

# NEWTOWN PUBLIC SCHOOL

## WELLBEING POLICY & PROCEDURES



### UPDATED & REVIEWED MAY 2022

### NEWTOWN PUBLIC SCHOOL

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# NEWTOWN PUBLIC SCHOOL WELLBEING FRAMEWORK

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## 1.1 WELLBEING CONTEXTUAL STATEMENT

The NSW Department of Education 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. (NSW DoE Wellbeing Framework for Schools 2015).

At Newtown Public School, we consider the wellbeing needs of our students across several domains.

- **Cognitive wellbeing** is associated with achievement and success. It is crucial for attaining knowledge and experiencing positive learning.
- **Emotional wellbeing** relates to self-awareness and self-regulation. Emotional wellbeing also relates to a student's ability for self-reflection.
- **Social wellbeing** relates to the extent to which we experience positive relationships and connectedness to others.
- **Physical wellbeing** is associated with the extent to which we feel physically safe and healthy. Physical wellbeing relates to positive health outcomes.
- **Spiritual wellbeing** relates to our sense of meaning and purpose. It includes the beliefs, values and ethics we hold. (NSW DoE Wellbeing Framework for Schools 2015).

At Newtown Public School, we support students to connect, succeed and thrive throughout every aspect of their learning. We provide a positive, safe and happy environment in which relationships and connections are valued and students learn and practise positive social behaviours. Students and staff at Newtown Public School actively contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the Newtown community.





## 1.2 TEACHING & LEARNING

Newtown Public School implements the following programs that contribute to the wellbeing of students.

**Personal Development** lessons are taught each term across all classes Kindergarten-Year 6. Following the mandatory units set by the Department of Education, students actively participate in learning around child protection, drug education, nutrition, water safety, road safety and cyber safety.

**Positive Education** is a major focus at Newtown Public School. Students across all classes K-6 participate in lessons each week focusing on developing their **Character Strengths** and the character strengths of others. Strengths Based Learning encourages students to acknowledge and use their strengths, whilst recognising strengths they want to develop. Students understand that we possess all the character strengths, but we tend to use our core more prevalently. We acknowledge our signature strengths can change over that time.

Students across all classes set explicit, data informed **Student Learning Goals** in literacy, mathematics and character strengths at least twice each term. Goals are visible and are based on each students' 'where to next' steps for achieving their goals. The goals are set through conferencing with teachers, students and parents and they encourage the continued development of students' **Growth Mindset**.

A **Growth Mindset** is the understanding that abilities can be developed. Our students know that their ability is not fixed, that their achievement in every area of learning is gained through a combination of skill and effort. Our learning environment promotes the language of perseverance and growth. Visuals and conversation in the classroom will say that students haven't mastered a skill "yet".

Learning environments that are rich with acknowledgement for behaviour sees our students connect to an understanding that 'digging in' for long term effort leads to higher levels of achievement.

**The Peer Support Program** runs across K-6 each year. We implement the program through Peer Support Australia with the aim of developing the social, emotional and mental health of our students through peer led learning experiences. Peer support groups are formed across all classes and led by Year 6 students who have been trained on facilitating a group. The official peer support program runs for 10 weeks, however the peer support groupings are used throughout the year for a range of extra curricula activities and student led lessons on developing our character strengths. The peer support program empowers our students to support one another in forming relationships with students and teachers outside of their stage and class groups.



At Newtown Public School, our **Whole School Transition Program** runs every year, in Term 4. Over three weeks, all students experience three mornings in their upcoming stage group. Classes are mixed and students experience a range of learning experiences with different teachers. During this time, our new Kindergarten students attend class with the Kindergarten teachers for the following year, whilst their parents and carers are invited to attend three information sessions in preparation for transition to school. Year 3 students transitioning from Australia Street Infants School also attend transition, and our outgoing Year 6 classes spend time with staff and students from Newtown High School of the Performing Arts. Feedback from our students indicates the transition program significantly decreases feelings of anxiety and uncertainty about the upcoming year, and enhances feelings of connectedness, excitement and belonging to their upcoming stage group.

**Special Religious Education (SRE) and Special Education in Ethics (SEE)** are both offered for 30 minutes per week at Newtown Public School. Parents opt to have their child participate in SRE, SEE or neither. SRE classes are organised using school enrolment information and depend on the availability of authorised providers. SEE classes are organised in accordance with the number of authorised teachers (volunteers) available and only to students not attending SRE.

Newtown Public School recognises the **National Day of Action Against Bullying** in Term One with a week of specific learning where join thousands of schools across Australia and say **Bullying. No Way!** Each term, sharing circles in class focus on strategies for recognising and responding to bullying at school, at home and online. In-line with our school's **Responding to and Managing Incidents of Student Bullying**, students recognise bullying and now how to report it, and how to be an active bystander.



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## 1.3 LEARNING & SUPPORT

At Newtown Public School, we are committed to providing personalised and differentiated learning to all our students, giving everyone an opportunity to succeed. Students who are identified as requiring additional support to meet their learning needs will have adjustments made to their learning program and sometimes the learning environment. Students are referred to the School's Learning and Support Team (LST) by teachers or their parents/caregivers. The team will then work together to create a learning plan, in consultation with classroom teachers, students and families, catered for learning needs of the student are met.

**Individual Education Plans (IEPs) and Learning Support Plans (LSPs)** are fluid and working documents that inform specific strategies and learning goals for students. These plans are written in collaboration with students and their caregivers and may include recommendations from specialists currently working with the student. Students may require an IEP or LSP for a small period of time, or they may require a plan in place longer term. These plans are reviewed by classroom teachers and are communicated with parents/caregivers and, where appropriate, students each semester.

Students who identify as Aboriginal or Torres Strait Islander have a **Personalised Learning Pathway (PLP)**. These plans highlight the student's current learning goals and strengths and help facilitate the important link between school, home and community. PLPs are updated each semester in consultation with the student and their parents/caregivers.



