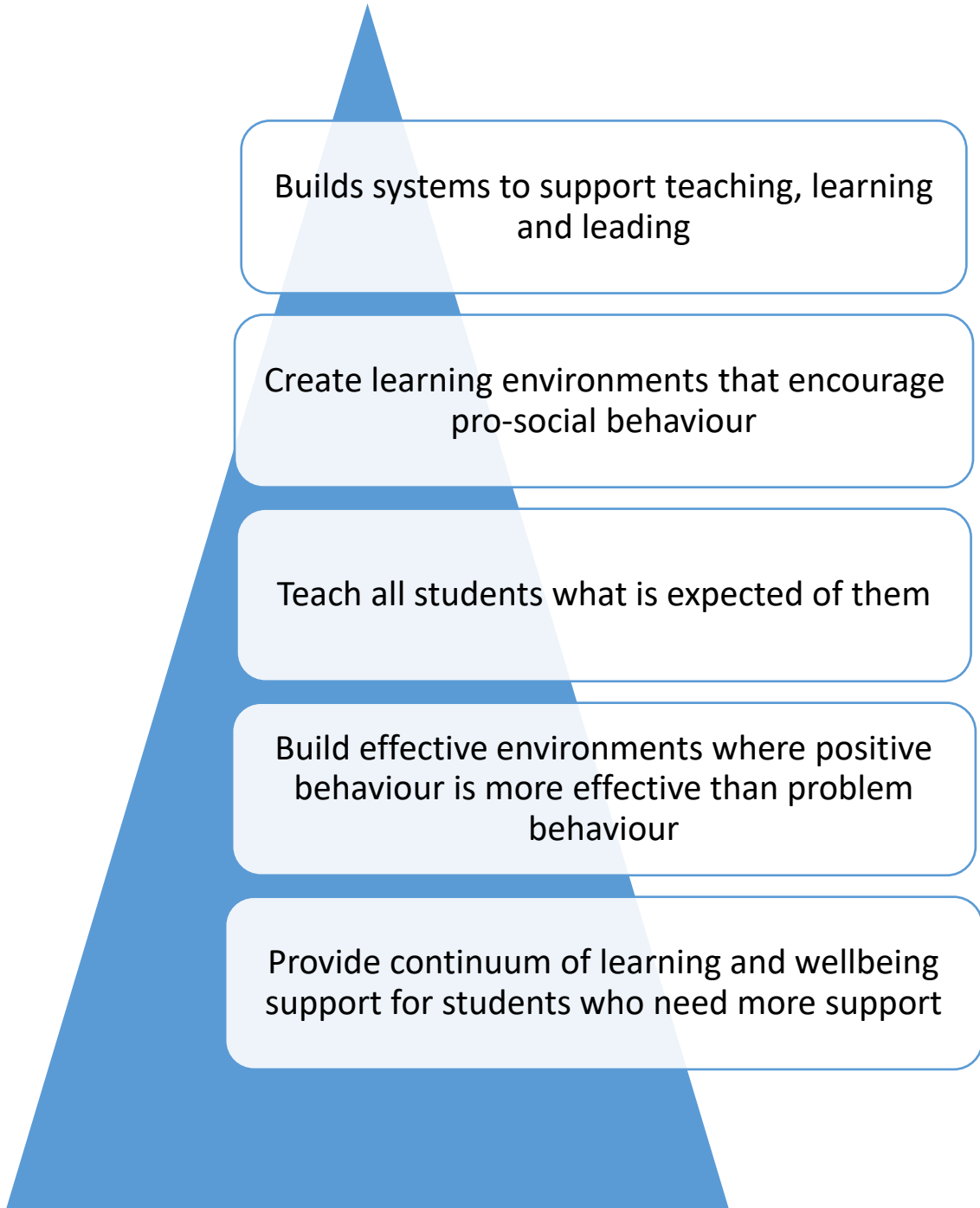
**Data:** The information that is used to identify the current status, the need for change and the effects of interventions.

**Practices:** The evidence-based interventions and strategies that are taught to students.



# Goals for Positive Behaviour for Learning at PTPS

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# A Summary of Positive Behaviour for Learning at PTPS

Safe	Respectful	Responsible
Be in the right place. Keep your hands and feet to yourself. Use equipment correctly. Walk on hard surfaces.	Be polite to staff, students and parents. Be an active listener. Follow all adult directions. Include others.	Play and work sensibly and fairly. Look after school and own property. Report problems to a teacher.

When using the concrete area we...

- Walk on the concrete
- Keep the area clean and tidy.
- Line up and wait for our teacher.
- Finish our food and drink before playing.

When using the grass area we...

- Wear a hat.
- Follow the rules.
- Respect other people's games.
- Follow the roster for each game.
- Look after belongings and school property.

When using the playground equipment we...

- Walk.
- Use equipment correctly.
- Use kind words.
- Take turns.
- Listen to the teacher on duty.
- Play on your rostered day.

When using the back playground concrete area...

- Walk.
- Share the space with others.
- Follow the rules for basketball and handball.
- Follow the roster for each game.

# PTPS Rewards System

At PTPS, we are always eager to acknowledge our students as they grow into responsible and productive members of the community. We do this in many ways throughout our classrooms and in the playground.

Classroom teachers reward positive behaviour through the use of positive praise, strive tokens (no more than 2 a day) and the use of the 'power point' token, given to students who demonstrate the core values of SAFE, RESPONSIBLE and RESPECTFUL. These 'power point' tokens are handed out frequently to reward and encourage positive behaviour. Classroom teachers may also adopt other systems to supplement the PBL expectations for reward such as table points. These systems are NOT an alternative to the PBL core values and expectations.

Students at Pitt Town Public School are recognised and celebrated in the following ways:

- merit awards in various categories
- 'good news' card to parents/carers
- Bronze, Silver, Gold and Platinum awards.
- Wall of Frames, office walls, library and classroom displays
- Works samples in newsletters and on our school website
- Recognition awards at assemblies
- Presentation night awards
- Teacher and Principal awards

## **Pitt Town Public School Merit Award System**

Merit awards (two awards per class per week)

- Academic high achievement in any subject/piece of work
- Citizenship assisting others without looking for gain
- Manners observance of correct ways of speaking/acting
- Behaviour cooperation and observance of appropriate actions
- Application to work in the classroom environment
- Organisation taking responsibility for property and having correct equipment
- Improvement better results due to personal effort
- Library/ICT achievement, improvement

## **Process for Bronze and Silver Awards**

- Students give all merits to required Assistant Principal for them to sight and sign.
- They will return merits to students after signing, and will notify them and parents when they will be receiving their Bronze/Silver (phone call = bronze, letter =silver)
- All merits must be handed in by the end of Week 4 each term for students to receive their Bronze/Silver during the 1 assembly in week 9. Any merits handed in after this date will carry over to the following term.

Strive Tokens are handed for the above reasons as an immediate reward. The degree to which the student has displayed this trait would be lesser than for a merit award, yet still worthy of recognition.

To recognise continue good behaviour, students collect awards and 'trade' them.

- ✓ 5 strive tokens = Merit Award
- ✓ 10 merit awards = Bronze Award (presented at Friday assembly – parent contacted)
- ✓ 20 merit awards = Silver Award (\$5 canteen voucher- presented at Friday assembly- parent contacted)
- ✓ 30 merit awards = Gold Award (presented at Presentation Night)

- ✓ 40 merit awards = Platinum Award (presented at Presentation Night)
- ✓ 50 merit awards = Diamond Award (presented at Presentation Night)

Please note: if a child exhibits negative behaviour that is seen as a major incident it is at the discretion of the Principal and Leadership team if they will receive a merit award. This may mean that the merit will be held over until he/she is able to conduct themselves in a safe, respectful and responsible way.

