EPPING HEIGHTS PUBLIC SCHOOL

Student Behaviour and Discipline

Revised 2017

INTRODUCTION

'Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members'.

Schools and their communities work together to provide quality learning environments which are:

- inclusive.
- safe and secure.
- free from bullying, harassment, intimidation and victimisation.

Our school procedures and process is based on the DOE policy https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy

And related polices as follows:
https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy

https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy

https://education.nsw.gov.au/policy-library/policies/anti-racism-policy

Refer also to EHPS protecting and supporting Children and young people procedures Link

"The NSW Department of Education (DOE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda." (reference p …….)

Please refer to the The Wellbeing Framework for Schools.

Our school reflection of the Wellbeing Framework is:
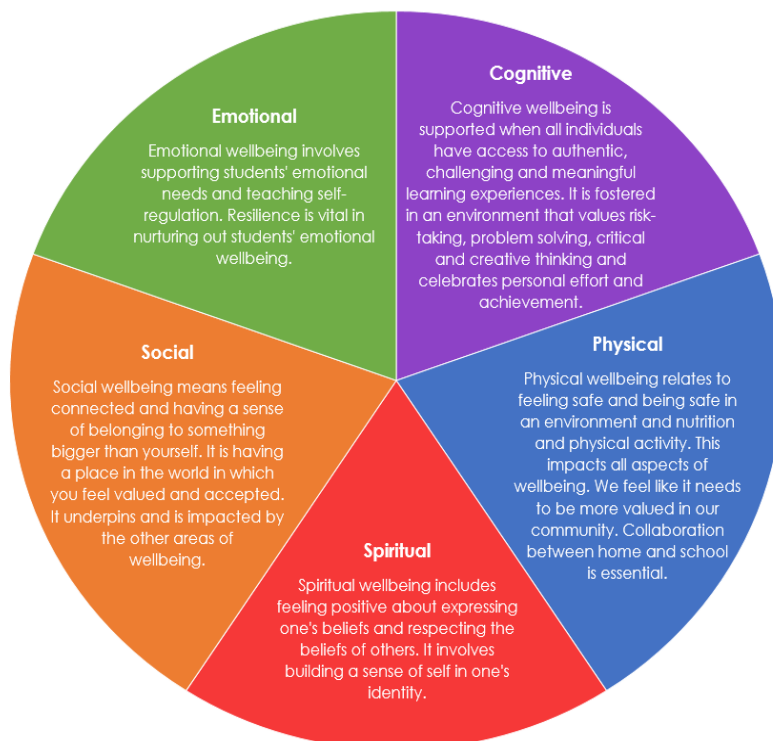
Epping Heights Public School Disciplinary Code

Rules

The following rules are visible throughout the school environment.

Be Safe (yellow)
Be Respectful (blue)
Be Responsible (green)

Strategies and practices for teaching school rules:

- Explicit teaching of school rules (expectations) rewards and consequences at the start of each year and ongoing reinforcement throughout the year.
- Explicit teaching of pro-social and resilience skills through Program Achieve
- Communication and partnership with parents (see parent partnerships P….)
- Principal to reinforce at assemblies
- Links to Personal Development, Health and Physical Education Program including rules of games, fair play, participation, child protection, drug education and safety.
- Student leaders discussing school values, inclusion in newsletter each term and Student of the Term awards.
- Signage in classrooms and around the school to reinforce school rules and expectations.
- Basing classroom rules on school rules.
- Student input into classroom rules at the beginning of the year for ownership.

Social Competence
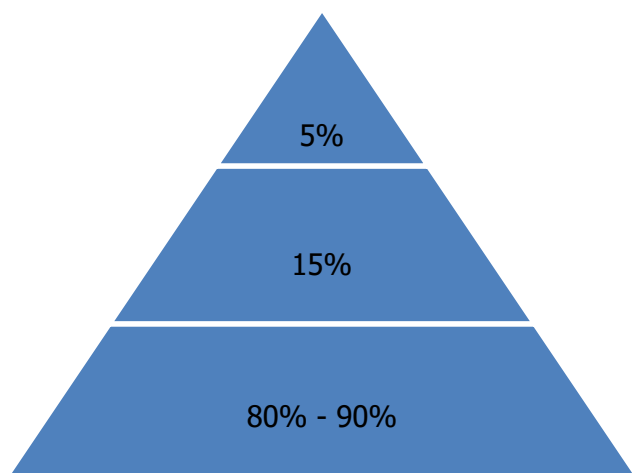
5%	• 5% of all students require intensive individual intervention
15%	• 10-15% of students require targeted group intervention
80% - 90%	• 80-90% of all students respond to universal intervention