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Students with identified health-care needs are required to have an individual **Health Care Plan (HCP)**. These plans address the needs of the student in the context of the school and assess risk related to any school activities that the student may take part in. These plans are developed in consultation with parents/care-givers on the basis of information provided by the student's doctor or medical specialist. HCPs must be updated annually. HCPs are required for students diagnosed with:

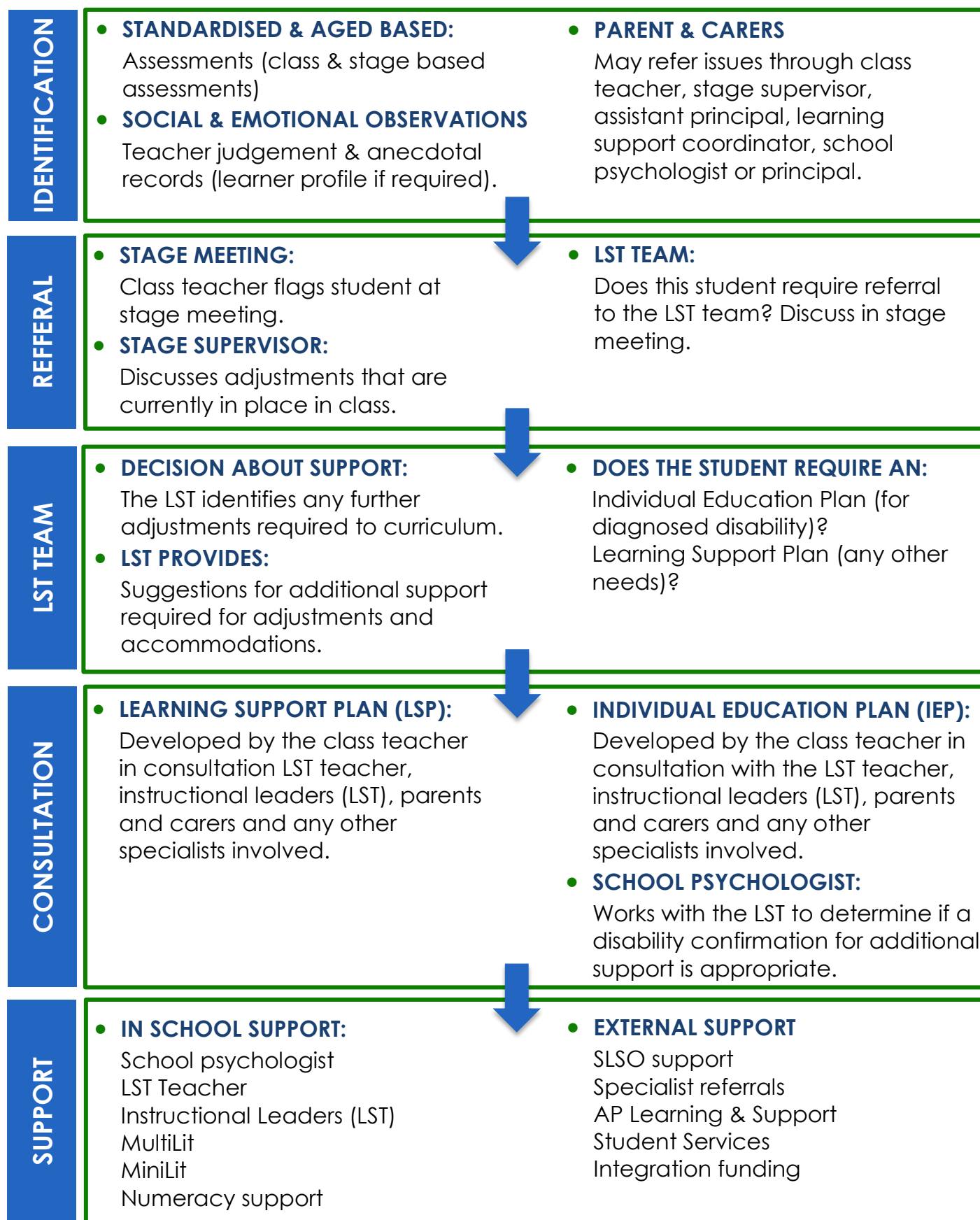
- asthma, anaphylaxis, type 1 diabetes, epilepsy, or risk of seizures.
- any additional medical condition that indicates the student is at risk of an emergency
- a medical condition requiring the administration of health care procedures (either temporarily or long term).

At Newtown Public School, additional learning and support resources exist as follows:

- School Counsellor (one day per week)
- Interventions for students with English as an additional dialect (EaLD) as required
- MULTILIT Reading Tutor Program
- MiniLit Reading Program
- Student Learning Support Officers (SLSOs)



## IDENTIFYING & SUPPORTING STUDENTS WITH ADDITIONAL LEARNING NEEDS





## 1.4 STUDENT LEADERSHIP INITIATIVES

**Student Voice** at Newtown Public School is facilitated through a range of different **Student Leadership** initiatives and opportunities across K-6.

**Student Ministers** at Newtown Public School participate in a School Parliament modeled on Australia's parliamentary system of government. This system of student leadership is designed to strengthen student voice and connect all of our previous leadership initiatives such as the SRC, House Captain, School Captains and Leadership Teams under one interconnected parliament.