## PTPS BEHAVIOUR MANAGEMENT FLOWCHART



**Response to ALL student misbehaviour is:**  
**Calm Consistent Brief Immediate Respectful Private Discretionary**

Apply behaviour consequence  
(Logical, individualised)

**Teacher enters behaviour on Sentral**  
Student to be monitored

- Buddy room referral OR
- Notification to parents OR
- Student/teacher conference OR
- Behaviour reflection sheet completed during reflection

**Playground examples:**

- sit down/miss out on play OR
- walk with teacher OR
- loss of privilege OR
- student/teacher conference OR
- other (staff discretion)

# Minor Behaviours - Continuum of Response

**Minor incident reports example:**

- Prompt – low key responses
- Redirect – restate the matrix behaviour
- Reteach – tell, show, practice, acknowledge
- Provide choice
- **Complete incident report on Sentral – if student does not respond to pre-correction or re-direction**
  - Take action to correct behaviour
  - Consequences need to relate to behaviour being corrected

**Executive Action**

- Review incident and consequence/conduct restorative session with student if needed
- Principal applies relevant DoE guidelines (incl. suspension/expulsion)

**If Behaviour continues**

- Parent interview (with Principal, teacher and Assistant Principal)
- Individual behaviour support implemented
- Relevant DoE policy guidelines applied (incl. suspension/expulsion)

## Response to all student misbehaviour is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful/Private
- Specific

**Teacher Response**

**Description of Response**

Prompt	Provide verbal and/or visual cues
Redirect	Restate the expected behaviour from the matrix
Reteach	State and demonstrate the matrix behaviour. Have child demonstrate. Provide immediate feedback.
Provide choice (re-engage or have a consequence applied)	The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequences). Pause after providing the choice and when the child chooses wisely, provide positive feedback.
Apply logical consequence	Consequence is applied if child does not choose desired behaviour.
Conference	Have a private conversation with child to problem solve together to plan how the child can meet the expectations. Describe the alternative behaviour. Tell why the alternative is better. Practise. Provide feedback.

## Behaviour Definitions - PTPS

Behaviours which do not align with our core values, *Safe, Respectful, Learners* include:

	Minor	Major
<b>Inappropriate language</b>	<p style="color: green;">Low intensity, but inappropriate:</p> <ul style="list-style-type: none"> <li>• Accidental, one-off profanity in the heat of the moment and not directed at anyone</li> <li>• One-off minor name calling (no profanity)</li> <li>• Inappropriate but without intent to cause harm</li> </ul>	<p style="color: green;">Verbal message is deliberately abusive:</p> <ul style="list-style-type: none"> <li>• Deliberate profanity directed towards adults or other students</li> <li>• Racist/sexist/homophobic comments</li> <li>• Sustained name calling or name calling involving profanity</li> </ul>

<p><b>Inappropriate Physical contact/aggression</b></p>	<p>Non-serious, but inappropriate physical contact:</p> <ul style="list-style-type: none"> <li>• Arguing over a game or play equipment</li> <li>• Pushing, shoving, grabbing, kissing</li> <li>• Picking up or carrying students</li> <li>• Taking hats from others</li> <li>• Play fighting, wrestling, body contact games</li> </ul>	<p>Serious and/or intentional physical contact where injury or harm is likely to occur:</p> <ul style="list-style-type: none"> <li>• Rough play with the intent to hurt</li> <li>• Throwing harmful objects ie. sticks, rocks OR deliberately throwing objects directly at others (including large balls)</li> <li>• Deliberately hurting others eg. Hitting, kicking, pinching, pulling hair, punching, biting, spitting</li> </ul>
<p><b>Disruption</b></p>	<p>Low intensity, but inappropriate:</p> <ul style="list-style-type: none"> <li>• Talking at inappropriate times (eg. During assemblies, when teacher is talking)</li> <li>• Running in inappropriate areas (eg. concrete)</li> <li>• Running through other students' games</li> </ul>	<p>Persistent behaviour that causes disruption to school activities:</p> <ul style="list-style-type: none"> <li>• Excessive and persistent talking, calling out, making noises at inappropriate times</li> <li>• Frequently and deliberately interrupting other students' games and learning</li> </ul>

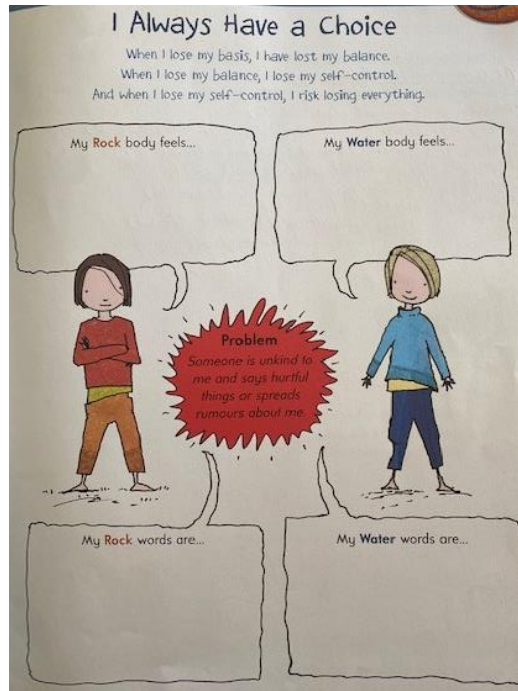
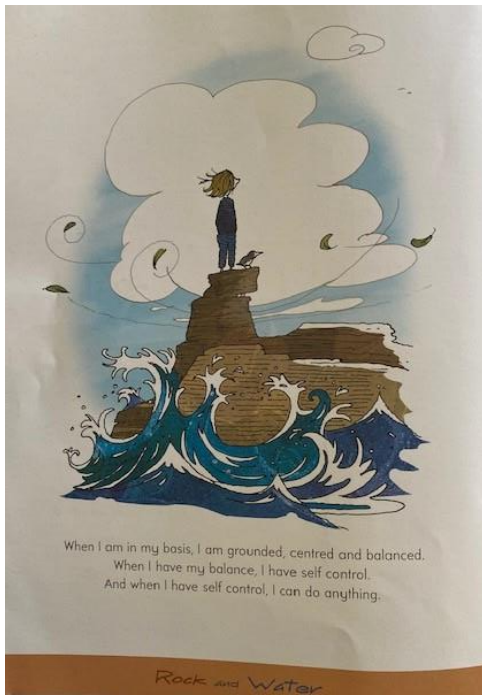
	<p><b>Minor</b></p>	<p><b>Major</b></p>
<p><b>Disobedience/Defiance</b></p>	<p>Brief, low-intensity disrespect:</p> <ul style="list-style-type: none"> <li>• Not following staff direction (one- off)</li> <li>• Not sitting during eating time</li> <li>• Moving off to play before being dismissed</li> <li>• Playing without a hat</li> <li>• Entering out of bounds areas and/or school buildings unsupervised</li> <li>• Wearing of non-uniform items (one-off)</li> </ul>	<p>Sustained refusal or ignoring of teacher directions/school rules:</p> <ul style="list-style-type: none"> <li>• Repeatedly not following teacher instructions</li> <li>• Running away from staff when spoken to</li> <li>• Repeatedly/deliberately refusing to comply with uniform requirements</li> <li>• Leaving school grounds without permission</li> <li>• Lying to incriminate or blame others</li> </ul>



<p><b>Inappropriate transition</b></p>	<p>Low intensity but impacting on learning time:</p> <ul style="list-style-type: none"> <li>• Not responding quickly and appropriately to the bell</li> <li>• Making excessive noise when transitioning</li> <li>• Running on concrete</li> <li>• Not bringing correct equipment to lesson</li> </ul>	<p>Deliberate misuse of transition time:</p> <ul style="list-style-type: none"> <li>• Truancy/absconding</li> <li>• Playing instead of going straight to class</li> <li>• Visiting areas of the school not directly needed for transition</li> </ul>
<p><b>Property misuse</b></p>	<p>Low intensity misuse of school/student property:</p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Playground equipment misuse (eg. soccer nets, balls, climbing equipment)</li> <li>• Climbing trees</li> <li>• Pulling on pole padding</li> <li>• Playing in the toilets</li> <li>• Running through garden areas/damaging plants</li> </ul>	<p>Deliberate damage/misuse of student/school property:</p> <ul style="list-style-type: none"> <li>• Misuse of ICT equipment</li> <li>• Stealing</li> <li>• Vandalism</li> <li>• Using equipment which requires supervision without permission eg. Interactive boards, sports equipment</li> </ul>

## Behaviour Reflection Sheets (BRS)

Staff consult the Department of Education Behaviour Code for Students, PTPS Behaviour Flowchart and Behaviour Definitions when responding to negative behaviours. The focus at PTPS is to promote reflective, restorative practices which promote a sense of responsibility and teach students to consider how their actions affect others. Students who engage in Major Behaviours or those who maintain a pattern of consistently inappropriate (Minor) behaviours may be asked to attend Reflection and complete a BRS. During this time, the Assistant Principal will encourage the student to reflect on the impact of their actions and what they would do differently next time. The Assistant Principal also incorporates elements of the Rock and Water program which encourages students to develop social skills to teach students how to play, work and live together. Parents will be contacted before their child attends Reflection. The completed BRS will be sent home with students and parents are asked to sign and return the sheet the following day.