See also LST process

Epping Heights Public School Behaviour Expectations

	Classroom	Moving around the school	Playground	Toilets	Assembly	Canteen
Be Safe	✓ I pay attention to what's around me ✓ I listen to instructions ✓ I think before I act ✓ I move carefully ✓ I keep my hands and feet to myself	✓ I always walk ✓ I carry my bag carefully ✓ I keep to the left on the stairs ✓ I do not overtake on the stairs ✓ I stay with teachers or classmates	✓ I wear a school hat at all times (no hat play under the COLA K-4 or top court St 3) ✓ I walk on the asphalt ✓ No big balls before school ✓ I play with small balls only on the asphalt ✓ I stay in-bounds ✓ I use playground equipment appropriately ✓ I am aware of others playing around me ✓ I eat my food at the correct time and place ✓ I only eat my own food ✓ I always ask a teacher if my ball goes out of bounds	✓ I always walk with a partner ✓ I leave the toilets when I've washed my hands ✓ I play away from the toilets	✓ I keep my hands and feet to myself ✓ I walk sensibly in and out in my class lines	✓ I walk to the canteen line after eating time ✓ I wait my turn ✓ I wait calmly in the line without playing ✓ I only buy food for myself
Be Respectful	✓ I always speak politely ✓ I care for other people's property and ask permission before I use anything that's not my own ✓ I show self-respect ✓ I show self-control ✓ I am kind to others ✓ I wear full school uniform	✓ I keep my hands and feet to myself ✓ I move quietly ✓ I give way to others ✓ I walk around games	✓ I am kind and include others ✓ I share and take turns ✓ I treat the school environment appropriately ✓ I take care with school and other people's equipment ✓ I play fairly and follow the rules of the game ✓ I resolve disagreements calmly and fairly or seek teacher help	✓ I respect other people's privacy ✓ I use toilets appropriately	✓ I am attentive ✓ I always face the front ✓ I sit or stand still ✓ I celebrate peers' successes ✓ I walk in or out quietly in my class line ✓ Sing the National Anthem and school song respectfully	✓ I always use my manners when I'm served ✓ I spend my own money
Be Responsible	✓ I always do my best ✓ I listen and follow all teachers' instructions ✓ I take pride in everything I do ✓ I lead by example ✓ I accept consequences and learn from them ✓ I care for all school property ✓ I look after my own belongings ✓ I help keep my classroom tidy	✓ I encourage others to follow rules ✓ I stay in bounds ✓ I follow instructions ✓ I stay with the group ✓ I move promptly after the bell	✓ I accept others ✓ I care for my belongings ✓ I put rubbish in the bin and keep the playground tidy	✓ I practise personal hygiene ✓ I turn taps and bubblers off when finished ✓ I use an appropriate amount of soap and toilet paper ✓ I only put toilet paper down the toilet ✓ I remember to use the toilet at recess and lunch	✓ I follow directions ✓ I participate appropriately ✓ Stand on the stage sensibly	✓ I make healthy food choices ✓ I am careful with my money

APST 4- Create and maintain supportive and safe environments.

Strategies and practices to reinforce student achievement – Classroom

- Class reward systems that may include stickers, stars or points.
- Regular and ongoing verbal approval and feedback.
- Regular and ongoing written feedback.
- Displaying or showing work to other classes, teachers or supervisor.
- Merit Awards recipients (4 per class per assembly) recorded on Sentral and included in newsletter. Teachers monitor and select recipients.
- Magic words certificates given in class.
- Program Achieve Awards (as a guide 8-10 per term) given in class. Teachers monitor and select recipients. Record on Sentral.
- Principal Awards recipients recorded on Sentral and included in newsletter. Achieved when five other school awards have been received.
- Student of the Term Awards based on the focus values of the term recorded on Sentral and included in newsletter. One student per stage per term voted by teachers.
- Read With Me Awards recorded on Sentral and included in newsletter. Achieved for reading 100, 200 or 300.
- Recognition in the newsletter and local community of group participation representing the school in special events.
- Public acknowledgement through the school newsletter, assembly or morning lines.
- Presentation Day Awards based on academic achievement, improvement, achievement in various areas, citizenship and sport.

Strategies and practices to reinforce student achievement – Playground

- Stickers from teachers for helpful and kind behaviour
- Verbal praise for following the school rules
- Access to school equipment
- Feedback at morning lines

BUDDY SYSTEM

Each year the Year 5 children are given a buddy from the incoming Kindergarten children. They meet their buddy at the Kindergarten Orientation days and help/guide them at lunch and recess at the beginning of their school year. This makes the transition to Kinder easier and the Year 5 children develop their leadership skills as a result.

During the year a younger and older class are buddied and work together at various times throughout the year. Activities include reading, maths games, PE skills or art and craft. This is a rewarding time for both classes. This provides helps students build relationships across the school and gives younger students more people they can rely on for support in the playground.