The school Ministers are made up of Year 6 students who are elected through democratic process at the end of the previous year. These ministers are given a portfolio to lead for the following year. Ministers lead the following Departments:

**ABORIGINAL & TORRES STRAIT ISLANDER**

**ARTS & COMMUNITY**

**HEALTH & WELLBEING**

**LIBRARY**

**MANAGEMENT**

**MEDIA & COMMUNICATIONS**

**STUDENT REPRESENTATIVE COUNCIL**

**SUSTAINABILITY**

**TECHNOLOGY**

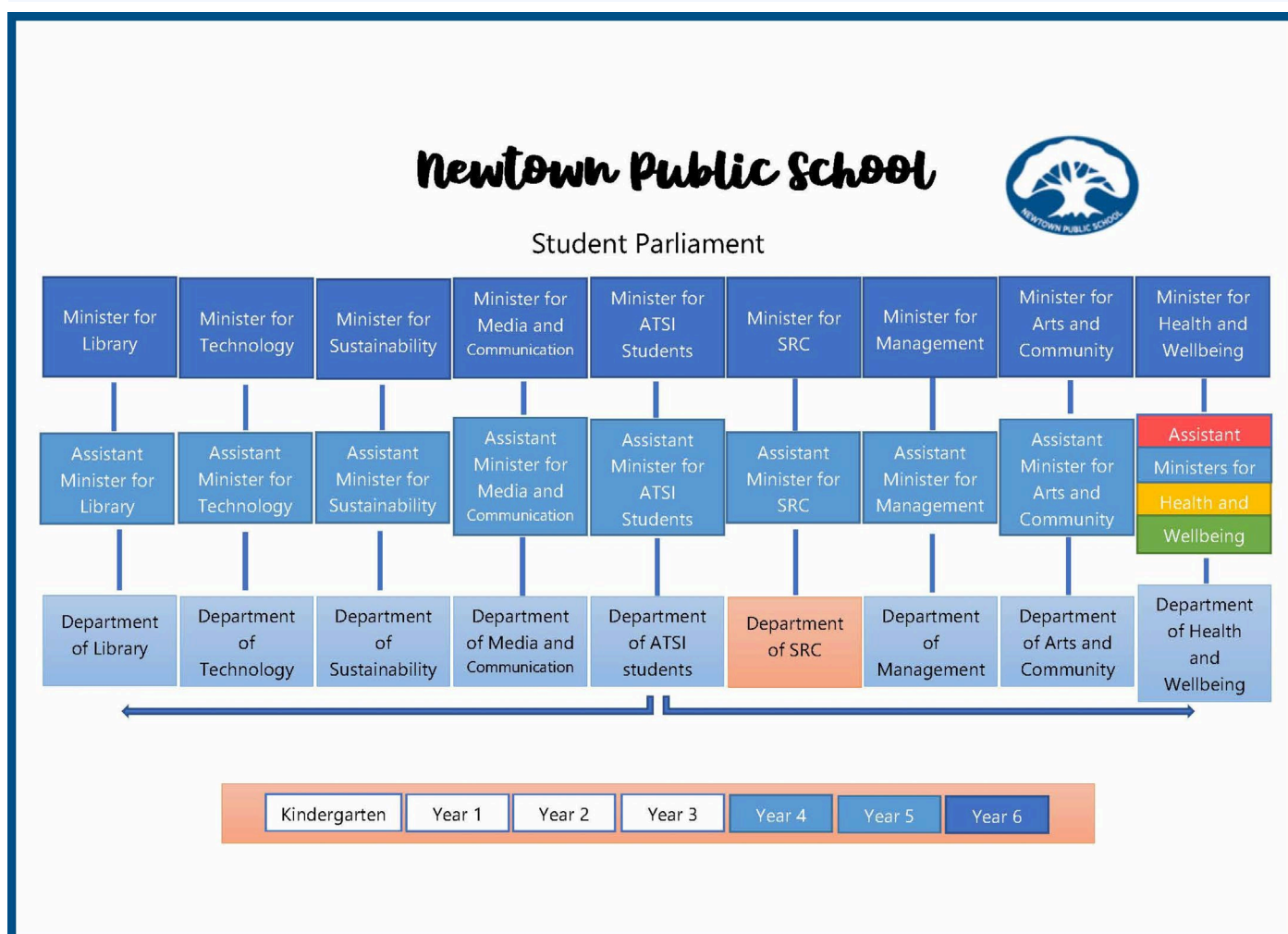
In 2022, we introduced a new portfolio to our Student Parliament, the **Department of Aboriginal and Torres Strait Islander (ATSI) Students**. This department encompasses all Aboriginal and Torres Strait Islander students from K-6. The aim of this department is to ensure equitable and sustainable First Nations representation across our student parliament, while developing leadership skills and connection to Culture. Students from years 4-6 in this department are encouraged to apply and join other departments within the NPS Student Parliament.



**All students in Years 4, 5 and 6 are invited to apply for a position on one of the seven departments.** A role in one of these departments gives students a valuable opportunity to shape their school in an important area of their interest. Departments meet with teacher advisors who mentor them, and they have a range of important responsibilities across our school. They also meet once per term at the Department Conference to raise issues and develop school improvement initiatives to present to the other Ministers, and the Student Representative Council, the sitting of Student Parliament held each term.

**Assistant Ministers** are elected from within the department at the start of each year. This position is open to any department member, and they support the Minister in the organisation and running of the department.

Each semester, classes nominate one student to represent their class in the **Student Representative Council (SRC)**. The elected SRC member represents their class at regular meetings, making suggestions and presenting their class' initiatives to the SRC. These students also have an important role to play in raising funds for chosen charities and community and school causes. The SRC attend Student Parliament each term to represent the entire school community. They feed back to their own class on decisions made in parliament and the initiatives of the other departments.



**Peer Support Groups** are formed across the whole school as a way to connect students across stages. Peer Support Groups are led by Year 6 students who undertake a two-day formal training program at the end of Term One. The official Peer Support program is run in Term 2 and 3, where Peer Support Leaders lead their groups through a series of wellbeing lessons developed by Peer Support Australia. The Peer Support Leaders also lead their groups through lesson based on character strengths and growth mindset throughout the year. Peer Support groups are used throughout the year for other whole school events, including NAIDC week, Book Week and Science Week activities.



