

BELLEVUE HILL PUBLIC



Empowering tomorrow's leaders

Student Wellbeing Handbook

<https://bellevuehi-p.schools.nsw.gov.au/>



Contact us:

Phone: 02 9389 3928

Address: 163A Victoria Road
Bellevue Hill NSW 2023

Email:
bellevuehi-p.admin@det.nsw.edu.au

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WELCOME TO OUR SCHOOL

Using innovation and excellence, we offer a school environment where challenge and choice create opportunities for all students to achieve.

Bellevue Hill Public School has a strong sense of community, with involved parents, high ability students and progressive, experienced teachers who welcome the need for continual improvement in practices, to keep up with the ever changing world.

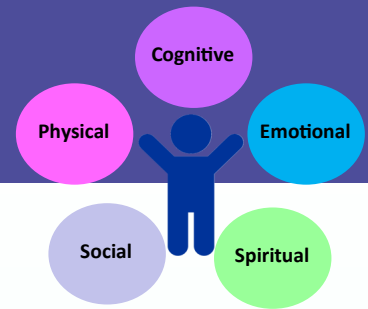
We believe that as a school we play a significant part in developing the wellbeing of each and every child in our care and that developing the whole child for the 21st Century is as important as striving for academic achievement and progress.

We strategically plan our processes and practices to support our students to thrive, connect, succeed and learn in an aspirational educational environment that reflects the opportunities and decisions our students may have outside of and after their primary school years.

Mrs. Suzanne Bennett, Principal



THE FIVE DOMAINS of THE WHOLE CHILD



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.

Our understanding of wellbeing is contemporary and forward-focused. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors.

Wellbeing, or the lack of it, can affect a student's engagement and success in learning.

Educators at BHPS understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development. Our commitment to our students, parents and members of the community is that we will provide teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. We know that student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

(NSW DoE Wellbeing Framework for Schools)

Cognitive

- ◇ Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

Physical

- ◇ Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

Emotional

- ◇ Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Social

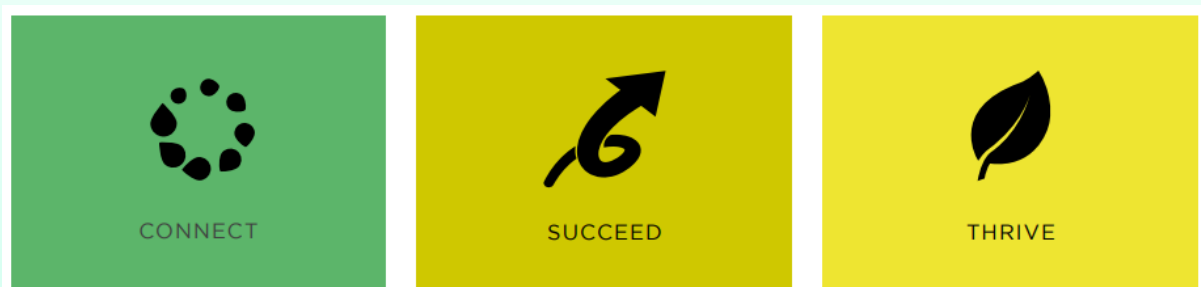
- ◇ Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Spiritual

- ◇ Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

Our shared understanding of wellbeing

- is that it is dynamic and integral to learning
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- recognises the importance of developing and shaping the character of the individual
- is multidimensional and interrelated
- takes into account the context of children's and young people's lives and uses both objective and subjective measures
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.



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.

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

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.

(DoE Wellbeing Framework)

Five Strategies to Promote Wellbeing

Developmental: Effective Learning and Teaching

- students are encouraged to take responsibility for their learning and behaviour
- identifying and catering for the individual learning needs of students through establishing well managed, stimulating teaching and learning activities and environments
- regular opportunities are provided for students and their parents to discuss learning programs, student behaviour and progress
- social and emotional skills are explicitly taught and communicated through the You Can Do It! Program, which enhances the quality of respectful relationships amongst the whole community

Proactive: Positive Climate

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- using the school Learning and Support Team (LaST) to support, monitor and communicate with all people involved in the needs of individual students
- monitoring attendance and ensuring that students attend school regularly
- providing student leadership opportunities through the Student Representative Council (SRC), school leadership team, sport house leaders, buddies & peer mediators and library monitors

Preventative: Clear Expectations

- establishing a clear Code of Cooperation, which is known and understood by all school community members and is embedded in daily communication
- the school's Wellbeing and Discipline Policy and Anti-Bullying Policy provide clear guidelines for behaviour
- providing opportunities for all students to develop the skills that foster positive and respectful relationships, social responsibility, problem-solving and conflict resolution

Remedial: Reflective Time

- to provide students with time to explain, understand and reflect on their own actions and behaviours, so that they can identify strategies to better understand and retain a positive mindset for use in future resolutions
- individual students have supporting plans put in place to explicitly communicate goals and preventative strategies for future support

Community Participation

- encouraging parents and community members to actively participate in the education of students and in the life of the school
- the school community shares a commitment to provide opportunities for students to take responsibility for their actions and develop respectful relationships
- the school community acknowledges learning programs as relevant and beneficial