School map with defined out of bounds areas

Out of Bounds Areas
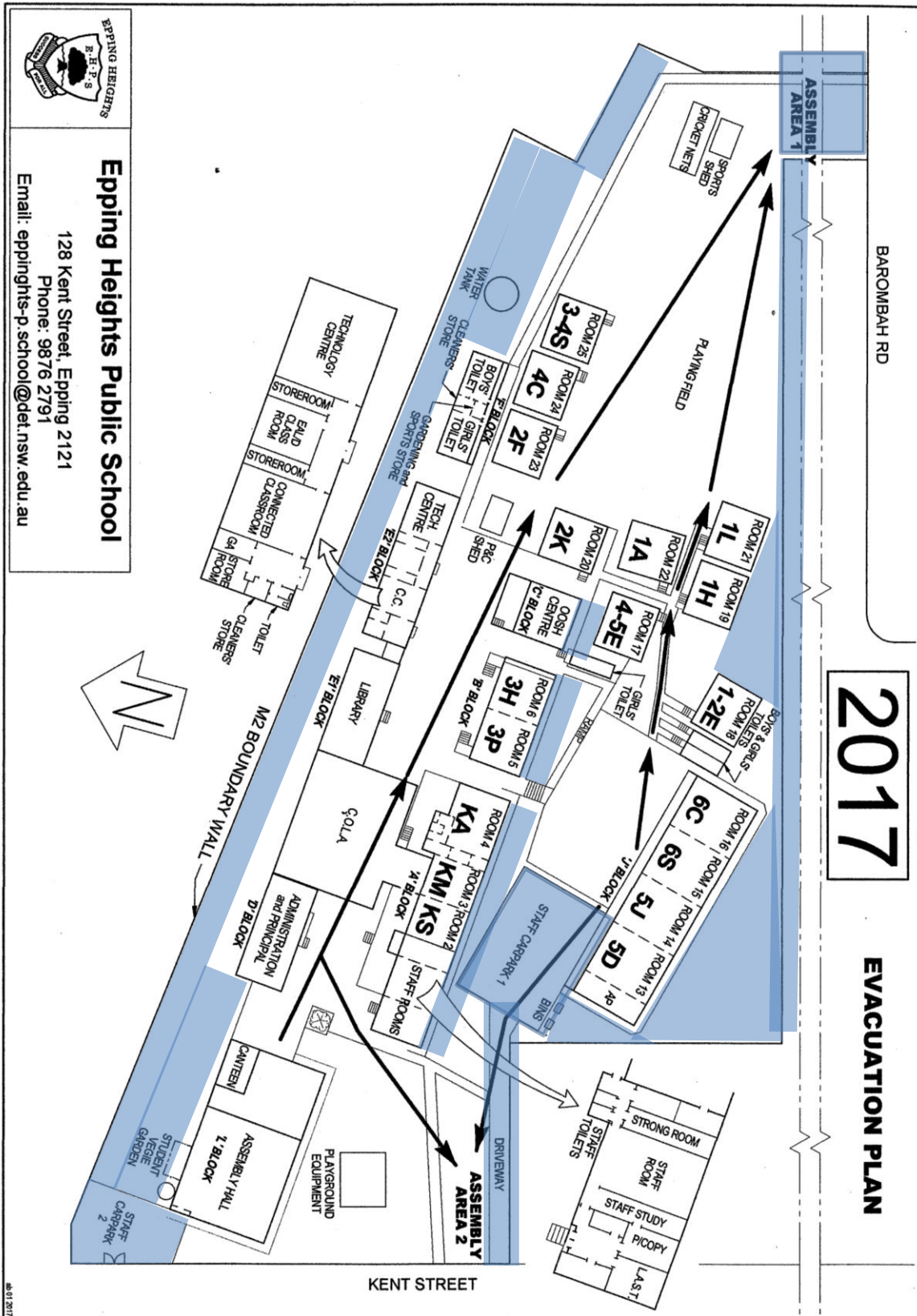
Strategies and practices for managing inappropriate student behaviour Classroom
APST 4- Create and maintain supportive and safe environments.

Be Safe
Be Responsible
Be Respectful

Step 1
• Warning and rule reminder - redirect

Step 2
• Warning and rule reminder - name on board

Step 3
• Warning - move to a focus area *

Step 4
• Send to buddy teacher (on grade/stage) - reflection time

Step 5
• If the behaviour continues, refer to AP who records on Sentral

Step 6
• Detention (record on Sentral then send a letter home)