**Kindergarten Buddies** are established early in Term One. Stage Three students work with the new Kindergarten students, helping them to learn the routines of their new school environment. Kindergarten students get a chance to meet all the Stage Three students, allowing them to form relationships with a range of older peers, rather than just one particular buddy. Stage Three Buddies eat lunch with Kindergarten students in Term One, and help them navigate the playground. They also participate in some learning activities including literacy rotations and mathematics groups, throughout the term.





## 1.5 BREAKTIME CLUBS AND ACTIVITIES

**Breaktime clubs** are held during either lunch break or recess each day. All students are welcome to attend breaktime clubs as an alternative to being on the playground. Clubs provide an engaging and interactive environment, where students may choose to come on their own, or with friends. Breaktime clubs can vary each year depending on teacher expertise. An example of clubs can include Zine Club, Gardening Club, Film Club, KAPLA Club, and Yoga Club.

The **Library** is open during lunch on Monday, Tuesday and Wednesday. Any students can visit the library during this time to read, draw or play quiet games either on their own or with friends.

**Chess** classes are run at lunchtime onsite by The Sydney Chess Academy. More information about joining one of these clubs can be accessed via the [Extracurricular Activities](#) page on the Newtown Public School website.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00am				
			Robotics (Library) & RoboCup (5-6 Zig Zag)	
LUNCHTIME				
LIBRARY OPEN ZINE CLUB	LIBRARY OPEN ZINE CLUB	LIBRARY OPEN ZINE CLUB	LIBRARY CLOSED KAPLA CLUB	LIBRARY CLOSED FILM CLUB
RECESS GARDENING CLUB			CHESS CLUB Check with provider, Details on the Community Programs page under Extracurricular activities on this website.	
3:15pm	RECESS	RECESS	RECESS	RECESS
DEBATING	AUSLAN CLUB	DRAWING CLUB	CODING CLUB	YOGA

This diagram is an example of a timetable for a term of lunchtime clubs & activities at Newtown Public School.

## 1.6 ACKNOWLEDGING STUDENT EFFORT & ACHIEVEMENT

At Newtown Public School, we embed **positive reinforcement** as an evidence-based practice throughout many of our whole school initiatives to support student wellbeing, behaviour, engagement, and learning outcomes.

Our **Merit Award** system enables all staff to publicly recognise, celebrate, and reinforce positive learning behaviours within all our students. Our Merit Award system also demystifies how students receive an award, such as a Principal's Award. In this system, expected learning behaviours are visible and used in everyday language, and students understand how to move up through the Merit Award system.

Our focus on developing a growth mindset amongst our students means that effort and application is highly valued:

- Class Dojo Points and House Tokens are practices that allow for team building and students working towards a collaborative goal:
  - Class Dojo is a classroom app used by teachers to acknowledge a student or the whole class for displaying positive behaviour and / or achievements. This system records points so that students can work together towards a class reward.
  - Each student is a member of a sporting House. The whole school can earn tokens throughout the year to add towards their House tally, with the goal for their House to be Champion of that year.
- Student Ministers identify and acknowledge their peers for a Ministers' Award or a Department of Health & Wellbeing Award for displaying positive behaviour whether it be in the classroom, playground, or representing the school.
- Students use the SeeSaw app to upload work they are proud of to share with their parents and carers, who are invited to give feedback along with the teacher.
- Our annual Presentation Day formally acknowledges students for outstanding achievement in academic pursuits, citizenship, perseverance, creative and performing arts and sport.





# NEWTOWN PUBLIC SCHOOL

## MERITAWARD<sub>SYSTEM</sub>

EACH WEEK STUDENTS CAN EARN ANY OF THE FOLLOWING AWARDS:

### THE 10 CLASS MERIT AWARDS ARE FOR:

Achieving a learning goal

Actively listening & contributing to our learning

Collaborating well with your peers

Demonstrating creativity in your learning

Demonstrating critical thinking in your learning

Demonstrating the strength of...

Doing quality work

Making positive choices for your behaviour & learning

Seeking challenge in your learning

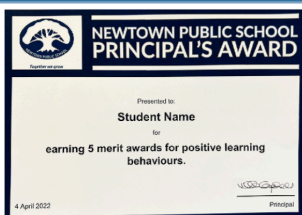
Seeking & using feedback to improve your work



- ✓ Weekly Merit Award
- ✓ Principal's Literacy & Numeracy Award
- ✓ Class Merit Awards

Merit Awards can be given out by the Principal, teachers, support staff and office staff.

### WHEN A STUDENT RECEIVES ANY 5 MERIT AWARDS...



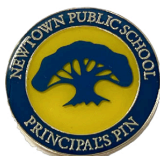
The Principal's Award will be presented during Assembly

### WHEN A STUDENT RECEIVES 5 PRINCIPAL'S AWARDS...



The Gold Award will be presented during Assembly

### WHEN A STUDENT RECEIVES 5 GOLD AWARDS...



They will receive a bespoke School Pin to wear on their collar or school hat. The School Pin will be presented during Assembly.



## 2.0 STUDENT BEHAVIOUR

Newtown Public School's behaviour management processes and procedures are written in line with the NSW Department of Education's Wellbeing Framework. It incorporates the work of educational consultant, Bill Rogers and uses the questions of restorative practices to help students move forward when things go wrong.

The Staying Green System for acknowledging and rewarding positive student behaviour form the basis of our behaviour management process. It is a system for consistently acknowledging positive behaviour, whilst providing a transparent structure for behaviour management and effective restorative conflict resolution. The green system operates in every learning space across the school and provides a consistent dialogue for students, staff and parents.


Each learning space has a green chart, with a pocket for each student containing 4 cards. Students begin each session of the school day on green, with the green card displayed in their pocket. At the start of the year, classes will negotiate a set of class agreements in line with the school rules. If a student receives a reminder for a behaviour that sits outside of these class agreements, they will be asked to flip their card from green to yellow, and then orange if the behaviour continues. After two reminders, if the behaviour persists the student will be asked to turn their card to red, and they will be asked to have 5 minutes of 'Thinking Time' for reflection.