Our shared understanding of Inclusive Education

We are committed to building a more inclusive education system in NSW public schools. An education system where every student is known, valued and cared for and all students are learning to their fullest capability. 'Inclusive education means that all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs' (Disability Strategy 2019)

- Students with disability are learning to their fullest capability.
- Parents and carers are treated like partners in their child's education.
- Teachers possess the necessary skills to effectively educate children with disability, and feel confident doing so.
- School leaders wholeheartedly support and enable inclusive education practices.
- Specialists work alongside teachers, providing support and guidance. (Department of Education)



Students will

- Feel welcomed into their local school community
- Experience more responsiveness to changes in their needs
- Have more involvement in decisions about their education
- Experience smoother transitions between schools and settings
- Receive a clearer demonstration of learning outcomes from teachers



Families will

- Be treated as partners and recognised as experts of their child
- Receive earlier identification and support for their children
- Find it easier to connect with other families with similar needs
- Have better and easier experiences with our system (including complaints)
- Be provided with more consistent information from schools, NDIS providers and health services



Schools will

- Have more resources, and those resources will be more flexible
- Find it easier to find and use evidence-based professional learning and tools
- Be able to access specialist teachers and other experts
- Experience more celebration and sharing of what schools are doing well
- Be supported by facilities that are progressively designed and built to cater better to all students needs

The Department of Education NSW -Student Behaviour Code

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. 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 & community members.
- resolve conflict respectfully, calmly and fairly.
- comply with the school's uniform policy or dress code.
- attend school every day (unless legally or medically 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.

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.

Respect

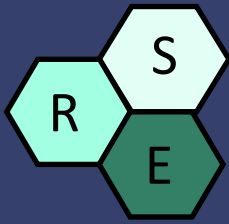
- treat one another with dignity.
- speak and behave courteously.
- cooperate with others.
- develop positive and respectful relationships and think about the effect on relationships before acting.
- value the interests, ability and culture of others.
- dress appropriately by complying with the school uniform or dress code.
- take care with property.

Engagement

- attend school every day (unless legally or medically 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 will back the authority and judgment of principals and school staff at the local level.



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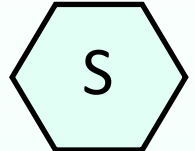
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Bellevue Hill Public School Cooperation Code

The students of Bellevue Hill Public School will be:

Safe

- ◆ be in the correct areas
- ◆ report any problems to teachers
- ◆ take responsibility for own actions
- ◆ walk and play wisely



Respectful

- ◆ behave courteously
- ◆ speak with truth and honour
- ◆ show concern for others and the environment



Engaged

- ◆ set & strive towards personal goals
- ◆ actively participate in learning
- ◆ cooperate and collaborate with others



This code was developed together with the students, staff and community as an initiative based on the DoE's Positive Behaviour for Learning model and continues to underpin the expectations of students in all settings of the school.



Student Rights and Responsibilities



‘We all have the right to learn and teach in a safe, community environment, where everyone feels respected at school.’

Student Rights

Students at Bellevue Hill Public School have the right to:

- learn and reach his or her potential
- be proud of their school
- feel safe in the classroom and playground
- participate and contribute in a fair and supportive environment
- be heard and treated fairly by the whole school community
- be accepted for individual differences and diversity, irrespective of gender, race, religion or physical ability
- be recognised for their individual endeavors and excellence

Student Responsibilities

Students at Bellevue Hill Public School are expected to:

- attend school on time, regularly, in correct school uniform
- be prepared with correct equipment for all school activities and events
- treat everyone with courtesy, kindness and respect
- follow the school rules, procedures and values
- take responsibility for their actions and accept consequences
- help students who are being bullied
- speak out against bullying and unacceptable behaviour
- represent our school with pride and sportsmanship
- behave in a non-aggressive way towards everyone

Parents and Staff Rights and Responsibilities

‘We all have the right to learn and teach in a safe, community environment, where everyone feels respected at school.’



Parents Rights

Parents at Bellevue Hill Public School have the right to:

- be themselves
- be safe
- express feelings in an appropriate manner at organised meeting times
- be listened to
- be involved in the P&C association
- be involved in the school assisting with students' learning, shaping policy and management through association with various committees

Staff Rights

Staff at Bellevue Hill Public School have the right to:

- be themselves
- be safe
- express your feelings in an appropriate manner
- teach effectively
- be listened to
- be treated fairly and with dignity
- teach in a safe and harmonious learning environment free from racism and discrimination

Parent Responsibilities

Parents at Bellevue Hill Public School are expected to:

- ensure that their child attends school every day, unless sick or excused from school
- read and be supportive of the Bellevue Hill Public School Student Wellbeing Policy Handbook
- support the Bellevue Hill Public School Uniform Policy by ensuring their child wears the correct school uniform
- support their child in all aspects of learning
- model and encourage respectful relationships at all times within the school community
- be aware of and respond to school communication

Staff Responsibilities

Staff at Bellevue Hill Public School are expected to:

- provide a stimulating and safe learning environment for all students
- ensure effective supervision of students at all times
- be punctual and vigilant when carrying out playground duties
- promote positive relationships that respect and accept individual differences and diversity within Bellevue Hill Public School
- ensure that all Bellevue Hill Public School policies are implemented
- model and foster respectful relationships at all times within the school community

Department of Education School Community Charter

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.