Step 7
• Interview with AP, CT and parents contacted (record on Sentral)
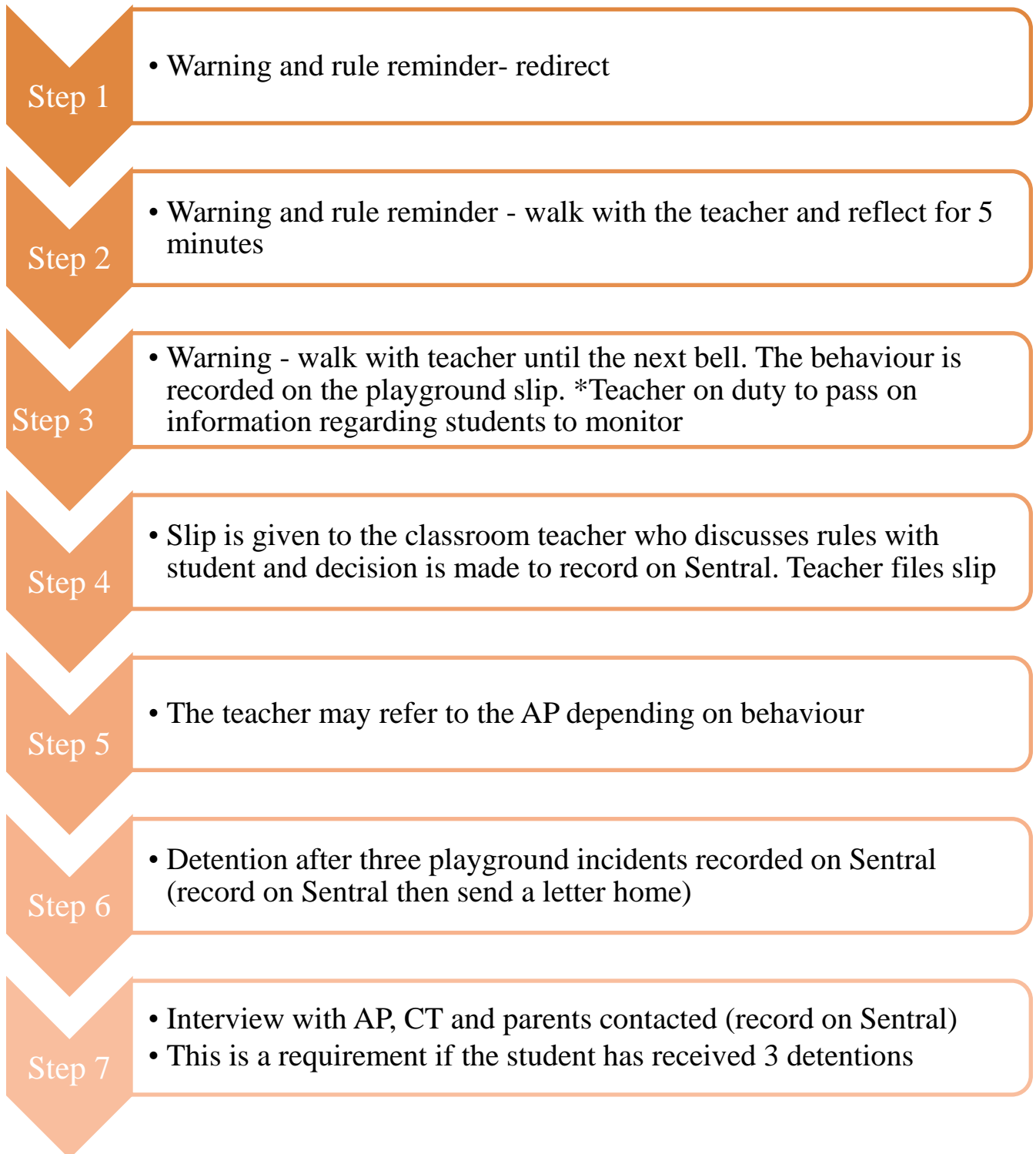• This is a requirement if the student has received 3 detentions
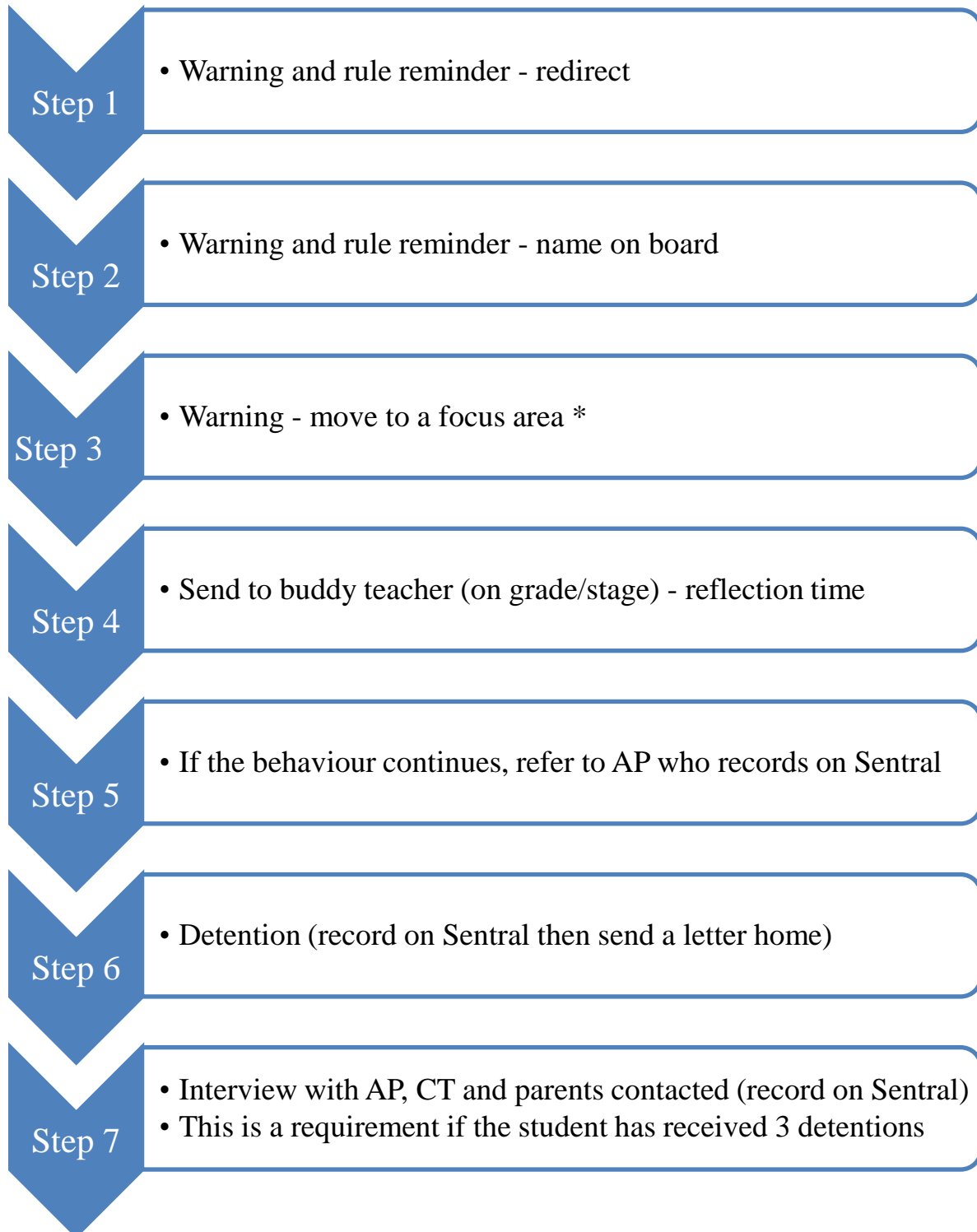
*Specialist teachers to communicate with CT regarding student behaviour after student has reached Step 3.
Refer to LST flow chart appendix A- behaviour support plan (template only)