## 2.1 SCHOOL RULES FOR LEARNING & SHARED SPACES

### LEARNING SPACES

 <b>NEWTOWN PUBLIC SCHOOL</b>		<b>CLASSROOM</b>
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I am in the right place at the right time</li> <li>• I keep my hands and feet to myself</li> <li>• I walk and move with care</li> </ul>	
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I actively listen to my teachers and peers</li> <li>• I follow instructions</li> <li>• I think of others</li> </ul>	
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I make positive choices</li> <li>• I work co-operatively with others</li> <li>• I am organised for the day</li> <li>• I take care of equipment and belongings</li> </ul>	
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I actively participate</li> <li>• I take risks in my learning</li> <li>• I challenge myself and persevere</li> <li>• I stay focused on the task</li> <li>• I see mistakes as opportunities</li> </ul>	

 <b>NEWTOWN PUBLIC SCHOOL</b>		<b>LIBRARY</b>
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I line up sensibly</li> <li>• I walk and move with care</li> <li>• I keep my hands and feet to myself</li> </ul>	
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I keep food out of the library and outdoor library area</li> <li>• I wait patiently to borrow</li> <li>• I return books on time</li> <li>• I put books back in the right place</li> </ul>	
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I take care of books and equipment</li> <li>• I tell the teacher if books are damaged</li> <li>• I work co-operatively with others</li> </ul>	
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I use a quiet voice</li> <li>• I borrow regularly</li> <li>• I stay focused on the task</li> <li>• I read books that challenge me</li> </ul>	

 <b>NEWTOWN PUBLIC SCHOOL</b>		<b>TECHNOLOGY</b>
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I protect my passwords</li> <li>• I hold my device with two hands</li> <li>• I move with care when using devices</li> </ul>	
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I take turns</li> <li>• I care for all devices</li> <li>• I charge my device</li> <li>• I think before I click</li> </ul>	
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I am a responsible digital citizen</li> <li>• I only use my own login</li> <li>• I log out after each use</li> <li>• I report any damage</li> </ul>	
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I ask for help</li> <li>• I share my knowledge and skills</li> <li>• I stay focused on the task</li> <li>• I practise new skills</li> </ul>	


## 2.1 SCHOOL RULES FOR LEARNING & SHARED SPACES

### SHARED SPACES

 <b>NEWTOWN PUBLIC SCHOOL</b> <b>HALL</b>	
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I keep pathways clear</li> <li>• I walk and move with care</li> <li>• I am in the right place at the right time</li> </ul>
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I celebrate my peers' and team achievements</li> <li>• I applaud politely</li> <li>• I show respect for personal space</li> </ul>
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I follow teacher's instructions</li> <li>• I am a positive audience member</li> <li>• I pack up chairs and equipment with care</li> </ul>
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I listen attentively during presentations</li> <li>• I actively participate</li> </ul>

 <b>NEWTOWN PUBLIC SCHOOL</b> <b>PLAYGROUND</b>	
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I am in the right place at the right time</li> <li>• I keep my hands and feet to myself</li> <li>• I use equipment safely</li> <li>• I wear my hat</li> </ul>
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I am inclusive</li> <li>• I show care for others' games</li> <li>• I share space and equipment</li> <li>• I put rubbish in the bin</li> <li>• I sit down when eating</li> </ul>
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I ask for help when I need it</li> <li>• I am a responsible bystander</li> <li>• I return equipment</li> <li>• I report any problems to the duty teacher</li> </ul>
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I support others</li> <li>• I model positive and safe behaviour</li> <li>• I understand and follow the rules in games</li> </ul>

 <b>NEWTOWN PUBLIC SCHOOL</b> <b>TOILETS</b>	
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I use, wash and leave</li> <li>• I leave food outside</li> <li>• I use the toilet correctly</li> </ul>
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I respect the privacy of others</li> <li>• I flush the toilet</li> </ul>
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I report any problems</li> <li>• I use only what I need</li> </ul>
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I conserve water</li> <li>• I am hygienic</li> <li>• I wash with soap and water</li> </ul>

 <b>NEWTOWN PUBLIC SCHOOL</b> <b>WALKWAYS</b>	
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• I am in the right place at the right time</li> <li>• I stay left when walking</li> <li>• I walk safely &amp; quietly</li> </ul>
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• I make room for others</li> <li>• I respect the work of others</li> <li>• I use a quiet voice</li> </ul>
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• I keep walkways clear of belongings</li> </ul>
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• I respect the learning of others</li> </ul>





## 2.2 MAKING POSITIVE CHOICES

### FOR LEARNING AT NEWTOWN PUBLIC SCHOOL



#### Working in another classroom means:

- I need more time and support to think about my choices
- My behaviour is affecting other students' learning
- I will work on my own this session in another classroom and get ready to go back to my class next session



#### Having 'Thinking Time' means:

- I have not used two reminders to make a positive choice for my learning
- I need to think about what I need to do differently to stay with my class for this session
- I need to think about what the class rules mean for my behaviour and other peoples learning



#### 2nd reminder means:

- My teacher has asked me twice to follow class rules and to make a positive choice
- I can choose to co-operate now and stay green today



#### 1st reminder means:

- I have a chance to make a positive choice
- I can make a positive choice for my learning
- I can follow the class rules and stay green today



#### Staying Green today means:

- I am making positive choices for my learning
- I am co-operating with my teachers and peers
- I am following the class rules