Collaborative. Respectful. Communication.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly.
- tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public schools communities.

NSW Department of Education

Collaborative. Respectful. Communication.

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: <https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students>



Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- treating members of the school community differently due to aspects such as their religion or disability.
- inappropriate and time wasting communication.



Positive Psychology


The 'Grow Your Mind' Program focuses on the four pillars to promote mental health & wellbeing:

1. **Positive Psychology** - the study of character strengths and flourishing

2. **Social and Emotional Learning** - the study of how individuals acquire the knowledge, attitudes, and behaviours needed to develop the skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

3. **Public Health** - the study of the prevention of illness and promotion of health

4. **Neuroscience** - the study of the function and structure of the brain and nervous system.



24%
of primary school children have a **mental health issue** in Australia

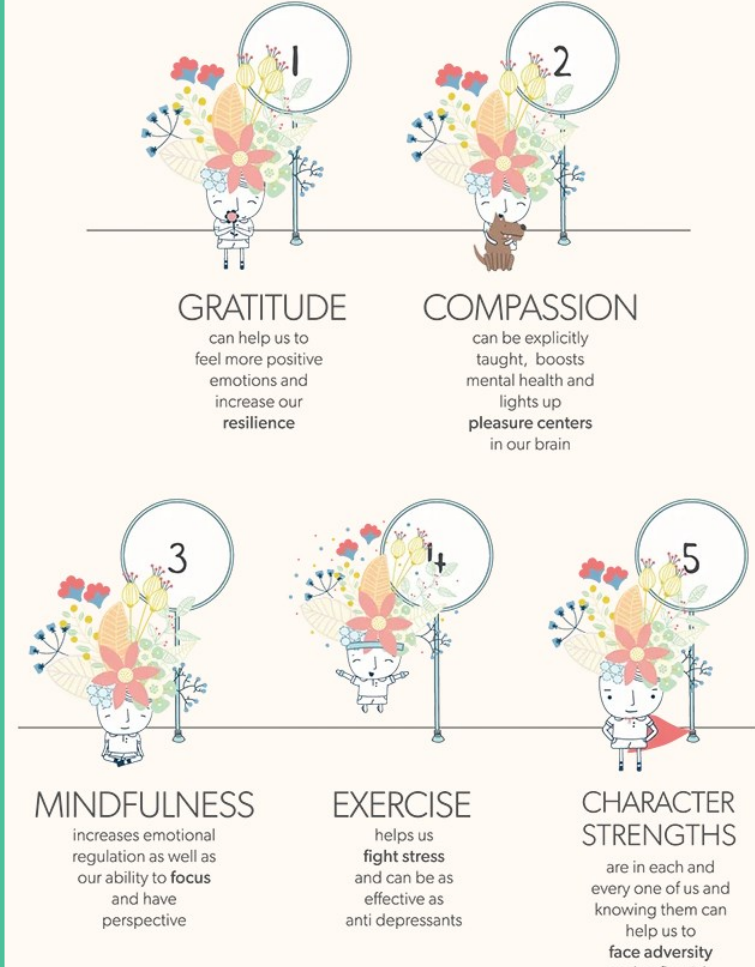
Social and Emotional Learning

Our school focuses on the latest research in **positive psychology** to explicitly teach social and emotional learning. We use a variety of resources such as '**Grow Your Mind**' curriculum aligned lesson plans. Students learn about and actively participate in lessons about:

1. brain health
2. emotional regulation
3. character strengths
4. positive emotions— joy, gratitude, curiosity etc
5. kindness
6. courage
7. a growth & benefit mindset
- and 8. respectful relationships.

-all of which are in line with the NSW Wellbeing Framework for Schools. This framework is a result of an abundance of research that underpins their focus: Connect, Succeed and Thrive.

Each Week students are exposed to a variety of: wellbeing lessons, podcasts, mindful moments, reflection journals or circle meetings.



1

GRATITUDE
can help us to feel more positive emotions and increase our resilience

2

COMPASSION
can be explicitly taught, boosts mental health and lights up pleasure centers in our brain

3

MINDFULNESS
increases emotional regulation as well as our ability to focus and have perspective

4

EXERCISE
helps us fight stress and can be as effective as anti depressants

5

CHARACTER STRENGTHS
are in each and every one of us and knowing them can help us to face adversity and to flourish

According to Beyond Blue, half of all serious mental health issues begin before a child reaches 14 years of age.



SCHOOL COUNSELLING SERVICE

Access to the school counselling service is gained by:

- self-referral from students
- referral from parents/ carers
- referral through the school's learning and support team

Students and parents can contact their school counsellor/school psychologist directly through the school.

School based referrals go through the school's LaST. Parents and caregivers are informed of these referrals and give permission for the referral to proceed.

Principals may also refer a student to the school counselling service for assistance.

If you have any concerns, please contact the school via our school email:

bellevuehi-p.admin@det.nsw.edu.au

Learning and Support Team (LaST)

The school LaST plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

Every school has a learning and support team. The composition of our team at BHPS includes:

- Principal
- Deputy Principal
- Assistant Principal for Learning and Support,
- Assistant Principal for Wellbeing,
- Assistant Principal for English as an Additional Language or Dialect
- School counsellor

All referrals from teachers or parents/carers are discussed by the team and resources and further referrals to outside agencies are developed to support teachers, students and families.