APST 4- Create and maintain supportive and safe environments.

Be Safe
Be Responsible
Be Respectful

Step 1
- Warning and rule reminder- redirect

Step 2
- Warning and rule reminder - walk with the teacher and reflect for 5 minutes

Step 3
- Warning - walk with teacher until the next bell. The behaviour is recorded on the playground slip. *Teacher on duty to pass on information regarding students to monitor

Step 4
- Slip is given to the classroom teacher who discusses rules with student and decision is made to record on Sentral. Teacher files slip

Step 5
- The teacher may refer to the AP depending on behaviour

Step 6
- Detention after three playground incidents recorded on Sentral (record on Sentral then send a letter home)

Step 7
- Interview with AP, CT and parents contacted (record on Sentral)
- This is a requirement if the student has received 3 detentions

*Violence is an instant detention – send student off the playground to the office or staffroom with the AP Assistance card where the AP or Principal are notified immediately to come and support the situation.

Suspension and expulsion- https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Ongoing issues refer to LST flowchart

Playground Record

Name: _____ **Class:** _____

Area: b/asphalt t/court f/oval b/oval **Day:** M T W Th F
Time: _____   **Date:** _____

<u>**STEP 3**</u>   ☐ 3 Warnings given

CRT: ☐ Counted toward a detention
                 ☐ Recorded on Sentral

☐Be Responsible   ☐Be Respectful   ☐Be Safe.

_____
_____
_____
_____
_____
_____

Teacher: _____

<u>Strategies and practices for managing inappropriate student behaviour- Excursions and sporting teams</u>

Step 1. Verbal warning, rule reminder and redirect.

Step 2. Further unacceptable behaviour- walk with teacher and reflect for 5 minutes.

Step 3. Continued unacceptable behaviour- stay with the teacher. Referred to the Assistant Principal for possible detention when returned to school. Record on Sentral.

*Violence is an instant detention – removed from activity to sit with teacher. Principal may be contacted.

Suspension and expulsion- https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Epping Heights Public School

Bullying:
Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term "bullying" has a specific meaning. The school's Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

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 Plan.

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 Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

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 Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- 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 Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

Epping Heights Public School Anti-Bullying Plan

https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy

"The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department".

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

The school community, students and teachers have been consulted in the development and implementation of this plan. Staff reviewed the statement of purpose, definitions and the responsibilities of teachers, parents and students. Staff then worked in groups to consider existing strategies and processes in our school and made recommendations for this policy. Staff representatives worked with the Principal to clarify and communicate these recommendations. Parents were invited to participate in a focus group to consult on the policy. Student representatives shared ideas from their perspective that provided contextual information about how students can be supported through protection and prevention strategies.

Statement of purpose

EHPS supports students to behave appropriately, respecting individual differences and diversity; be responsible digital citizens; and behave as responsible bystanders.