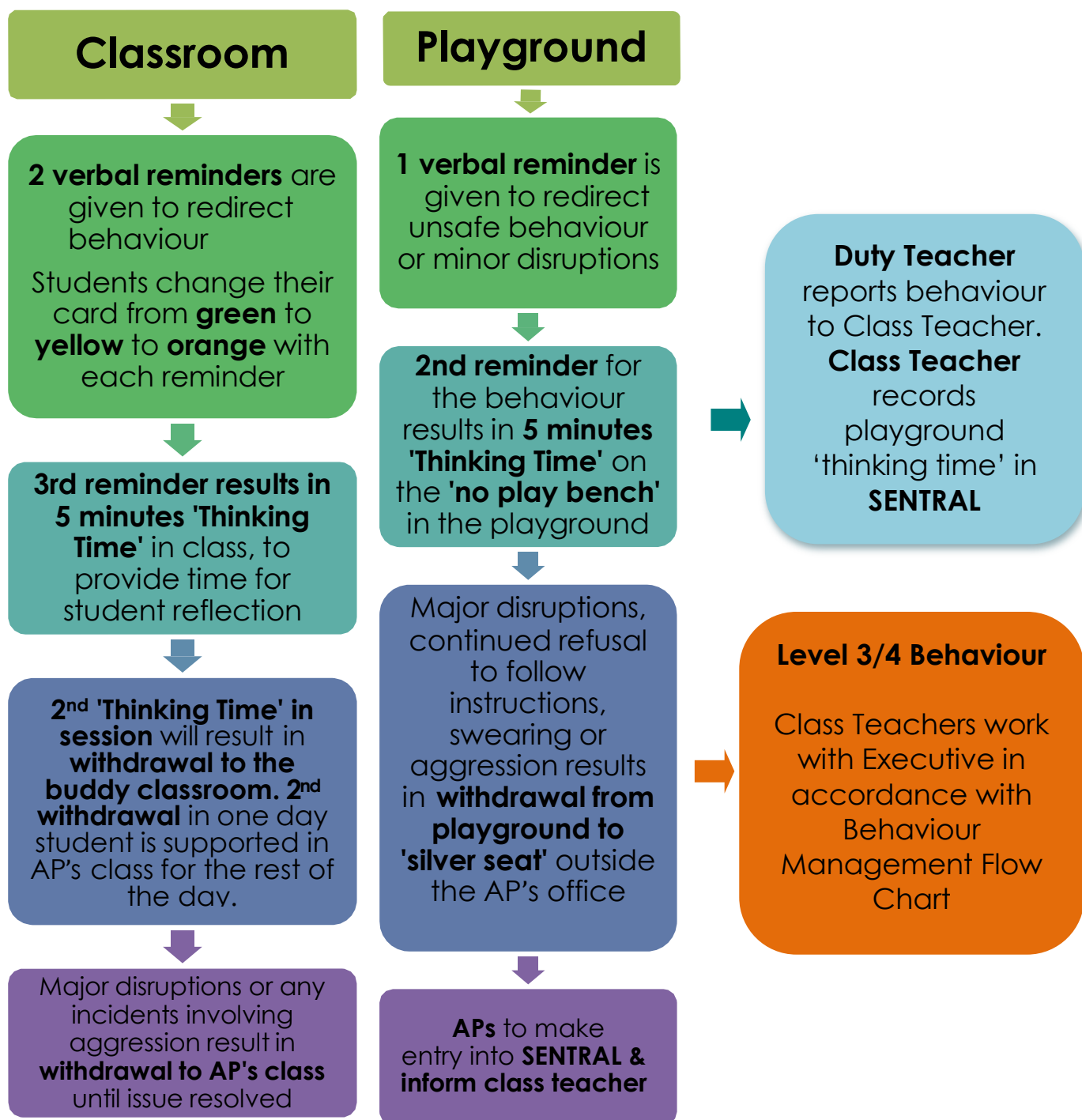
Making Positive Choice is based on the behaviours and values we teach at Newtown Public School. It is also in line with the [Department of Education's Behaviour Code of Students](https://education.nsw.edu.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf).  
<https://education.nsw.edu.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>

## 2.3 Newtown Public School Behaviour Management Process and Procedures

All staff at Newtown Public School support students to make positive choices for their behaviour.

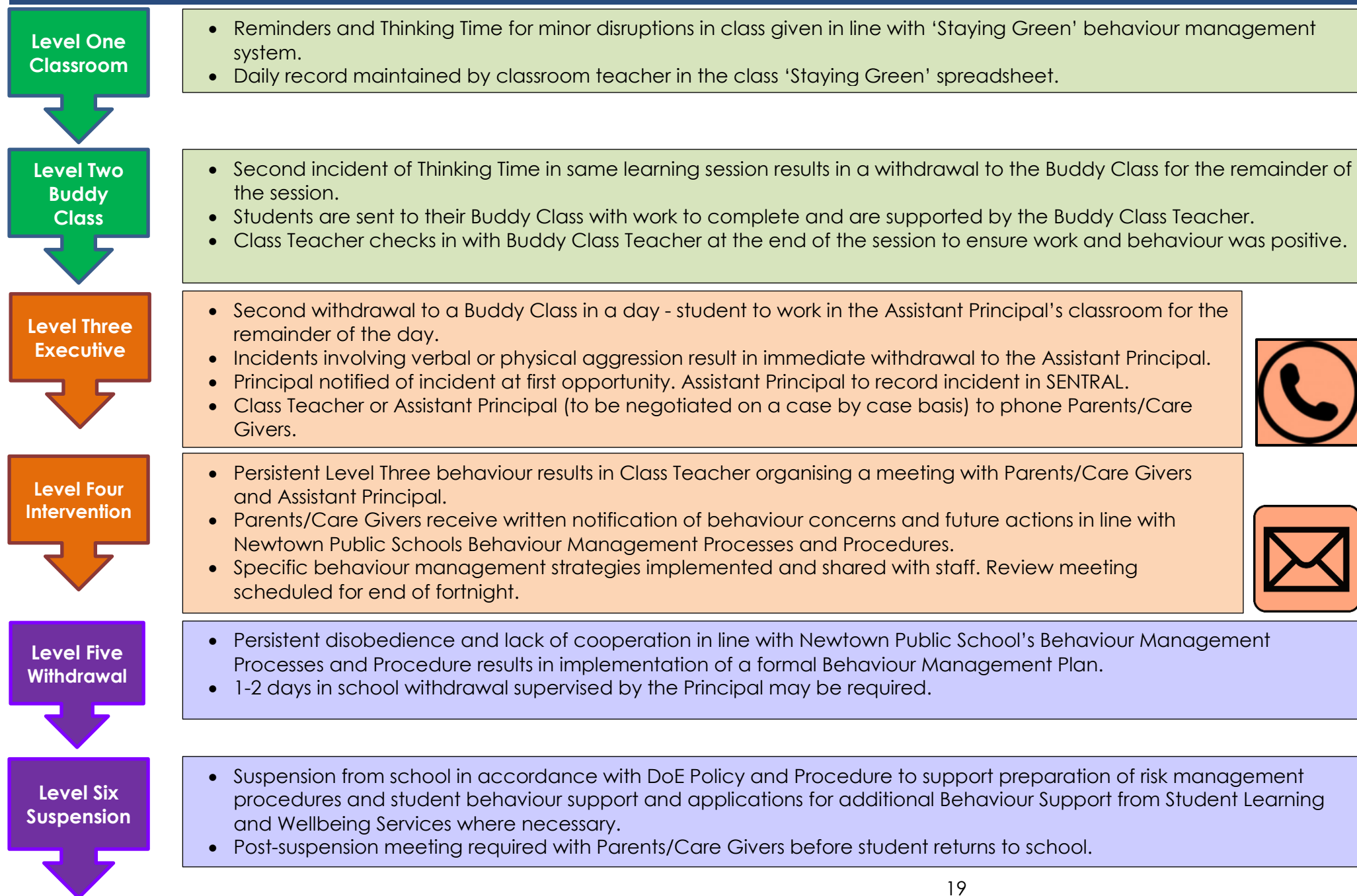
Our school's '**Staying Green**' system acknowledges all students and their positive participation in learning and play.