Child Wellbeing Unit

The Department's Child Wellbeing Unit provides advice and support for appropriate local responses and assistance to schools for matters of Child Wellbeing. The school may request a Department of Education Assistant Principal of Wellbeing to contact outside agencies such as the Family Referral Service (FRS) to provide further supports outside of the school.

Term 1 Curriculum:
Bullying Prevention
Upstander Week
& Nutrition

Term 2 Curriculum:
Road Safety

Term 3 Curriculum:
Child Protection
& Cyber Safety

Term 4 Curriculum:
Drug Education

Personal Development and Health

Healthy Lifestyles

Live Life Well is a collaborative initiative between NSW Ministry of Health and the school sectors in NSW. Our school engages with *Live Life Well @ School*, through a variety of resources. The program aims to:

- get more students, more active, more often
- focus on healthy eating habits.

What Goes in My Lunchbox?

FRUIT (2 PIECES)	
SANDWICH, WRAP OR ALTERNATIVE	
DAIRY	
VEGETABLES (2 PIECES)	
FIBRE/GRAINS (Wholegrains)	
WATER	

We encourage all students to take initiative to help pack their own healthy, waste free lunches. Teachers support students to develop good eating habits when sitting together on the circular mats.

Timetabled eating times before both recess and lunch play, allow nutrition and sustainable practices to be integrated daily.

To encourage waste free practices, students are asked to **take home** any rubbish, recycling or eligible composting materials, to be disposed of correctly at home.



Sun Safety

We are a sun-safe school. Students must wear their hats whilst outside. All students are asked to play in the shade if they have forgotten their hat. We ask that all students come to school with sun cream pre-applied. Sport teachers bring extra sun cream with them to carnivals or outside events.

ACADEMIC AWARDS

Every week each stage has a formal assembly to communicate and credit student academic, creative & sporting achievement, performance and effort.

All students are awarded individual academic awards for their achieved strengths at the end of the school year at a formal presentation day assembly.

We invite all parents to attend this special event .



Behaviour and Merit Awards

Bellevue Hill Public School has a merit system in place to encourage and reward the positive behaviour & attitudes of our students. Students are acknowledged for their efforts, attitudes and achievements, as both learners and citizens.

Class Dojo is a digital tool used across all grades to record merits and class stories. The Dojo system is used to communicate to and update parents and carers on their child's award merits or 'dojos'.



Merits/ Dojos are awarded for displaying the school values: being **Safe**, being **Respectful** and being **Engaged** in their learning.

Raffel Student Representative Council (SRC) are given by the leadership team, SRC or presenting class on assembly and may be special awards for individuals or classes for excellence or improvement in environmental awareness, respectful relationships, class lines and assembly manners.

Merits tally individually towards an annual goal of Goal Star Behaviour.

50 merits **Bronze** Certificate

100 merits **Silver** Certificate

150 merits **Gold** Certificate

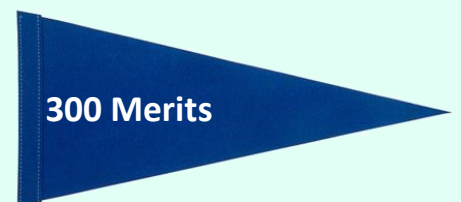
200 merits **Gold Star** Certificate



Achieving a **Gold Star Certificate** for behaviour is an expectation of all students at BHPS and is presented at stage assemblies.



A **Pennant** of commendable behaviour is awarded to those students who achieve 300 merits (dojos) and exemplify positive citizenship and achievement beyond a gold star.





- Leadership
- Wellbeing
- Technology
- Community
- Environment
- Charity
- Social Responsibility
- Choice
- Resources
- Fundraising
- VOICE



Student Leadership and Voice

At Bellevue Hill Public School, our students have multiple opportunities to develop their leadership skills.

Leadership Opportunities

Leadership is encouraged for all students; from classroom helpers and leading peers in learning to leadership teams. Student leaders greet students, community members and special guests at the gate each day, conduct assemblies, and represent the school on formal occasions such as Anzac Day ceremonies.

All students complete leadership and peer mediation training in Year 5. As part of these two courses students undertake a range of activities designed to enhance their leadership and mediation skills.

Student Representative Council (SRC)

The SRC is made up of a representative from each class across the school. This ensures that the voice of all students is heard as students work together to discuss and vote on student initiatives across the school.

Peer Mediation

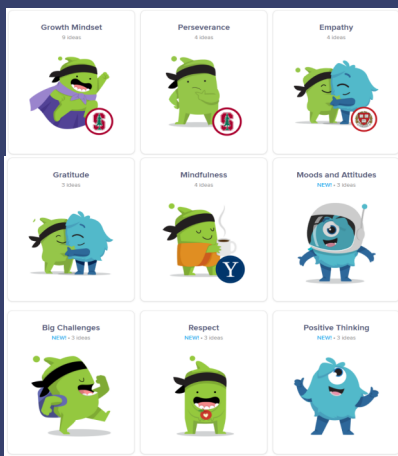
Peer Mediation invites students (disputants) to take responsibility for their actions by working together to find solutions to conflict. It involves two trained students (mediators) leading the disputants through a structured process. The mediators remain unbiased and conflicts mediated remain confidential. Ongoing supervision and support is provided by the lead teacher.

