



Double Bay Public School

Kindness & Courtesy

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School Behaviour Support and Management Plan

Introduction

Double Bay Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community included, the Peer Support Program, weekly Positive Behaviour for Learning/Wellbeing lessons, Resilience programs, Social Skills programs and Anti-Bullying Workshops.

The school has a whole-school approach to promote positive behaviour and social- emotional learning through prevention, early intervention, targeted intervention, and individual intervention.

Meaningful engagement and partnerships between the school, students, parents and carers, and community is fundamental to maintaining positive student behaviour in schools.

This plan has been developed in line with the [Student Behaviour Policy](#), [Behaviour code for students | NSW Department of Education](#) and the [School Community Charter](#).

Promoting and reinforcing positive student behaviour and school-wide expectations

Double Bay Public School has the following school-wide rules and expectations:

- Be Safe
- Be Respectful
- Be a Learner

Double Bay PBL Behaviour Matrix 2024

All Settings:

- I follow teachers instructions
- I know there are consequences for inappropriate behaviour and I am responsible for my actions
- I report any problems to a teacher

	At School	Playground	Toilets	Movement	Office Space	Hall	Library	Research Hub	Bus Lines	Online Settings
SAFE	● I freeze on the signal ● I follow the teachers' instructions ● I move sensibly to designated area when the music plays ● I wait patiently and sensibly until my teacher arrives ● I keep hands/ feet and other	● I stay in the correct area ● I finish eating and wait for my area to be checked by the teacher on duty before I play ● I am kind and courteous ● I go to the toilet during break time ● I seek help from the teacher on duty if I need it.	● I stay away from the toilets when playing or eating ● I wait for my friend outside and return to class quickly	● I walk in lines ● I am punctual ● I walk from one place of the school to another quietly so as to not disturb the learning of others	● I use the correct entry and exit door/s ● I entered office/staff spaces only when invited ● I remember my manners	● I listen to and follow instructions ● I wait quietly when I enter and leave the hall ● I sing the school song and National Anthem sensibly ● I participate with enthusiasm ● I stand and sit quietly	● I follow teachers' instructions ● I wait quietly for the teacher before entering	● I follow teachers' instructions ● I wait quietly for the teacher before entering	● I follow teacher instructions ● I wait patiently and quietly	● I follow appropriate digital protocols and rules
RESPECTFUL	● I follow teachers instructions ● I am polite and considerate ● I wear the correct school uniform with pride ● I care for everyone's property ● I help look after our environment	● I sit and eat my own food in the designated area ● I put rubbish in the correct bins ● I keep hands, feet and other objects to myself ● I play fairly ● I wear my school hat ● I play in the shade if I don't have a hat ● I use and return equipment appropriately ● I need to ask a teacher to go to	● I allow others privacy ● I flush the toilet and wash my hands ● I take care of the toilet facilities ● I am clean and tidy in the toilets ● I speak quietly and politely in the toilets ● I use toilet paper and	● I walk quietly ● I move in a safe and sensible manner ● I arrive and depart through appropriate entry and exits ● I line up sensibly outside classroom or in designated area in line ● I move safely in stairwells and hallways, always keep to the left	● I say excuse me/please and thank you ● I use a quiet voice	● I sit in areas directed by teachers ● I sit without speaking ● I listen attentively to all speakers ● I use my manners when receiving an award ● I respect and acknowledge the achievements of others	● I use all components of equipment and books appropriately ● I use a quiet voice in the shared space ● I move around the room in a safe and sensible manner	● I move around the room in a safe and sensible manner ● I respect the furniture and equipment in the room ● I use a quiet voice in the shared space ● I will leave the area neat and tidy ready for the next class	● I sit and stay in my bus line ● I walk to and from the buses in a calm and orderly manner ● I remain seated and speak quietly on the bus ● I am respectful towards community members and others ● I board and exit the bus safely ● I thank the driver when exiting	● I respect the equipment, the learning space and the privacy of others ● I log off the devices correctly and return to where I borrowed from