The '**Staying Green**' system is a scaffold which encourages students to use reminders to make positive changes to their behaviour.



**Accurate record keeping using SENTRAL & 'STAYING GREEN' class record**  
by class and RFF teachers is necessary for support to be provided  
to students by schools and families

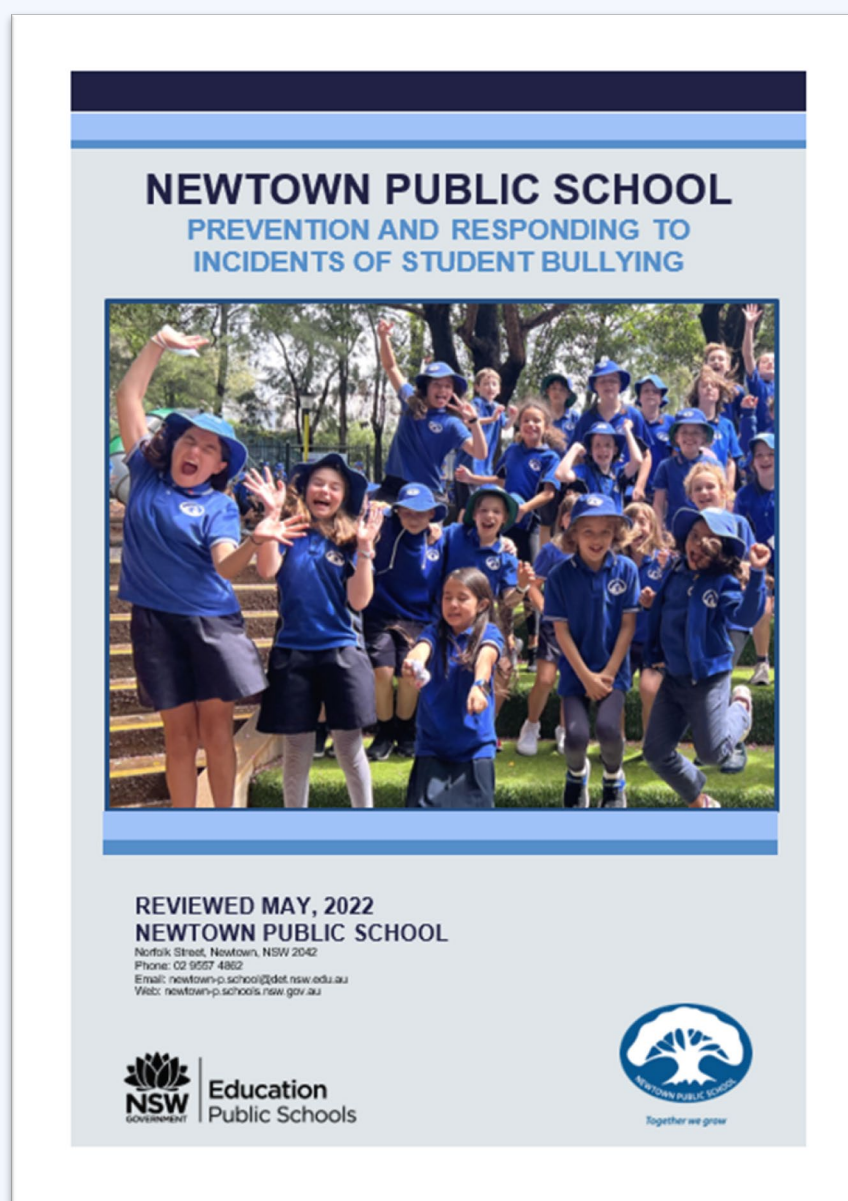
## 2.4 Newtown Public School Behaviour Management Flow Chart





## 3.0 BULLYING PREVENTION – NSW DEPARTMENT OF EDUCATION

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.