## Records of Behaviour

Staff at PTPS use Sentral online service to record examples of student behaviour. All records are confidential and used solely for the purpose of tailoring intervention and implementing student support. The data collected is only accessible by PTPS staff and DoE personnel. It is interpreted to identify patterns of behaviour and areas within the school requiring intervention. No information recorded on Sentral will be communicated to external agencies unless there is a legal or ethical obligation to do so.

Staff consult the Department of Education Behaviour Code for Students, PTPS Behaviour Management Flow Chart and Behaviour Definitions when making their decision as to how an entry will be recorded:

**Neutral entry:** Minor level behaviour which staff wish to monitor for continuance or patterns of repetition. Staff will use their discretion as to whether parents are contacted at this level. A pattern of repeated behaviour (3 or more) indicates reflection is necessary and a Sentral entry may be documented.

<p><b>Student Reflection</b></p> <p><i>What happened:</i></p> <hr/> <hr/> <hr/>
<p><i>Why did I make this choice?</i></p> <hr/> <hr/> <hr/>
<p><i>How others were affected by my actions:</i></p> <hr/> <hr/> <hr/>
<p><i>School value not followed:</i>      <i>Safe</i>              <i>Respectful</i>              <i>Responsible</i></p>
<p><i>Reason for this rule:</i></p> <hr/> <hr/> <hr/>
<p><i>What I will do next time to make it right:</i></p> <hr/> <hr/> <hr/>

**Sentral entry:** Major level behaviour which warrants the implementation of reflection time and completion of a BRS. Parents will always be contacted at this level. Parents of students who receive three (3) negative entries within a term will be asked to attend an interview with the Principal and relevant executive. Should the unacceptable behaviour continue, the student may receive a 'Formal Warning Letter of Suspension.



**Pitt Town Public School  
Personal Play Plan (PPP)**

Student's Name:

Class:

Target Value:

Safe

Responsible

Respectful

Focus rule:

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Goals:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternative 'safe' activities negotiated with teacher:

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

Duration of PPP: \_\_\_\_\_

Between: \_\_\_\_\_ and \_\_\_\_\_



**Pitt Town Public School**  
**Personal Play Plan (PPP)**

Student's Name:

Class:

<b>Week 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Alternative recess activity					
Teacher sign					
Alternative Lunch activity					
Teacher sign					
Comments					
<b>Week 2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Alternative recess activity					
Teacher sign					
Alternative Lunch activity					
Teacher sign					
Comments					

# Playground Information

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**Duty of Care:** Due to the high volume of students accessing playground space, all staff apply the principles of active supervision when on duty. This involves walking a circuit of the area of responsibility, including toilets and out of bounds areas.

**First Aid:** All illnesses and injuries should be reported by students to staff, who will take appropriate action. In the majority of cases, students are referred to the office (recess & lunch). Minor injuries are treated and those requiring further medical assistance will be seen by our first aid officer in the office. Parents will be notified where necessary and will always be notified in the event of a head injury. In serious cases medical assistance (usually by ambulance) will be obtained. This cost is covered by the school's insurance. **It is extremely important that all emergency contact phone numbers are current.**

## Applicable to all areas

- No hat, no play - children sit under the shade cloths. No spare hats are available for hygiene reasons.
- Adults enter toilets only in emergencies.
- Students are allowed to use all areas that are in the in-bound areas.
- When the music begins all students must stop play, go to the toilet and assemble in lines before the final bell.
- No "Bull Rush" or similar games are allowed for safety reasons.
- Library is open at lunch time each day for quiet reading and board games.
- On Friday all students assemble for K-6 assembly under the COLA after lunch - 1.40pm.



### Area One: Main playground area – with the COLA and handball courts, play equipment, and grassed area

- Equipment may be used at recess and lunch (includes balls, ropes).
- Playground equipment is only to be used at lunch time - Early Stage 1 – Tuesday and Thursday  
Stage 1 – Monday, Wednesday, Friday
- Playground equipment is not to be used if it has been raining.
- Please be diligent and ensure only safe use of equipment.
- No large balls are allowed except basketballs and netballs and games must be monitored carefully.

### Area Two: large grassed area including the soccer field.

- Equipment may be used at recess and lunch (includes balls, ropes).
- Teachers on duty should check that only the rostered grades are playing on the soccer field.
- Two Year 6 students are rostered on the soccer field to referee the game.

### Area Three: Concrete area between two buildings and in front of the canteen.

- This is a passive area - no running in this area.

**Teachers supervising in this area are also responsible for supervising the toilet blocks**

#### Duty times:

**8:15am:** One teacher on duty in Area 3 - all students in this area.

**8:30am:** SLSOs on duty in Area 3

**Recess:** 10:45 – 10:55 Class teachers supervise lunch eating on the concrete areas outside classrooms.

10:55 - 11.15 Duty teacher to dismiss children  
If children are still eating they will remain seated in the area.

**Lunch:** 1.00 – 1:10 Class teachers supervise lunch eating on the concrete areas outside classrooms.

1.10 – 1:40 Duty Teacher to dismiss children.  
All areas open







# Handball Rules

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- Handball is not to be played before school
- No handballs to be used from home – school handballs only
- Must bounce at least once in your square
- You can be out if:
  - You do a full
  - Double touch
  - Monkey grip
- You won't be out if:
  - Interference
  - Lines
  - Serves
  - Rolls
- Walk around the squares
- If you are in ace and you get out you move to dunce
- Be courteous and return balls to players quickly
- Makes square available for peers who would like to play
- Four square handball courts are for four players



# Soccer Rules

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- No soccer balls from home – school soccer balls only
- Only the goalie can touch the ball with their hands
- Only one person can be in between you and the goals (goal keeper)
- You are allowed to change goal keeper but you have to tell the other team first
- Safe play means avoiding:
  - Tripping
  - Pulling
  - Slide tackling
  - Pushing
- Try to make the teams even
- Soccer games to run across the soccer field
- Maximum of 10 people on each team



# Touch Football Rules

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- No footballs from home – school footballs only
- One handed touch between the shoulder and waist
- Cross the goal line to score a try
- Ball is only to be passed between players
- Six touches and ball turns over to opposing team
- Forward pass = ball to opposition
- A player will be removed from the game if found:
  - Pushing
  - Shoving
  - Using bad language
  - Any behaviour deemed to be un-sportsman like.



## Tip Rules

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- You are allowed on bar for 10 seconds – to be counted out loud
- You can tag anyone except the person who tagged you
- When you are tagged, you must say your name in a loud clear voice so that everyone knows who is in
- To tag someone you tap them gently between the shoulder and waist.
- Six touches and ball turns over to opposing team



## Playground Equipment Rules

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- Walk when moving inside the play equipment area
- Only Stage 1 are allowed on the monkey bars and hanging steps
- You may swing on the monkey bars using your hands only
- You may hang on the small bar
- You may climb up the rope spider web but not over it
- When using the steps you climb upwards
- Go down the slide feet first.



# Cricket Rules

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- Everyone should get a turn at:
  - Batting
  - Bowling
  - Fielding
- Only school equipment is to be used e.g. plastic bats and soft cricket balls
- Play must take place in the allocated space
- You can be out by being:
  - Bowled
  - Caught
  - Run out
- One run each time you safely reach the other end
- Each team has an even number of innings
- If the ball goes out of the school grounds the game ends



# Basketball Rules

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- Only school basketball are allowed
- Two basketballs per hoop will be put out
- No hanging on the hoop
- Walk only on concrete area
- No hat, no play
- Shooting only – stand and bounce then shoot. No dribbling
- Waiting shooters stand in line on the edge of the concrete
- No climbing on basketball frame
- Two shots per person



### Zoom (Video Conferencing) Guidelines for Parents and Students

The advent of COVID-19 has instigated a rapid transition to an online education delivery model in Australian schools. This includes trialling and implementing tools that provide for personal interaction between teachers and students. The NSW Department of Education has developed guidelines to support schools using live video with students via Zoom.