We communicate the Anti Bullying Plan to all members of the school community to maintain a positive climate of respectful relationships where bullying is less likely to occur.

Our staff commit to providing a safe and secure environment promoting personal growth and excellence by developing confidence and self-esteem.

Protection

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group. This includes through information and communication technologies. The three main features of bullying are the misuse of power in a relationship, it is ongoing and repeated and involve behaviours that can cause harm.

For example, bullying occurs when in a targeted and persistent way a person:

- is called names;
- is threatened;
- is put-down;
- is teased in an unkind way;
- is ridiculed;
- has property hidden, damaged, stolen or destroyed;
- is physically hurt;
- has graffiti written about him or her;
- is stopped from joining in;
- is sent hurtful notes;
- is singled out for unfair treatment;
- is targeted unjustly;
- has rumours spread about him or her; and/or
- is stalked or given dirty looks
- is being dominated by an individual or group

Our school does not tolerate behaviour that involves humiliation, intimidation or harassment. We will ensure prevention and early intervention strategies are in place. The school will respond to bullying incidents by following the plan detailed in this document.

Australian research has revealed that bullying peaks in the middle primary school years and the first year of high school. This appears to be related to the rapid changes in the social skills and social demands for students at these stages. Some other general patterns of bullying have been identified. Younger children are more likely to bully others physically or verbally, and then as they get older social bullying behaviours increase (including exclusion and manipulation). Online bullying (cyberbullying) increases when students begin to have greater access to online communication and mobile phones.

School staff have a responsibility to:

● respect, listen to and support students to feel safe.

● model and promote appropriate behavior and help rebuild confidence and resilience.

● 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 Plan.

● provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

● participate in professional learning about how to identify and respond to bullying.

Students have a responsibility to:

● refuse to be involved in bullying

● speak out to their teacher about being bullied or seeing others being bullied.

● take action by being assertive and saying "no" and telling the bully to stop

● behave appropriately, respecting individual differences and diversity.

● learn about bullying and the role they play to prevent bullying in our school.

● behave as responsible digital citizens.

● follow the school Anti-bullying Plan.

● behave as responsible bystanders.

● report incidents of bullying according to their school Anti-bullying Plan.

● not retaliate with violence or bullying behaviour of his or her own.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The *Safe to Learn* (DCFS, 2007) publication identifies the different roles as:

1 **Ring Leader:** students who through their social power can direct bullying activity.
2 **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).

3   **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
4   **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
5   **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.

Parents and caregivers have a responsibility to:

● support their children to become responsible citizens and to develop responsible on-line behaviour.

● be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour.

● support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.

● report incidents of school related bullying behaviour to the school.

● work collaboratively with the school to resolve incidents of bullying when they occur.

● model and promote positive relationships that respect and accept individual differences and diversity within the school community.

Strategies parents can talk about with their child if the child feels safe to do so:

1   ignore them
2   tell them to stop and then walk away
3   pretend you don't care, try to act unaffected or unimpressed
4   try to deflect the bullying (e.g. pretending to agree in an offhand way
5   'okay, yeah, maybe')
6   go somewhere else
7   get support from your friends
8   talk to an adult at the school or at home who can help stop the bullying
9   keep asking for support until the bullying stops.

Strategies not recommended for dealing with bullying include:
· fighting back
· bullying the person who has bullied them
· remaining silent about the problem
· punitive actions that do not consider the age and social development of the children involved

Parent partnerships

APST- 7.3.2

"When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students."

What behaviours are not bullying.

While it is important to understand and define what bullying is, it is also important to be clear about what behaviours are NOT bullying.

The following behaviours may be upsetting to those involved but they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed through the behaviour and discipline strategies in the same way as other inappropriate student behaviours.

Prevention

The school will maintain a positive climate of respectful relationships where bullying is less likely to occur through implementing the school's Behaviour and Discipline Code. This includes our school rules: Be Safe, Be Respectful, Be Responsible. This policy will be communicated to students, teachers and the school community. Staff will participate in professional learning to support them to effectively implement this policy.

Consistent messages about expectations of behaviour and positive reinforcement of respectful behaviour and engagement at school will be explicitly taught through the following strategies and programs:

- Program Achieve K-6 - Confidence, Getting Along and Resilience
- Values Education Plan
- School Rules
- Explicit bullying lessons at the start of each year and during the National Day of Action Against Bullying & Violence using resources from https://bullyingnoway.gov.au/ including video or drama experiences
- Learning and teaching about bullying definitions, what students can do if they see or are involved in a bullying incident, learning about their role to prevent bullying.
- Consistent approach to responding to and recording allegations of bullying
- Visual reinforcements such as school and class rules, program achieve, values and anti-bullying signage.
- Participation in Harmony Day activities, kindness activities and social justice, NAIDOC Week and other multicultural activities
- Buddy program K-6
- Promoting the school ARCO (Anti Racism Officer)
- Police workshops for Years 3 to 6 each year on cyber safety and bullying plus a parent session.