The program aims to:

- increase awareness of how conflict affects people's lives
- improve communication between students and between teachers and students
- empower students by having them take greater responsibility for resolving their own disputes



'Big Ideas' Class Dojo Lessons for social and emotional learning



These lessons are integrated into the curriculum and explicitly demonstrate

growth mindset,
perseverance,
empathy,
gratitude,
mindfulness,
moods & attitudes,
big challenges,
respect &
positive thinking

Mindfulness & Reflection

Each Lunchtime the Library becomes the Reflection and Mindfulness Room. All students are welcome to come to the Library space to

Communicate & Collaborate

Create & Colour

Mindfulness

Colouring can be a highly effective way of fostering physical and psychological wellbeing in children. It is a relaxing form of self-expression that stimulates creativity and also promotes fine motor skills, hand-eye coordination, spatial awareness, concentration and focus, colour and shape recognition, restfulness and being present in the moment.

Reading, Lego Club, Origami, Yoga and Robotics also form part of the quiet play activities at lunch.



Reflection

Students who have been involved in an incident go to the Reflection Room to discuss the incident. The Assistant Principal for wellbeing will use restorative practice questions to reflect on the choices made and to be made.

Students use this time to reflect on what happened with the other students involved or individually. This information is then communicated back to the teachers and or parents.

Students can request to have a Circle Meeting with the AP to work through friendship issues as a group.

'My Choices' Reflection Form	
1	Describe what happened
2	What behaviour did you choose? I did the right thing I'm not sure I did the wrong thing
3	What would you choose to do differently next time?
4	What can you choose to do now to make things right?
Signed: _____ (student) Date: _____	
Reflection Teacher:	Further information regarding reflection:

CARE RESPECT SUPPORT

[https://
antibully-
ing.nsw.gov.au/](https://antibully-ing.nsw.gov.au/)

We promote being an Upstander not a bystander. If students see others being disrespected. An Upstander uses these 4 strategies to help:

- 1– Be a Buddy
- 2– Interrupt
- 3– Speak Out
- 4– Tell Someone

DID YOU KNOW?

57% of the time, bullying stops in less than 10 seconds when a bystander intervenes.

Respectful Relationships

‘Treat others as you wish to be treated’

At Bellevue Hill Public School we promote an inclusive environment, where diversity is acknowledged and individual differences are respected. Students are explicitly taught the **High 5** strategy (see next page) if someone is being disrespectful to them.

Bullying is...

Bullying has three key features.

- it involves a misuse of power in a relationship
- is ongoing and repeated,
- and involves behaviours that can cause harm. (DoE)

Direct physical bullying such as kicking, hitting, pinching, tripping, pushing or damaging property.

Direct verbal bullying such as name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse.

Indirect bullying is often harder to recognise and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Includes: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, damaging someone’s social reputation or social acceptance.

Cyberbullying is when bullying occurs online and someone uses technology such as the internet or mobile devices to bully someone. It can include sending abusive texts and emails, posting hurtful messages and putting inappropriate comments or pictures of others on chats, apps or social media sites.

Bullying is not...

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying.

However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

At Bellevue Hill Public we use restorative practices to help students resolve conflicts or be able to understand their own role in the argument or situation better, so that they can use a variety of strategies to make a positive change.

Restorative practice questions 'My Choices' form used in class during Think Time or in the Reflection Room at lunch:

- What happened?
- What were you thinking?
- What are you thinking now?
- What behaviour did you choose?
- What other choices could you have made?
- What choice could you make now to make things better?

Remember to... High 5

1. Ignore
2. Talk Friendly
3. Walk Away
4. Talk Firmly
5. Report

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.

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...

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.

Talk Firmly.



- ✓ Use an assertive voice, slightly raised.
- ✓ Tell them to stop it.
- ✓ Re-state your 'I' statement. e.g. 'I said...'
- ✓ State the consequences of continued bullying.

Report.



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

Remember....

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

When should you contact the school?

Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help. If needed, make an appointment to meet with your child's teacher. You could also ask to talk with the Assistant Principal for Wellbeing.

Contact the school immediately if you have a concern about your child's safety.

Support for parents and carers

Kids Helpline also has a parent line with trained teams who provide support, information and counselling for parents of children aged 0-18 years. 1300 1300 52.

Telephone interpreter service

If you would like to contact the school or Parent Line NSW and need assistance with English please call the telephone interpreter service on 131 450,

(DoE Anti-bullying Parents and Carers Fact sheet) <https://antibullying.nsw.gov.au/parents-and-carers>

Bullying

What to do if your child is feeling bullied

Listen calmly and get the full story

Your child needs to know that they are being heard. Their feelings matter and their concerns should be taken seriously. Encourage your child to talk about what happened. Explain to your child that reporting the bullying is okay. After listening to their concerns, ask questions to get more details if needed: who, what, where, when.