### 3.1 PREVENTION STRATEGIES

At Newtown Public School we recognise that we have a responsibility to create **organisational and leadership practices that support all students**. As part of our **2018-2020 School Plan**, we implemented strategies for preventing bullying as listed below. These strategies continue to be built upon in our **[2021-2024 School Improvement Plan](#)**:

- Student leadership skills are developed through our extensive student leadership programs. All students in Year 4, 5 & 6 have the opportunity to join one of seven leadership teams known as Departments. Students K-6 have the opportunity to join in the Student Representative Council. Students in Year 6 have the opportunity to apply for a Student Executive position as a Minister or Assistant Minister for the Department.
- Whole school participation in the Peer Support Program each year sees students sorted into mixed age groups with Year 6 students facilitating a weekly session focused on making friends, values, resilience, and anti-bullying strategies.
- Timetabled weekly Circle Time discussions which focus on bullying and cyber safety strategies at least once per term in all classrooms.
- Updates emailed to Stage 2 & 3 parents about cyber-safety strategies mobile phone apps that are popular with students in Term 3.
- Comprehensive whole school transition and handover. Each year, every grade experiences a 'moving up' program where they get to experience three mornings in their new stage.
- Creating a culture of support and resilience through the implementation of positive psychology initiatives including work on developing growth mindsets and using individual character strengths to set SMART goals.
- The use of class teacher and executive teacher facilitated restorative circles when dealing with incidents of student bullying behaviour.
- Clear and timely communication with parents and carers when seemingly one-off incidents occur, if deemed they have the potential to escalate into bullying.

## 3.2 NATIONAL DAY OF ACTION AGAINST BULLYING & VIOLENCE

Each year during Week 7 of Term 1, Newtown Public School takes part in the *National Day of Action against Bullying and Violence*. 'The National Day of Action gives schools the chance to take action and empower young people to be part of the solution when addressing bullying in their school community. It provides an opportunity to focus on bullying and the big changes we can make to create safer communities for everyone'

([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)).

During the week of action, students participate in a variety of class based activities that promote the message 'Bullying: No Way!' Students, teachers and community members are consulted and our school's policies and procedures for managing and responding to incidents of bullying are reviewed. A whole school assembly is held where classes share their individual pacts to help keep our school and students safe.





### 3.3 RESTORATIVE PRACTICES

Newtown Public School uses **restorative practice** to help us move forward when things go wrong. **Restorative Practices** enable those who have been harmed or impacted to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make things 'right'. (<https://restorativejustice.org.uk/restorative-practice-schools/>).

At Newtown Public School, a core component of restorative practices is the participation in a restorative circle. A restorative circle is a structural framework to build relationships and help to resolve conflict in a community. It gives all people involved in an incident a voice, and a chance to make things right again.

Restorative practices at Newtown Public School are framed by the following questions, asked after an incident has occurred;



**IIRP – International Institute for Restorative Practices**

Students across all stages at Newtown Public School are encouraged to use these questions to help them resolve minor issues in the playground and the classroom. Newtown Public School also encourages our community to adapt these practices and follow these questions at home.

### 3.4 NEWTOWN PUBLIC SCHOOL FLOWCHART FOR RESPONDING TO INCIDENTS OF STUDENT BULLYING

Using the '**Staying Green**' classroom management system and the **SENTRAL SYSTEM**, teachers keep detailed and up to date records of incidents that could contribute to, or result in, student bullying behaviour incidents.

An incident of bullying\* is reported or witnessed by a staff member, parent or carer, student bystander or victim

*\* we define bullying as repeated verbal, physical, physiological, cyber, or social behaviour that is harmful and involves the misuse of power by a group or an individual towards one or many students.*

**Class teacher, Assistant Principal or Principal** interview all students involved, including students who may have witnessed the behaviour. Students are **interviewed separately** and accounts of the incident are **documented and compared**.

If the incident is **confirmed** to be an account of student bullying, **parents/carers are contacted** via phone, email or letter, or they may be invited in for a meeting.

If the incident is **not confirmed** to be an incident of student bullying, detailed records are made in **SENTRAL**.

Students involved attend a **restorative circle session** with the Assistant Principal or Principal where the victim has a chance to speak openly about how they were affected by the incident, and the student who committed the bullying behaviour has a chance to try and make things right. It is at this time that **consequences** may be negotiated for the student or students involved in the bullying behaviour. This may be particular to the kind of bullying that has occurred.

Incident is recorded in the **Register of Student Bullying Behaviour in SENTRAL**

If deemed necessary, the Principal will contact the **DoE Child Wellbeing Unit, NSW Family and Community Services**, or in a case of serious physical or verbal violence, the **NSW Police**.

The situation is **monitored fortnightly for an additional 4 weeks** and all additional details are uploaded into the Register of Student Bullying Behaviour for record keeping purposes. This data will also be analysed regularly by Assistant Principals and Stage Supervisors to identify and respond to patterns of bullying behaviour.

This plan will be **communicated regularly** in the school newsletter and will be formally evaluated by the **staff and parents/carers** once a year. It will be updated throughout the period of our current **School Improvement Plan (2021-2022)**.

## **4.0 RELATED POLICY DOCUMENTS**

### **4.1 PREVENTING & RESPONDING INCIDENTS OF STUDENT BULLYING**

### **4.2 CHILD PROTECTION POLICY**

### **4.3 SCHOOL ATTENDANCE POLICY**

### **4.4 SUNSMART POLICY**

### **4.5 STUDENT USE OF DIGITAL DEVICES & ONLINE SERVICES**



## ADDITIONAL INFORMATION:

Department of Education, Student Wellbeing:

<https://education.nsw.gov.au/student-wellbeing>

Department of Education, Bullying of Students – Prevention and Response Policy

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

Bullying No Way resources: <http://bullyingnoway.gov.au/>

Kids Helpline: 1800 55 1800

### **This plan was updated and reviewed by:**

Helen Campbell – Principal (relieving)

Alex Mumford – Assistant Principal

In consultation with NPS P&C, 2022.