Zoom is a 'live' video conferencing (VC) platform that teachers may use for some online classroom meetings. PTPS will be trialling the use of Zoom for daily class check ins with students during week 3. During these check ins, students will complete their morning circle/meeting/welcome, have the chance to ask any questions about their learning grids and interact with their class peers.

A PTPS Teacher (usually the class teacher) will always be the host of the meeting and will send an invite for students to join a meeting at a specific time. This meeting will usually take place during the allocated class time (Class Meeting/ Check In Time) according to the timetable in your learning schedule. All meetings will be private and require a password from your class teacher. **DO NOT SHARE THE MEETING INVITE, LINK, ID or PASSWORD WITH ANYONE.**

To use Zoom, students will need to download the app onto the device they are using for Zoom meetings (Desktop, laptop, iPad, etc.). This is a free app. Students do not need a Zoom account to participate in meetings. The department has developed a guide for how students can access Zoom meetings in NSW Public Schools. (see link on last page).

Please read through the following pages carefully with your child. Ensure that they understand the guidelines and etiquette for using Zoom. Students and parents are expected to follow these guidelines at all times when using Zoom with the school.

Students must not join any Zoom meeting with the class/school until they have read through and agreed to the below conditions with their parents.

Breaching the following guidelines and etiquette, will result in students being removed from the Zoom meeting. Any instances of Condition 6 or 7 being violated will result in the school principal and/or the Department of Education being notified, and the student possibly being excluded from future Zoom meetings. Repeated breaching of any of the guidelines may result in the student being excluded from future Zoom meetings.

#### Guidelines for Safe and Appropriate use of Zoom:

Please be aware that when you first arrive at a Zoom meeting you will be placed in a 'Waiting Room'. This allows your teacher to commence the lesson when most people are present - much as they would in school. The lesson will not proceed if you are the only student to join that meeting. In this situation, your teacher will end the meeting and reschedule for another time.



The expectations below are designed to ensure Zoom lessons are safe and productive. If your teacher feels that you are not meeting these requirements, you will be given the opportunity to correct the issue. However, if your teacher is not satisfied that the issue has been rectified, you will be removed from the meeting.

Students must not join any Zoom meeting until they have read through and agreed to the below conditions with their parents.

PTPS staff members will use Zoom for VCs under the following conditions:

**1. Parents should be aware of and supervise students' participation in Zoom meetings.**

Parents will be notified of the time of a Zoom meeting via Seesaw or Google Classrooms and are requested to provide supervision of children's participation. This addresses the risk of inappropriate behaviour, language or content being shared in a meeting/video conference.

Students should inform parents when they are about to join a conference and who the conference host is. This is a good habit to develop for all online interactions.

You should only participate in a 'live' Zoom meeting from a location where you can be visible to other members of the house and with the door open. Ideally this might be at a kitchen or dining room table.

You should position yourself such that there is a blank wall backdrop that will retain privacy and reduce distractions to others. You cannot and should not engage in any Zoom calls from your bedroom.

**2. The Zoom Meeting is a classroom and the same school behaviour expectations apply.**

Students are to be aware that all interactions, messaging, gestures and language used during a Zoom Meeting are "school appropriate" even if you are not on school grounds.

Students participating in Zoom meetings are expected to follow the school and class rules. This includes following teacher instruction, listening when others are speaking and not making any inappropriate comments or gestures.

While using Zoom, students must demonstrate the school values of safe, respect and responsible. Any student acting inappropriately will be removed from the meeting.

**3. Students must be dressed appropriately for learning.**

Students must be dressed in clothing appropriate for learning, i.e. No pyjamas or revealing clothing.

**4. Real names must be used in all Zoom meetings**

- Parents will ensure students are using their own name.
- Students will only enter a VC using their own name (No nicknames).

**5. Screen sharing and chat functions should only be used by instruction from the teacher.**

- Teachers will limit the use of screen sharing and chat functions.
- Where chat is enabled, participants must not post links to the chat board or click on links posted on the chat board.

**6. Zoom meetings or other VC will not be recorded.**

Recording audio, recording video, or taking any photographs of a Zoom meeting with a teacher or student(s) is strictly prohibited.

**7. Do not share Zoom meeting IDs, Links, Invites or Passwords**

Zoom meeting IDs, invites, links and passwords will be shared by the class teacher with the class via Seesaw and Google Classroom.

Parents and students are strictly prohibited from sharing Zoom meeting IDs, invites, links and passwords, even with other members of the class.

This is to ensure the safety and privacy of the students participating in Zoom meetings.

**8. Parents (and other household members) are not permitted to participate in school/class Zoom meetings** As outlined in the NSW Department of Education's Guidelines, parents may assist with helping their child set up the technology, however, are requested not to join any group/class Zoom Meetings being moderated by the Teacher. This includes being visible in the background.

Parents or other members of the household must not participate or appear in any Zoom meeting with students unless they have been authorised to attend by the teacher prior to the class. All invited guest adult speakers must have a Working With Children Check (WWCC) before being admitted into an online room.

Ideally, students should set up so there is a blank wall behind them. Where this is not possible, students are encouraged to set a static background by clicking 'Choose Virtual Background' in Zoom. Any virtual background used must be school appropriate.

### **GENERAL VIDEO CONFERENCING ETIQUETTE FOR STUDENTS**

#### **DRESS CODE**

- Ensure you have dressed appropriately, i.e. No pyjamas or revealing clothing.

#### **LOCATION**

- Make sure you are in a common space, possibly the place where you do your work during the day.
- Sitting or standing at a desk, so you can be easily seen on the screen.
- Have a blank wall behind you or set an appropriate 'Virtual Background' to block out what is happening around you.
  - DO NOT be in your bed online.

#### **POSITIONING YOUR CAMERA**

- Cameras should be positioned to only display from the shoulders up.

#### **PRESENTATION**

- Show your real name at all times.
  - Check what's on your screen in case you are asked to share something.

#### **BE ON TIME**

- Check the time of the online meeting and make sure you are ready to go when it starts.
  - Checking your technology is working 15 minutes before the meeting starts will help, especially if there are difficulties.

#### **PARTICIPATION**

- Be focused. Pay attention. Actively participate.
- Let your teacher know if you have to leave, even if it is only for a few seconds.
  - Leave the chat as soon as you are instructed by your teacher

#### **CHAT RESPONSIBLY**

- Ask and post only class related questions and comments.
  - Only screen share when asked by your teacher (definitely don't draw on anything that your teacher shares).

#### **DON'T SHARE THE MEETING LINK OR PASSWORD**

- Never share the private online meeting link or password with anyone.

#### **SPEAKING AND LISTENING**

- As in a normal lesson, it is important that you exercise good self-discipline and listen carefully to your teacher throughout the lesson.
- Be sure to mute your microphone before you join the video conference.
- Unless instructed otherwise by your teacher, you should MUTE your audio. Exceptions to this might occur if you are asked a question, taking part in a class discussion, or sharing something with the rest of the class as part of the lesson.
- Keep your microphone muted when you are not speaking.