Reassure your child that they are not to blame

Children may blame themselves and this can make them feel even worse. Say supportive things like, 'That sounds really hard to deal with', or 'I'm so glad you told me. You should feel safe at school'.

Ask your child what they want to do – and what they want you to do

It is important to help your child to find their own solution as this will help them feel that they have some control over the situation. If your child is not in any immediate danger and they feel confident, they could try the High 5 strategies (See previous page)

If the bullying is happening at school, support your child to tell a teacher.

If your child wants to talk to someone other than the school or you think added support would help, you could tell them to go to the **Kids Helpline website**. <https://kidshelpline.com.au/> They can also call for free on **1800 55 1800**.

The school has an Anti-bullying Plan which you can access via our school website

Online Bullying

What can I do if my child is bullied online?

There are lots of things you can help your child to do if they are being bullied online:

- remind your child not to respond or retaliate
- keep a record of any incidents of online bullying for example take screenshots
- block or delete the user who is bullying remind your child to change their privacy settings
- contact the service provider – they can help to block messages and calls
- report the bullying.

How to report online bullying?

Keep records or screenshots of calls or messages that are offensive or hurtful. If the bullying is related to school, contact the Assistant Principal for Wellbeing to report what has happened and work together to resolve the issue.

Call the police if your child is physically threatened, and report serious online bullying behaviour to the Office of the eSafety Commissioner.

Useful websites:

<https://antibullying.nsw.gov.au>

www.esafety.gov.au

www.bullyingnoway.com.au

www.kidshelpline.com.au

What is Online Bullying?

Online bullying – or cyber-bullying – is engaging in bullying behaviour using technology such as the internet or mobile devices. Online bullying is different from other forms of bullying several ways:

- It is more likely to happen outside school.
- Material can be shared quickly and long after the first incident.
- It can happen anytime, day or night.
- It is more difficult to defend yourself or get away

What does online bullying look like?

Online bullying may include sending abusive messages, posting hurtful or threatening material on social media, imitating or excluding others online and making inappropriate comments on posts or pictures.

How do I know if my child is being bullied online?

The following behaviours may indicate your child is upset by something happening online:

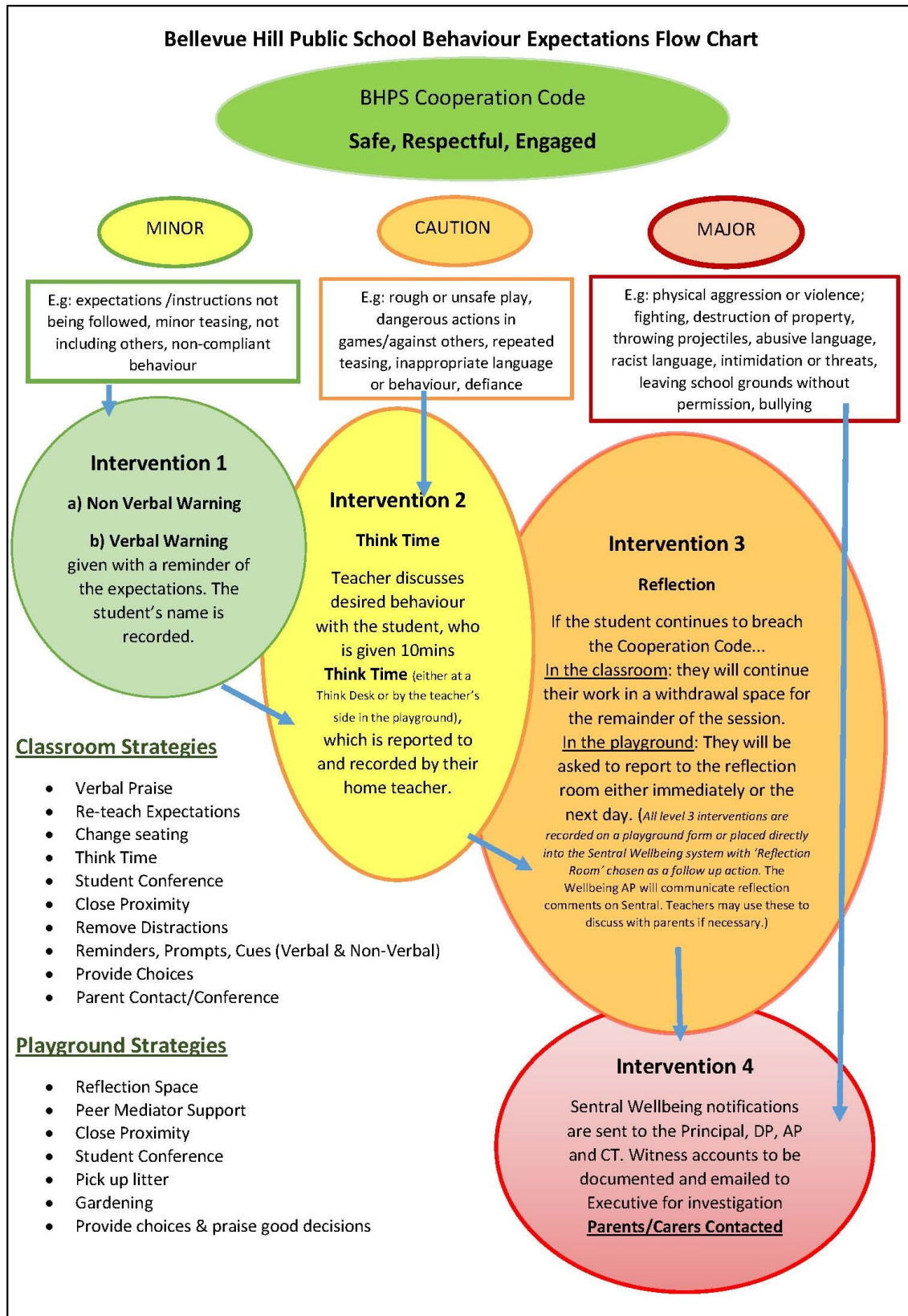
- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly distressed after using a computer or mobile device
- suddenly avoiding the internet
- closing a laptop or hiding a mobile device when others enter the room.