Anti-bullying and respectful relationship messages are imbedded into the following curriculum areas K-6.

- PDHPE lessons across the school including Program Achieve, Child Protection, Fair Play and Drug Education. Anti-bullying lessons

- HSIE strands: Change and continuity, Cultures, Social Systems and Structures

- Year 5 Student Leadership in Schools Program (SLIPS)

- Year 6 Values for Life- Hit the Ground Running transition program

Early Intervention

Early intervention strategies and programs implemented for students who are identified as being at risk of developing long term difficulties with social relationships and those students who are identified as having previously experienced bullying or engaged in bullying behaviour include:

- Identifying students at time of enrolment
- Monitoring of behaviour incidents recorded in Sentral by Assistant Principals
- Explicit lessons in class as outlined in Prevention strategies
- Referring students to the Learning Support Team (LST) by following the referral flow chart and LST procedures
- Observation and support provided by school counsellor
- Working with parents to support students at school including interpreters if needed
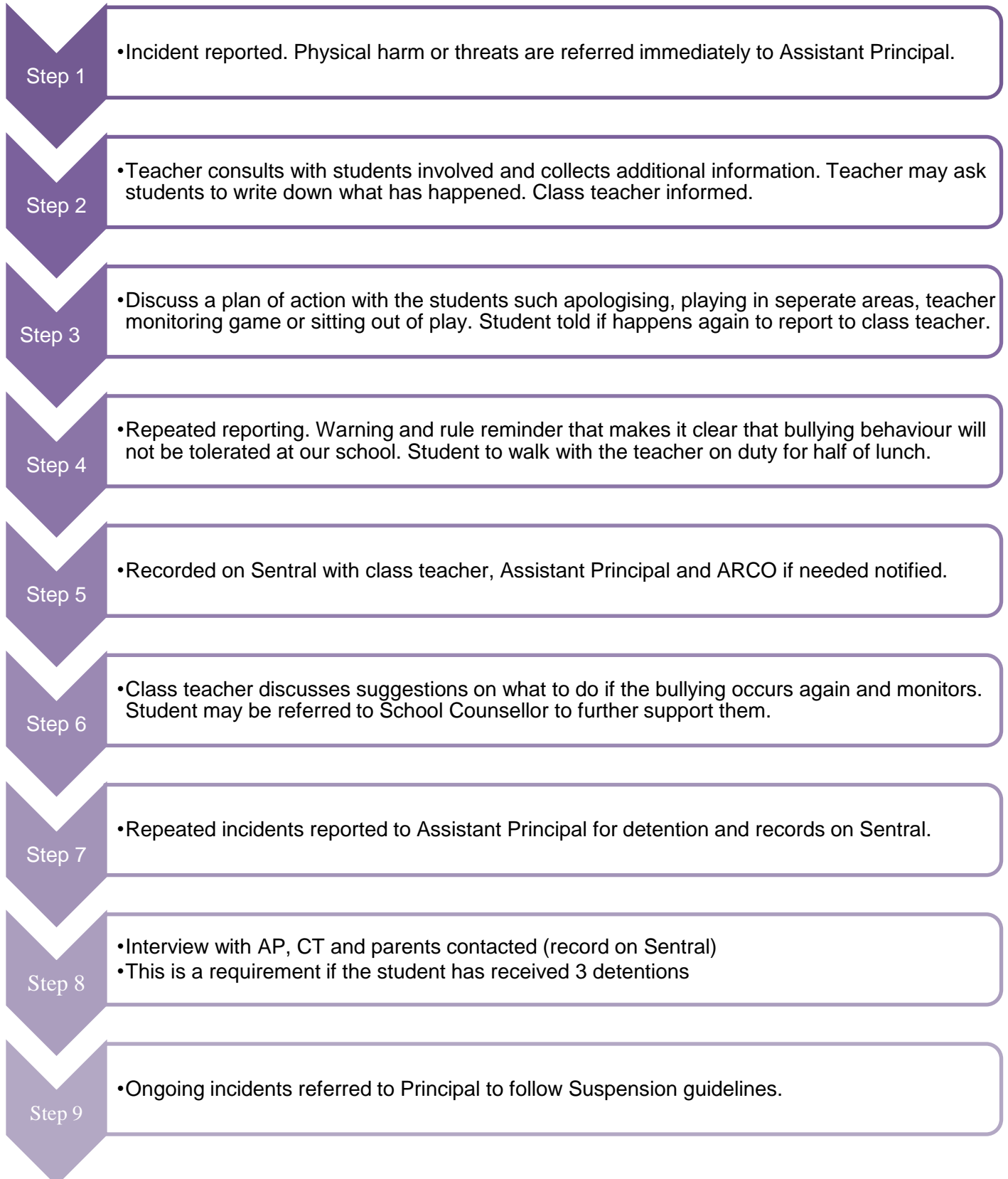- Support for students through the ARCO

What can be done things if a child has been bullying others?