## Security Measures:

The Department of Education (DoE) and Pitt Town Public School have taken a number of steps to ensure Zoom meetings conducted with students are as safe and secure as possible. These include:

- The Department of Education has engaged in an enterprise licence, so more comprehensive security measures can be implemented than in the free version. This includes certain features and settings being locked by the DoE so they meet the DoE's Guidelines for using Video Conferencing
- Meetings being private and requiring a meeting ID and password
- Settings are locked so students enter 'Waiting Room' when they log in and are only permitted access to the Zoom meeting by the host (classroom teacher)
- Host (classroom teacher) has control over muting participants and removing participants who breach the DoE and/or school guidelines
- Only students who agree to and follow the guidelines set out by the school and DoE will be permitted to participate in Zoom meetings with the class/school

## Help and Support

[Access Zoom Meeting in NSW Public Schools](#)

[Joining a Zoom Meeting - Department of Education](#)

[Getting into Zoom - Students](#)

[NSW Department of Education – Video Conferencing Guidelines](#)

[Joining a Zoom Meeting - Video](#)

# ROLES AND RESPONSIBILITIES DURING ONLINE LEARNING

CLASSROOM ONLINE TEACHER (online) Including Ms Burness and Mrs Hopkins	SUPERVISING TEACHER (onsite)	SLSO (onsite)
<p>At all times all staff members of the DoE adhere to the following policies:</p> <p style="margin-left: 40px;">Code of Conduct Dignity and Respect in the Workplace Child Protection Australian Professional Standards for Teachers.</p>		
<p><b>THESE TEACHERS ARE RESPONSIBLE FOR ALL THE TEACHING AND LEARNING. THIS IS WHO STUDENTS GO TO WHEN ASKING FOR HELP ON SET ACTIVITIES AND RECEIVING TIMELY AND CONSTRUCTIVE FEEDBACK.</b></p> <ul style="list-style-type: none"> <li>- Work day – 8:15am to 3:15pm</li> <li>- 2 hours of release from face-to-face teaching (replaced by Mrs. Martin/Mrs Hanckel and/or Mrs Mulligan)</li> <li>- Keeping a daily record of students mode of learning (online/grid), attendance online and ZOOM attendance.</li> <li>- Plan, prepare, upload learning activities/slides and recorded explicit teaching videos - English, mathematics and one other Key Learning Area per day per class.</li> <li>- Invite students to daily check-in ZOOM meetings</li> <li>- Facilitate check-in meetings</li> <li>- Invite students to ZOOM readings groups each week</li> <li>- Plan and facilitate reading groups via ZOOM</li> <li>- Give authentic and constructive feedback to students on a number of completed activities per day.</li> <li>- Assisting, guiding, giving further information when asked from a student or parent during the hours of their work day.</li> <li>- Providing wellbeing support through activities and discussion</li> <li>- Ensuring all students are adhering to the online learning expectations.</li> <li>- Addressing all unacceptable online behaviour</li> <li>- Weekly wellbeing phone calls to designated cohort.</li> <li>- If unwell notify the parents on your platform and arrange for feedback to be given by one of your colleagues or you can set your class up for the day on the online learning packages created by the DoE (found on the portal)</li> </ul>	<p><b>THESE TEACHERS ARE RESPONSIBLE FOR THE SUPREVISION OF STUDENTS AND ENSURING THEY HAVE A WORKABLE DEVICE, ONLINE, ENGAGED AND WORKING TO THE BEST OF THEIR ABILITY.</b></p> <ul style="list-style-type: none"> <li>- Work day – 8:15am to 3:15pm</li> <li>- Ensuring students are online at the appropriate times for morning check-ins and reading groups</li> <li>- Providing each student with a device that is in working condition and fully charged.</li> <li>- Support students with logging in to class platform.</li> <li>- Ensuring all students are engaged and completing work to the best of their ability</li> <li>- Helping students when they require a task explained.</li> <li>- Providing wellbeing support when necessary</li> <li>- Ensuring all students are adhering to the online learning expectations.</li> <li>- Addressing all unacceptable online and onsite behaviour</li> <li>- Supervising recess and lunch duty</li> <li>- Supervising all outdoor activities</li> </ul>	<p><b>SLSO ARE RESPONSIBLE FOR THE SUPREVISION OF STUDENTS AND ENSURING THEY HAVE A WORKABLE DEVICE, ONLINE, ENGAGED AND WORKING TO THE BEST OF THEIR ABILITY</b></p> <ul style="list-style-type: none"> <li>- Work day – 8:30am to 2:00pm</li> <li>- Marking roll</li> <li>- Supporting the teacher by helping students login and are online at the appropriate times for morning check-ins and reading groups</li> <li>- Assisting students to login to apps/websites such as Reading Eggs, epic and PM Online when a students ask for help.</li> <li>- Ensure all devices are placed in the charging station ready for the following day.</li> <li>- Prompt students to read the feedback given by their classroom teacher, help or clarify what is being asked for them to improve on.</li> <li>- Notify the supervising teacher when students are not working to the best of their ability or are not engaged</li> <li>- Helping students when they require a task explained.</li> <li>- Notifying the supervising teacher when a child requires wellbeing support.</li> <li>- Notifying the supervising teacher when a student is not following school rules or online learning expectations.</li> <li>- Supports the supervising teacher on duty at recess, lunch and outdoor activities.</li> <li>- Walking with students to the office to receive medication if required.</li> <li>- If needed, print of reward charts, individuals learning booklets etc.</li> </ul>

# Birthday Celebrations



Birthdays and celebrations are an important part of a child's life and there are many opportunities to celebrate these. Pitt Town Public School believes it is important to acknowledge and celebrate special milestones particularly when children do not have family members in close proximity with whom to celebrate and the school is their community. Many families like to make a cake to bring to school on the day or invite children from the class to an outside party or get together. This policy provides clarity and consistency and promotes safety and inclusion for all members of our community when celebrating birthdays and other special occasions.

## **BIRTHDAYS**

Birthdays are celebrated in class with the teacher and classmates. Some classes have a special means to recognise birthday students. Birthdays are well celebrated at school and parents should not feel pressured to send in treats. However, if parents still choose to send something into school, the following guidelines should be followed:

- When bringing a treat to school, families should be aware of any allergies or medical conditions in the class and avoid these foods.
- If families have personal eating choices that do not favour birthday selections and therefore do not wish for their child/children to partake in the consumption of these types of foods, they are to advise the class teacher.
- Food brought to school for sharing must be labelled and if there is an allergy within the class, families should plan an alternative.
- Birthdays are to be celebrated without foods high in fat, salt and sugar - no lolly bags, chips, soft drinks or toys. cupcakes/fruit platters are acceptable.
- Ice blocks can be ordered through the canteen online or in person.
- Parents/carers are to liaise with teachers beforehand to determine numbers, food allergies (if any), and an appropriate time for the celebration that does not disrupt learning time. Distribution of celebratory items can result in a loss of class teaching and learning time and can become time consuming.
- Parents and staff should be mindful of families whose religion or beliefs do not celebrate birthdays .
- Parents organising a party outside of school should refrain from giving out invitations during school time, particularly if not all children are invited. It can lead to some children feeling excluded and cause unnecessary upsets. Parents need to discuss options with their child's teacher and distribute invitations after school to the parents or contact them privately.

# School Canteen

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PTPS promotes healthy eating choices. Children are encouraged to bring nutritious food from home or order from our canteen, which aligns with the Nutrition in Schools policy. Children who come to school without adequate food will be given a 'Lunch Order Request' by their teacher. The canteen will then provide a sandwich and a piece of fruit and the child will be asked to reimburse the canteen the following school day. Contact will be made with parents who regularly send their child to school without adequate food.




Lunch orders can be ordered online through Flexischools – [www.flexischools.com.au](http://www.flexischools.com.au). All orders have to be put through before 9am each day for recess and lunch. Children can also bring their lunch order to the classroom where they will be placed in a lunch basket and taken to the canteen each morning.

## Student Wellbeing Lessons

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**Rationale:** The total wellbeing of the child is an important responsibility within the school curriculum. Therefore, PTPS provides a curriculum, which not only caters for intellectual development, but also includes the areas of social, emotional and physical development and welfare.






### Teachers aim to:

-  Provide children with factual information about their bodies, leading to respect for, and care of, their own bodies.
-  Instil confidence to seek help if an unhealthy situation arises.
-  Provide the social mechanisms to make their own decisions regarding total control of their own bodies.

**Learning Experiences:** Children will be expected to develop their social skills by absorbing and disseminating information, while undertaking the program.

**Learning Outcomes:** As the result of an ongoing program, children will have control of feelings within their own bodies, and care for and nurture others' feelings.