How can I keep my child safe online?

Be aware of the age restrictions for the sites and applications your child wants to use, and remind them not to share their passwords or personal information with others.

Talk with them about how they use the internet and mobile devices and understand the privacy settings. Make sure they know they can tell you or another trusted adult if they are being bullied online.

Behaviour Strategies and Interventions Flow Chart



Behaviour Expectations – Intervention 4

After any major incident or repeated cautions, the executive team will work with the principal to investigate the incident/s with all individuals and witnesses being interviewed separately, fairly and without bias. We want the best for all students and teachers involved and understand that there can be many unforeseen or underlying issues that contribute to the incident. This may or may not involve contacting the parents/carers for further background information at this early stage.

After a **thorough investigation** the Principal will contact the parents of the involved students to determine the next steps which can include:

Parent/Carer Conference

- a meeting is scheduled on school grounds between the student and parents or carers, class teacher and the Principal and or Deputy or Assistant Principals.
- this measure is taken as a face to face so that all parties can fairly and comfortably listen to all the contributing factors that may have led to the incident and work as a team to support the student's continued wellbeing and development.

Bellevue Hill Public School Probation Letter

- a letter from the Principal or Deputy Principal is sent home to parents with a notification about the incident and details that were first investigated.
- this measure is taken to ensure that both home and school work together to prevent a suspension being issued. Parents may request a meeting with the class teacher and/or the Assistant Principal for Student Wellbeing to discuss strategies and behaviour support plans to be put in place.
- A plan will be implemented to monitor and support the student to reflect on the incident/s leading up to the probation.
- the student remains at school to complete regular school work, with removal from either the playground at recess and lunch; or sporting activities such as PSSA; or the classroom, working instead in a withdrawal space. A student may be suspended from 2 or all 3 of these activities depending on the severity and circumstance of the individual and their behaviour.

Formal Suspension from School

- the student will receive a short (1-3 days) or long (4 days +) suspension from school with work to complete at home.
- this measure is taken to give all parties time to re-assess current supports, write behaviour and risk management plans and may be used to seek medical assessment and outside agency supports.

For the Department of Education's Suspension and Expulsion Policy, please refer to their document: https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Anti-Racism Policy

This policy commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

Policy statement

- The department rejects all forms of racism. It is committed to the elimination of racial discrimination in public schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.
- No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.
- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all public school staff.
- All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- Schools have trained an anti-racism contact officer (ARCO) and provide timely and professional responses to complaints regarding racism.
- This policy applies to all staff employed in NSW public schools including those in corporate offices. It also applies to students who attend government schools and has implications for each school community.

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

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

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.

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation. (Department of Education Discipline Policy)

Safe Playground Plan

The security gates at Bellevue Hill Public School are locked between the hours of 9.30am and 3pm. If you need to enter the school within these hours please request entry using the intercom at the main gate.

Before School

The Bellevue Hill Public School day starts at 9.00am with informal in-class quiet reading time until 9.15am, when formal classes commence. At 8.45am the gates open and teachers come on duty.

The back playground of the school is hired by the before and after school '**Kids Club**', which is a private company. Our students are not able to use their space before 8.45am. Any students who arrive before 8.45am, are asked to sit down under the Covered Outdoor Learning Area (COLA) near the school hall until school staff (wearing high visibility orange vests) come on duty. These staff signify that the school playground is open for play.

MONDAY: Whole School Assembly at 9.20am

FRIDAY in Terms 1 & 4 only: Yrs 3-6 PSSA Sport students assemble in the front playground for SPORT Buses from 8.45am. All other students arrive after 8.45am and move to the back playground. Kindergarten may remain in the COLA.

After School

Our school finishes at 3.15pm. All students (including Kindergarten from Term 2) must move to and sit down at either the COLA or Go With The Flow (GWTF) areas for pick up. Supervision of these areas finishes at 3.30pm, as teachers must report to afternoon meetings. The school gates are closed at 3.30pm and we ask that all students and parents exit before this time to allow the companies using our facilities to start their activities. All out of hours activities including Kids Club use the one main gate for pick up.

The back playground is not an area where parents or students may wait or play after the 3.15pm bell- as from 3.15 this becomes the hired property of the '**Kids Club**'. Parents can enrol their students in this club if they wish to participate in the activities there or furthermore we encourage parents to use the Bellevue Hill Park area to socialise after school hours.