Talk about:

- why they have been behaving this way
- taking responsibility for their behaviour
- how to sort out differences and resolve conflicts
- how to treat others with respect
- the effect of bullying on others
- the need to repair harm they have caused

APST 4- Create and maintain supportive and safe environments.

Be Safe
Be Responsible
Be Respectful

Step 1
•Incident reported. Physical harm or threats are referred immediately to Assistant Principal.

Step 2
•Teacher consults with students involved and collects additional information. Teacher may ask students to write down what has happened. Class teacher informed.

Step 3
•Discuss a plan of action with the students such apologising, playing in seperate areas, teacher monitoring game or sitting out of play. Student told if happens again to report to class teacher.

Step 4
•Repeated reporting. Warning and rule reminder that makes it clear that bullying behaviour will not be tolerated at our school. Student to walk with the teacher on duty for half of lunch.

Step 5
•Recorded on Sentral with class teacher, Assistant Principal and ARCO if needed notified.

Step 6
•Class teacher discusses suggestions on what to do if the bullying occurs again and monitors. Student may be referred to School Counsellor to further support them.

Step 7
•Repeated incidents reported to Assistant Principal for detention and records on Sentral.

Step 8
•Interview with AP, CT and parents contacted (record on Sentral)
•This is a requirement if the student has received 3 detentions

Step 9
•Ongoing incidents referred to Principal to follow Suspension guidelines.

Parent reports student bullying to the school

1. Parents/carers to meet with the class teacher in the first instance.
2. Teachers consult with students and document the account in Sentral.
3. The class teacher follows the discipline code or bullying response flowchart.
4. Parents/carers with further concerns meet with the Assistant Principal.
5. The AP consults with students and documents the account in Sentral.
6. The AP follows the discipline code or bullying response flowchart.
7. The AP may discuss with parents the definition of bullying, expectations of students and staff, responsibilities and implications. The AP will provide suggestions and information about what parents/carers can do to support their child in the short term.
8. The class teacher or AP will notify appropriate school personnel including the LST and School Counsellor as appropriate.
9. Make a plan to support students with the class teacher in consultation with the LST.
10. Monitor students involved and follow up with parents.

If a parent is unhappy with the schools response they may be referred to the DoE's Complaints Handling Policy https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy

Response

Community Awareness
- Parents invited to contribute to the review of the Anti-Bullying Policy
- Communication through the newsletter and enews
- Access to policy through the school website

School Procedures for reporting major incidents as per the flow chart
In the event of an incident involving assaults, threats, intimidation or harassment:
- Students / parents report incident to teacher
- Teacher investigates and applies the discipline code
- Additional reports of bullying behaviour is referred to executive
- Parents meet with class teacher and executive
- Continued incidents referred to Principal

Procedures for contacting Child Wellbeing Unit or Community Services
In the event of an incident involving the Child Wellbeing Unit or Community Services:
- Students / parents report incident to teacher
- Teacher reports incident to a member of the school executive and works through the decision tree
- Executive notifies principal
- Principal follows through on action to be taken

Strategies to identify patterns of bullying behaviour

Incidents of bullying will be recorded on playground cards and/or electronically in a centralised database. Staff will monitor patterns of behaviour. When there is a clear bullying pattern, staff will consult with their supervisor and discuss appropriate strategies to begin an immediate response.

These actions will include:
- Counselling any student/s who have been affected by, engaged in, or witnessed bullying behaviour
- Meeting with parents
- Follow the schools discipline code

- Take appropriate measures to ensure the safety of all students (e.g. separating students in class and on the playground, providing clear steps for students to follow to maintain safety).
- Follow up meetings, counselling if necessary
- Communicate with relevant staff to closely monitor those involved
- Staff will continually review data of bullying incidences at Learning Support Team meetings.

The school will report annually to the school community regarding the effectiveness of the Anti-Bullying Policy from the Tell Them From Me data and school based data at the last P&C meeting of each year.

The school will review this Anti-Bullying policy every two years or as required.

Additional Information

Police Youth Liaison Officer: Constable Debbie Crystal – Eastwood Police Station (02) 9858 9299

Kids Helpline: 1800 55 1800

School Counsellor: Mrs Jennifer James- contact via school office (02) 9876 2791

Principal's comment

This school based process has been developed in consultation with the school community and represents the values and rules of our school.

Megan Bridekirk Principal

Heather Gerard Assistant Principal

Mitchell Squires Teacher

Hannah Chim Parent Representative / Ethics Teacher

School contact information

Epping Heights Public School

128 Kent St Epping 2121

Ph 9876 2791

Email: eppinghts-p.school@det.nsw.edu.au

Useful websites:

DEC: https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm
Mindmatters: http://www.mindmatters.edu.au/
Kidsmatter: www.kidsmatter.edu.au/
Cybersmart: www.cybersmart.gov.au/
National Coalition Against Bullying: www.ncab.org.au/
Bullying. No Way!: www.bullyingnoway.gov.au