Each term students participate in a different focus unit during their Personal Development and Health learning experiences. They consist of lessons:

-  Positive Learning for Behaviour (PBL)
-  Peer Support
-  Child Protection
-  Drug Education
-  Safety (sun and road safety)

Throughout reach term teachers also implement target lessons based on social, emotional and physical needs that arise. These include strategies for developing positive social relationships, dealing with bullying behaviours, developing resilience, understanding feelings and solving conflicts.



## Conflict Resolution: 'Do the high 5'

Adapted from the Queensland Education Department

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### What is 'Do the high 5'

- It is an effective strategy to develop problem-solving strategies for our students
- A whole school approach that can also eradicate bullying
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### Values and 'Do the high 5'

- Values of safe, respectful and responsible learner are used to foster better relationships, personal achievement and improved student wellbeing.
- 'Do the 5' is used to build student's social skills and resilience.
- Together they positively impact and shape the School Code of Behaviour.

### As a staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying

### How to Implement 'Do the high 5:

- High 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).

- Use the Y chart (looks like, feels like, sounds like).
- All steps are modelled and taught through role play.
- Each class will have a 'Do the high 5' chart showing steps for teaching/modelling problem-solving strategies.

## 'Do the high 5'



### 1. Ignore

- Pretend you didn't hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

### 2. Talk Friendly

- Use a calm voice
- Maintain eye contact
- Confident body language
- Maintain relatively close body proximity
- Use "I" statements - I feel ..... when you..... because.....

### 3. Walk Away

- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher)
- Do not look back. Walk confidently, don't run.

### 4. Talk Firmly

- As per Talk Friendly
- Use an assertive voice, slightly raised



- Tell them to stop it
- Re-state your "I" statement. eg. I said.....
- State the consequences of continued bullying.

## 5. Report

- Walk away and tell a staff member
- Go to a safety zone
- Bystanders - support and report
- Report, report, report until somebody listens.

## Reporting Vs Dobbing:

Children need to know the difference between reporting and dobbing.

- **Reporting** is helping/getting yourself out of trouble
- **Dobbing** is trying to get someone in trouble using a whiny voice.

## Reporting:

- Children should in most circumstances attempt to problem- solve themselves first
- Unsuccessful after doing 'Do the 5' steps - see teacher.

## Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the 'Do the 5')
- Do you want a solution?
- What sort of solution do you want?

## Reporting straight away

- If the issue involves health or safety- children to report straight away to a teacher
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

## Reporting Phase Role of Teacher :

- Investigate and discuss incident with child
- Refer to AP
- Serious refer to Principal

Success occurs when children can not only

**talk the talk**  
but  
**walk the walk.**



# Bullying Prevention

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## BULLYING PREVENTION POLICY

### Policy Statement:

Pitt Town Public School values knowledge, friendship and empathy and is totally committed to eliminating all forms of bullying or harassment. Our school is an inclusive environment, where diversity is affirmed and individual differences are respected and valued. The wellbeing, safety and health of students are a cornerstone of all school policies, programs and practices.

### What is bullying?

***‘Bullying is a repeated act of physical or psychological oppression’.***

“Bullying behaviours are about an imbalance of power where there is repeated, deliberate intent to cause harm or distress”. Bullying is systematic and ongoing rather than an isolated incident.

Bullying is uninvited, unwelcomed, intimidating and/or offensive to the recipient. These behaviours can be physical, verbal, emotional or psychological. They impact on the lives of the person/people being bullied, those doing the bullying and witnesses to the bullying.

All sections of the school community have a role to play in preventing bullying and maintaining a happy and safe environment. The collective reinforcement that bullying behaviour is not acceptable and should be reported and dealt with promptly will ensure positive growth within the community.

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior; the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES



### Expectations of Staff

- Staff will engage the students in motivational lessons to teach them realistic strategies to deal with bullying behaviours encountered within the school.
- Staff will treat each report of bullying behaviour seriously, and act on it promptly following the school's anti-bullying and discipline procedures.
- Staff will model appropriate behaviours.
- Staff will listen, reassure and support the students who have been bullied
- Staff will ensure quality supervision by being punctual to playground duty and being aware of "risk areas" in the school and monitoring them effectively.

### Expectations of Students

- Students are expected to report incidents of bullying (either orally or through the "Caring Box").
- With increased awareness and proactive teaching strategies, students will be better equipped to handle bullying behaviours with the help of teacher intervention.
- That increased student awareness of how bullying affects the members of our school community will decrease the incidence of bullying.
- Each class has a "Caring Box" where children can report problems anonymously to the class teacher.

### Expectations of Parents

- Parents will assist and support their child in developing positive responses to bullying behaviours consistent

with the school's Anti Bullying Policy

- Parents will assist and support all students and staff of Pitt Town Public School to effectively deal with bullying behaviours according to the schools Anti-Bullying Policy
- Be prepared to work with the school to resolve the issue.

*Partnership with parents and the wider community is considered central to the success of addressing bullying when it occurs in our community.*

### **Whole School Strategies**

Pitt Town Public School has developed quality classroom, playground and relationship programs that provide teachers with a framework that is positive and consistent across all grades K-6. Strategies for dealing with bullying behaviours are taught and implemented.

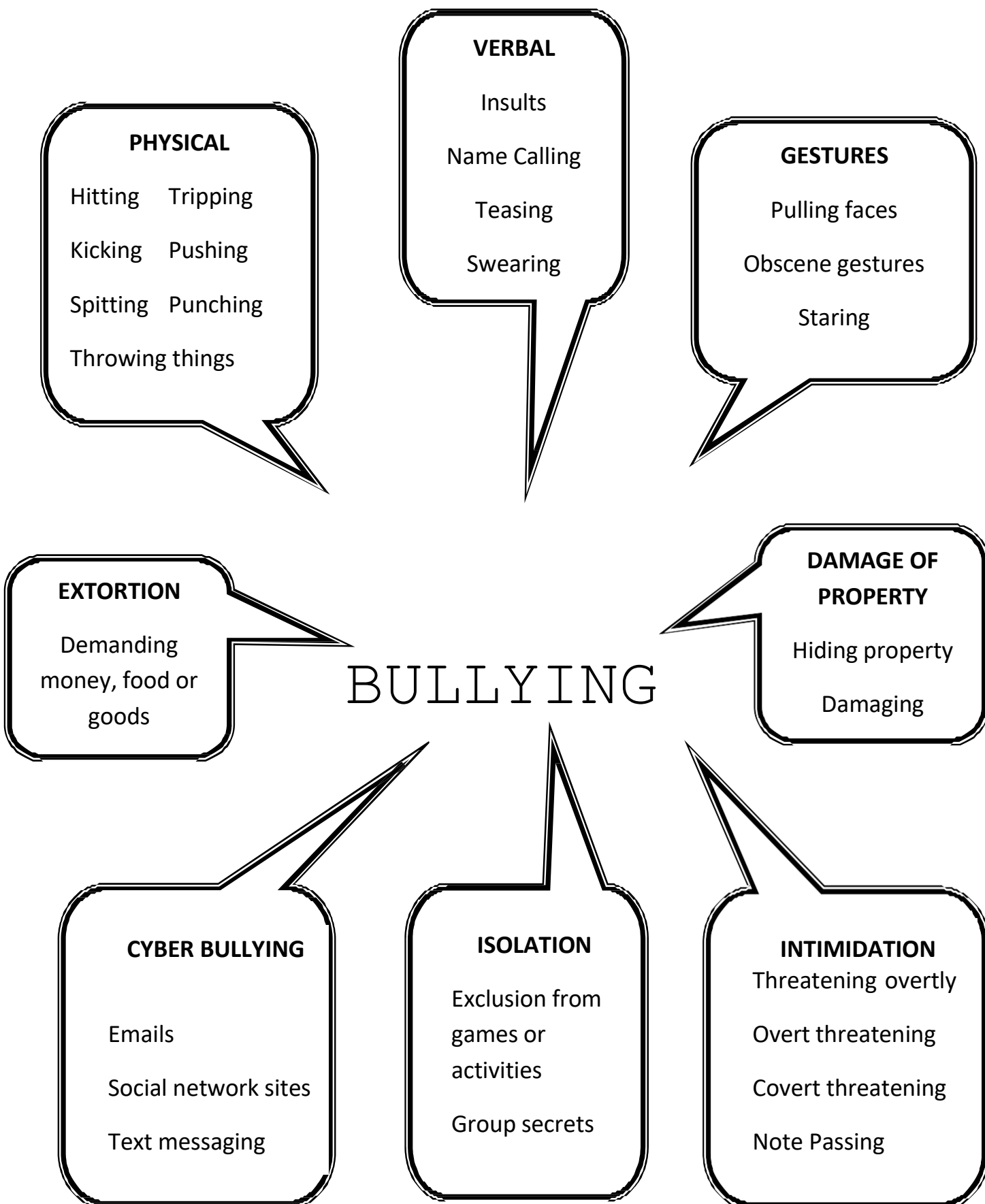
#### ***DID YOU KNOW?***

57% of the time, bullying stops in less than 10 seconds when a bystander intervenes.  
(Craig & Pepler, 1997)

#### ***DID YOU KNOW?***

13 is the minimum legal age for social media accounts including Facebook, Instagram, Snapchat and YouTube.