Go With The Flow is situated on the left-hand side of the main entrance ramp. Students sit on the ledge as they arrive with their bags. Parent volunteers and assisting teachers check cars and escort students to the cars on pick up. Please keep this area clear for ease of flow. All other parents and students should use the front and side pedestrian gates to exit.

Wet Weather

Before School: All students arrive from 8.45am and wait under the COLA. A bell will sound and a phone announcement will be made at 9am to indicate all teachers & students to go straight to classrooms.

After School: 'Go With The Flow- Wet Weather' is held inside the foyer of the **Kids Club** area. Students are to sit or stand quietly and listen for the GWTF numbers being called. We ask that no other parents or students should try to exit from this foyer on rainy days to help ease the congestion.



BHPS Sportsmanship Code

BHPS participates in the Sydney Coastal -Primary School Sports Association (PSSA) for students in Years 3-6. It is expected that students representing the school will do so in a manner that brings credit to both themselves and the school.

As a student selected to represent my school I agree to:

- never argue with the umpire/official and accept all decisions.
- control my temper and not use any offensive language or gestures towards anyone else.
- conduct myself with dignity and respect all participants.
- obey the instructions of the teacher/official in charge of the game/ event at all times.
- show good sportsmanship in both victory and defeat. This includes shaking hands at the end of a match with all players and officials/ teachers.
- enjoy myself at sport.

Should I break this code of conduct, I am prepared to accept both the responsibility for and the consequences resulting from my actions at sport. These include:

- Being sent off and replaced for the remainder of the game.
- Possible suspension from future sporting matches or events.
- Accepting consequences in line with my school's code of conduct and the Department of Education's code of conduct.



Team Managements' Code of Behaviour

- set a good example for your players.
- encourage and create opportunities to develop individual skills.
- teach a wide range of team skills.
- ensure that the sport is appropriate for the age group and the skill development level of the players involved.
- teach your players to be friendly towards officials and opponents.
- remove from the field of play any of your players whose behaviour is not acceptable.

Parent/ Carer/Spectators' Code of Behaviour

- encourage participation
- provide a model of good sportsmanship for your child to copy.
- be courteous in your communication with players, team officials, game officials and sport administrators.
- encourage honest effort, skilled performance and team loyalty.
- do not interfere with the conduct of any events.
- remember children play for enjoyment. Don't let your behaviour detract from their enjoyment.
- let game officials conduct events without interference.
- support skilled performances and team play with generous applause.
- demonstrate respect for opposing players and their supporters.



Parents/Carer/ Spectators' Code of Behaviour

- encourage participation .
- provide a model of good behaviour for your child to copy.
- be courteous in your communication with staff.
- encourage honest effort, skilled performance and loyalty.
- do not interfere with the conduct of any events.
- remember children perform for enjoyment. Don't let your behaviour detract from their enjoyment.
- let production staff conduct events without interference.
- support skilled performances with generous applause.

BHPS Selections Code

BHPS has trials and auditions for many activities over the school year for groups or events that have a maximum number of students who may be selected. The staff at BHPS use fair and consistent judging rubrics to make the selection process as transparent as possible.

Staff or Selectors Code:

- use a selection rubrics whenever possible to give a fair chance to all auditions.
- encourage and create opportunities to develop a wide range of individual skills.
- ensure that the performance/ activities are appropriate for the age group and the skill development level of the students involved.
- teach the students to be friendly towards all personnel involved.
- give all interested students a chance to participate.
- remove any student whose behaviour is not acceptable.

Student Code:

As a member of the Bellevue Hill Primary School Dance/ Musical/ Choir/ Band/ Recorder/ Public Speaking/ Debating/ Challenge/ SRC, Peer Mediation Group or other, I agree to:

- be punctual.
- participate with pride.
- learn all the required steps/ lines/ music/ procedures.
- attend all rehearsals/ meetings.
- cooperate during these meetings.
- display a high standard of behaviour at all times.
- remain in the group for the duration of the timeframe given.

I understand that participation in the group can be effected by my lack of respect for the code and that there are reserves in line waiting for this opportunity.

Supporting Websites:

Wellbeing Hub

<https://studentwellbeinghub.edu.au/>

Kids Help Line:

<https://kidshelpline.com.au/>

Parent Help Line:

<http://www.parentline.org.au/>

Bullying Prevention -Upstander Week

<https://bullyingnoway.gov.au/>

<https://antibullying.nsw.gov.au>

Grow Your Mind

<https://growyourmind.life/>

Nutrition

<https://www.health.nsw.gov.au/heal/primaryschools/Pages/llw-at-school.aspx>

Road Safety

<https://www.safetytown.com.au/>

Child Protection

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education/resources>

Cyber Safety

<https://www.esafety.gov.au/>

<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge>

Drug Education

<https://www.yumpu.com/en/document/read/11306744/k-6-drug-education-resource-2001-public-schools-nsw>

Family Referral Service NSW

<http://www.familyreferralservice.com.au/>



BELLEVUE HILL PUBLIC



Empowering tomorrow's leaders

Student Wellbeing Handbook

<https://bellevuehi-p.schools.nsw.gov.au/>