# SOME TYPES OF BULLYING









# Bullying Prevention Plan

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Pitt Town Public School is an inclusive environment, where diversity is acknowledged and individual differences are respected. PTPS rejects all forms of bullying. No student, employee, parent, carer or community member should experience bullying within the learning or working environments of the department.

At PTPS, quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment. Partnership with parents, caregivers, students and the wider community is central to the success of this process.

At PTPS it is our aim to provide a Bullying Prevention plan supported by practices that aim to:

-  Ensure that all members of the school community are treated with respect
-  Foster better relationships
-  Encourage staff and students to take positive steps to avoid hurting others
-  Reduce/eradicate bullying
-  Promote healthy relationships
-  Build a school culture valuing honour, knowledge and community

## What to do if...

### **You suspect your child is being bullied:**

- Consult “what is bullying?”
- Speak to the classroom teacher.

### **If your child is being bullied:**

- Listen carefully to your child
- Stay calm
- Get accurate details
- Give your child strategies with your child
- Encourage your child to be proud of their and others’ differences, particularly those with special needs

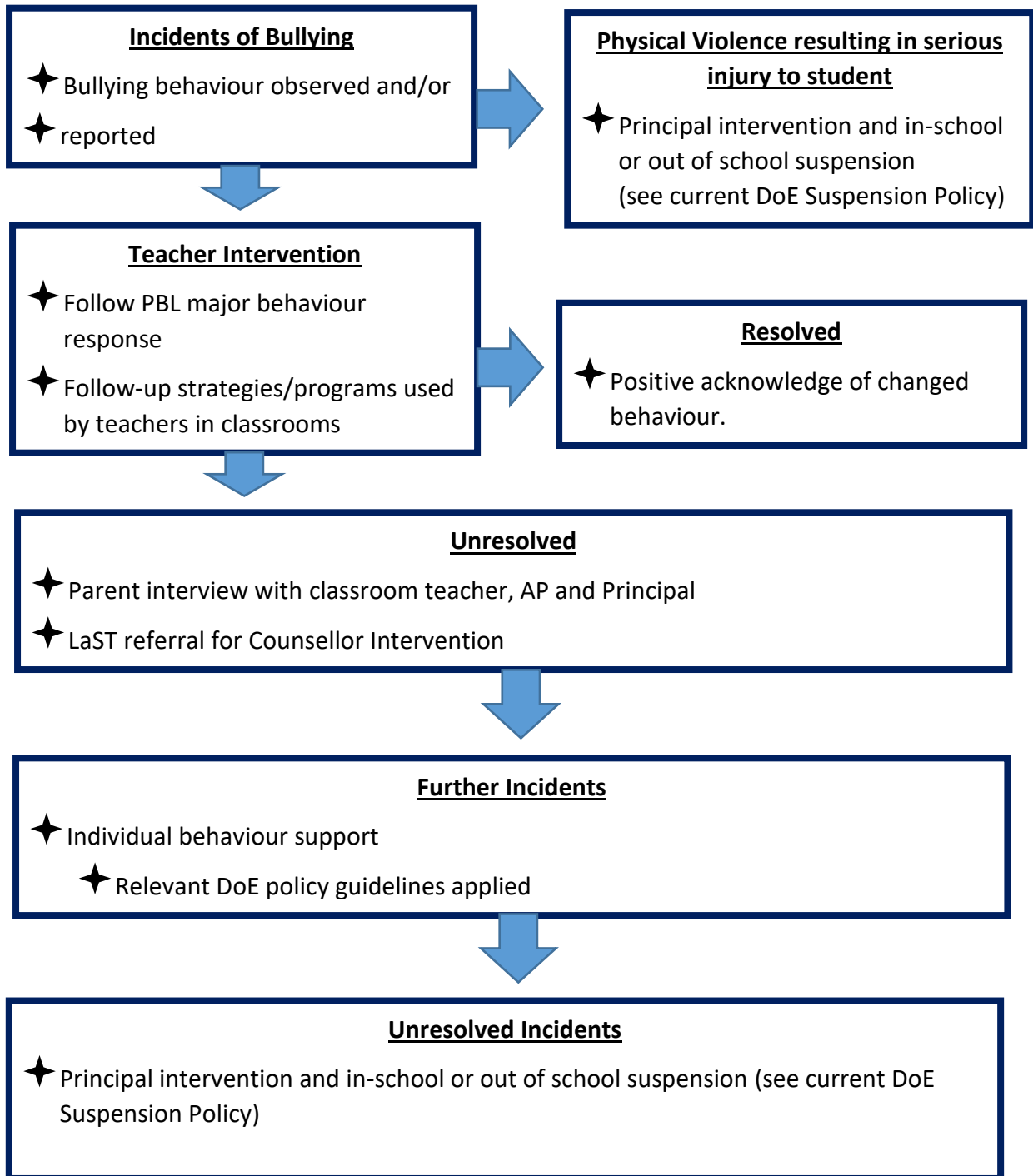
### **If your child is bullying others:**

- Initially you may be defensive and unbelieving
- Find out all the facts preferably from the school. Speaking to other parents rarely provides the full story and can stir up a lot of unnecessary concerns
- Talk to your child but do not blame
- Emphasise that bullying is not acceptable in your family

### **For more information please visit these sites:**

- Bullying No Way – <http://www.bullyingnoway.gov.au/>
- Schoolatoz – <http://www.schoolatoz.nsw.edu.au/wellbeing/behaviour/bullying-advice-for-parents1>
- Kids Helpline – 1800 55 1800 – <http://kidshelpline.com.au/parents/parentline-services/>

# Bullying Action Plan



# Care and Supervision of Students

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## **Duty of Care**

The duty of care owed by the Department through its staff to students arises directly from the special relationship between teachers and students. It derives from the fact that students from 6 to 17 years of age are required by law to attend school and parents are required to send them to school.

The duty of care is a duty to take reasonable measures to protect students against risks of any harm, which reasonably could have been foreseen. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could reasonably have been foreseen.

Generally speaking the younger the student the higher the standard of care the Courts will expect to be exercised. A teacher's duty of care will arise whenever there is a teacher/student relationship and not just when the teacher is assigned for supervision duties. A special culture exists at PTPS, where each and every teacher takes responsibility for the wellbeing of every student.

Teachers are required to be on duty at their schools half an hour before school commences in the morning. The duty of care must be exercised from the time the school formally accepts the presence of students half an hour before classes begin until they safely depart the school after normal classes finish.

This plan is designed to put in place arrangements that are reasonable to protect students against injury.

## **Emergency Contact**

It is vitally important that the school be notified of any changes to all family and emergency contact addresses and phone numbers or changes to afternoon pick up arrangements as soon as they occur. An updated emergency form must be completed. These are available at the office.

These directions are to ensure the safety of all students. Parents who ask children to act contrary to these instructions create difficulties for their child(ren) and the school and place their child(ren) at risk.

## **Enclosed Lands Act**

Schools are specifically defined as "enclosed lands" and are covered under this Act.

Entry to the school grounds is a privilege, not a right. All visitors (tradespeople etc.) are to report to the office when they arrive at the school, as do parents/carers entering the grounds outside of the normal school commencement or concluding times, to receive a visitor's pass.



## **Before School Safety**

The safety of students before 8.15am is the responsibility of parents and caregivers until the supervision by teachers starts.

No teacher is on duty before 8.15am and no child should be at school before this time, unless attending an extra-curricular lesson. In the event of such attendance, it is the responsibility of parents and carers to ensure their child is adequately supervised prior to the commencement of the lesson. The co-operation of parents is essential to ensure the safety of students in this matter. The best time for students to arrive at school is approximately 8.30am.

All students from 8.15 – 8:30 am must wait in Area 3, where the teacher is on duty. No child should be in any other area, for any other reason. Playground equipment may not be used and no ball games. In wet weather, students wait under the COLA with the teacher on duty, who will direct them inside if necessary.

## **After School Safety**

No students are to remain at school after 2:45pm unless they are waiting to be picked up. Ball games are not permitted after school as this has resulted in numbers of children leaving late to walk home or catch buses.. An executive staff member will walk a circuit of the playground, encouraging students to leave the premises. If waiting to be picked up, all students must wait inside the school fence on the silver seats with the teacher on duty. They must not play, but watch for parents' arrival so parents do not need to leave their car. All other students and families are asked to exit via Buckingham Road or Fernadell Drive gates to ensure a clear thoroughfare for children entering cars.

Parents taking children across roads are asked to observe all safety rules and apply common sense. What you feel is safe when you are with your child (ren), may not be for an unaccompanied child who follows / copies you. Calling to children to cross roads from the opposite side is NEVER safe. Always use the crossings.

At 3.00pm. all children who are still waiting to be collected will be brought into the office area, where they can be supervised by the office ladies. If parents/carers have not made contact with the school, the office ladies will contact them and if unavailable, emergency contacts will be notified. Children who are not collected after a reasonable time will be handed over to the Police.

## **Students leaving school outside designated times**

Students are not to leave the school grounds before being 'signed out' by a parent/carer through the front office. Students may leave with parents/carers following special events within the school attended by relatives. Eg. Multicultural Day, Walkathon, Carnivals. Parents must advise the child's class teacher of their intention to take the child home before they may leave, and have their name marked off the roll.

## **Assisting Students to Travel Safely to and from School**

The appropriate behaviours for travelling to and from school are listed below. They are to be discussed with all students on a regular basis.

- 🏠 All students that live on Buckingham Road of the school need to use children's crossing.
- 🏠 All students that live on Fernadell Drive of the school need to walk to the back gate and wait for parents/carers of the supervising teacher to cross the road.
- 🏠 Parents are to be made aware of the No Standing zones around the school and park in designated areas when coming to collect their child/ren.
- 🏠 Children who walk home are to leave the school premises as soon as practicable after school is finished. Educational programs in the Health, Personal Development and Physical Education KLA will include bus safety, bicycle safety and road safety to ensure both their own safety and that of other students when travelling to and from school.
- 🏠 Children riding bikes/scooter must wear helmet and have to be over the age of 10. If under 10 they have to be accompanied by an adult – (Please see Bicycle/Scooter Policy for further information)

Students have a responsibility to behave in appropriate ways and to ensure both their own safety and that of other students when travelling to and from school.

## **Parental Responsibility**

Parents have a responsibility to discuss safe practices with their children, and to set appropriate examples in and around the school. Whilst you and your child may be safe, other students who copy your behaviour may be placed in danger. It is a parent's responsibility to ensure their child/ren's safe journey to and from the school grounds. Reminders are sent home regularly in the School Newsletter to inform parents of school rules and procedures.

It is all parents' responsibility to observe the rules of the road and parking notices at all times.



# Emergency Procedures

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It is mandatory that all Department of Education schools conduct annual emergency procedure drills in the unlikely event that an emergency does occur and all concerned, including students, will know what to do in appropriate and efficient manner. The emergency drills help the school to evaluate their procedures in different types of emergency and modify if need be to ensure safety for all.

In the event of a serious accident occurring which requires evacuation or staying indoors (lockdown), the procedures set out in the Emergency Management Plan are to be followed. These procedures are displayed near the doorway of every room in the school.





The following are the drills that will occur during the year:

- a. Evacuation from classrooms
- b. Evacuation from site (playground during play time)
- c. Lockdown

## Evaluation of School Practices

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The staff at Pitt Town Public School aims to implement systematic evaluation processes to ensure that wellbeing practices to meet student needs and required legislation. They are committed to:

-  Working collaboratively to ensure that processes are clearly communicated and consistently implemented
-  Conducting internal staff and student evaluations utilising tools including the PBL evaluation tools, action plan reviews and Survey Monkeys
-  Engaging with the wider community via Tell Them From me surveys
-  Supporting the professional development of staff through data analysis sessions and explicit lesson planning, at least every term.



# Frequently Asked Questions

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## **How can I find out about what is happening at PTPS?**

We have many ways of communicating with our families about the exciting things that are happening at our school. We are trying to be a paperless school therefore, most notes will be electronically and you will have to print off.

We have an up to date website that contains upcoming events, recent newsletters, notes and it even showcases the wonderful work our children are doing and exciting events that have taken place. Our school newsletter comes out every month.

## **I have concerns about my child or the school. What should I do?**

If you have any concerns or issues it is always best to come and ask the classroom teacher, office staff or the Principal. For we are likely to put your mind at ease rather than posting it on a social media platform or discussing it with another parent. Remember... the school works in partnership with our parents and students.

## **I would like my child to see the School Counsellor what do I do?**

Parents/carers are not permitted to approach the School Counsellor to request a meeting or talk about their child. If you have concerns, make an appointment to see the classroom teacher and they will be able to follow the correct procedures to accommodate the needs of your child.

## **Why do children travel in groups of threes?**

Students are sent to the toilets and on messages in groups of threes to promote safety. In the event of an accident or emergency, one student can send for help whilst the other student can remain with their peer.

## **Besides playing on the playground during recess and lunch play times, what other activities can my child participate in?**

At Pitt Town we are fortunate to have teachers volunteer their time to take on extra curricula activities. Such as: K-2 Lego League, Junior Choir, dance groups, drama, 3-6 Senior Choir and Drumming. They can also go to the library every lunchtime where they can use computers, play board games, colour in and even read a book or magazine. The schedule for these activities can be found around the school and in the School Newsletter.

## **My child has lost their hat. What do I do?**

Please visit the Lost Property area, which is located next to the hive (the blue box), Lost items are organised according to type. Items with names will be returned to students at the end of each term. Items without names will be donated to the Uniform Shop for purchase as second hand. Please ensure all items sent to school are clearly labelled with your child's name.

## **I am visiting the school- do I need to sign in at the office?**

Yes. All visitors to our school outside of drop-off and pick-up times are required to sign in at the main office. Whilst on site, please follow the instructions of all staff, including directions to evacuate in the event of an emergency.

**I would like to help out in the classrooms. What do I do?**

You will first need to apply for a Working With Children Check. Once you get a number on approval you can come along to workshop to support you in this important role. This workshop is advertised in the School Newsletter and usually occurs at the beginning of each semester.

**I am a parent volunteer. Do I need a Working With Children Check?**

Yes. All people who are employed or engaged in child-related work in NSW Department of Education Schools are required to have a Working With Children Check. Please see the Working With Children Check policy for further information.

**What does 'Nut Free' mean?**

We have a number of students severely allergic to nuts. We ask parents to exclude **ALL NUT PRODUCTS** (including peanut butter & nutella). Please help us to safeguard these children at school by observing this precaution.

**Why can't I enter classrooms outside of learning time?**

For safety and security reasons, we ask that all parents remain outside of school buildings unless accompanied by a staff member, for a particular purpose.

**Why can't I enter classrooms during learning time?**

The uninterrupted school day is vital to the learning of your child as well as their classmates. The least amount of disturbances to the school program means more learning will take place.

**Why can't my children play on the fixed equipment before/after school?**

Unfortunately, there can be no assurance that students accessing the equipment will be adequately supervised. All students are expected to leave the school grounds or move to their pick-up area promptly at 2:45 pm.

**I think my child is being bullied. What should I do?**

Please refer to the PTPS Bullying Prevention Plan (in this policy) which contains information regarding the definition of bullying as well as similar behaviours which require intervention but are not bullying. If you have further questions or concerns always contact your child's class teacher.