		the toilet or a bubbler - I take a friend and report back.	soap correctly	- I stop, look and listen - On the pedestrian crossing I walk and don't talk and wait for the crossing supervisor to tell me it is safe to cross						
LEARNER	- I am prepared in full school uniform - I walk promptly using acceptable behaviour for the next "activity" - I am at school on time to learn - I listen for the next instruction	- We negotiate the rules of the game and have a plan for play - I show good sportsmanship - I demonstrate leadership - I respect and celebrate the achievements of others - I think how I can solve my own problems and take it to the teacher if we can't agree	- I am water wise - I visit the toilets before school at recess and at lunch - I report problems in the toilet to teachers	- I have equipment ready to learn and I am organised - I use in-bound areas - I set an example for others	- I have equipment ready to learn and I am organised - I use in-bound areas - I set an example for others	- I know the words to the school song and National Anthem - I participate appropriately - I am an attentive audience member - I listen to messages carefully	- I borrow and return books regularly - I am an active and supportive class participant - I remember to bring my library bag to borrow each week - I remain on task and complete work quietly respecting others at all times	- I work cooperatively - I remain on task and complete work quietly respecting others at all times	- I look after my belongings - I follow community rules - I listen and participate - I display good sportsmanship - I help and look out others	- I use digital resources appropriately for educational learning - I report any misuse of the devices

Double Bay Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Positive Behaviour for Learning

Double Bay Public School has created a whole school comprehensive, consistent and positive approach to student wellbeing with an emphasis on self-regulation using the Positive Behaviour for Learning program so that students can *connect, succeed and thrive*.

PBL is a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours and wellbeing, creating a positive school environment. The educational process brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. It is supported state-wide by the NSW Department of Education and underpinned by the [Wellbeing framework for schools](#)

Double Bay is Ready to Learn

The 'Double Bay is Ready to Learn' system is a whole-school approach to developing consistent language around making good, great and outstanding choices in each classroom. The choices students make closely align with one of the core PBL values.

Merit Award Systems

The school Merit Award system aligns closely with the PBL values. These merits are awarded to students during the weekly school assemblies to acknowledge the ways in which students are demonstrating the weekly PBL focus. In addition, students work to receive the Bronze, Silver, Gold and Principal awards throughout the year.

Toolbox Wellbeing Sessions/Check Ins

Each class participates in a weekly wellbeing lesson. These weekly lessons are provided by the Strategic Direction 2 team. Depending on the individual needs of each class, the class teacher may determine the need to focus on a specific wellbeing area. These may include; friendships, resilience, conflict resolution or social skill development.

House Points

The House Point Wellbeing system aligns to the school existing positive behaviour for learning processes and acknowledges students who are demonstrating the core PBL values. This system supports all students to develop team working skills.

Behaviour code for students

The [Behaviour code for students | NSW Department of Education](#) can be found via this link. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole- school approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Merit Award System	Whole school positive reinforcement to develop a sense of belonging	Whole school
Prevention	Double Bay is Ready to Learn	Whole school approach to developing consistent language relevant to the choices students are making in their learning and engagement at school. The system aligns closely with the PBL focus at Double Bay Public School.	Whole School
Prevention	High quality differentiated teaching	Addresses individual learning needs of all students in each class, where appropriate learning adjustments are documented in a personalised learning and support plan (PLSP) and/or Personal Learning Pathways (PLPs).	Whole school
Early intervention	PBL Tier 1	Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Whole school
Early intervention	Weekly Wellbeing Lessons	Explicit teaching of relevant skills to support the students to manage difficulties if they arise during social interactions	Whole school
Early intervention/ Targeted intervention/ Individual intervention	School Learning and Support Officers	Work in schools to enhance the wellbeing and learning outcomes of students. SLSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strength-based programs and strategies that build resilience, coping skills and positive relationships.	Identified students in K-6
Targeted intervention	Communication books	To support students who have ongoing inappropriate behaviour. Partnership with parents/carers on a frequent basis is required	Individual Students
Targeted intervention	School counselling service	To support specific students referred to the learning support team in consultation with parents/carers.	Individual Students
Individual intervention for students	Student Self-Monitoring Approach	To support specific students to develop skills required to monitor their own behaviour.	Individual Students
Individual intervention for students	Restorative questions when responding to challenging behaviour	Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm. Use effective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected. Questions should be directed towards problem-solving – 'what needs to happen to make this right?'	Students Staff

Restorative practices

Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm. Teachers have an opportunity to model restorative strategies for students in the classroom.

Restorative questions

Use effective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected. Questions should be directed towards problem-solving – ‘what needs to happen to make this right?’

Restorative questions to respond to challenging behaviour

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?

Example of in-class process- Learning From Mistakes Repair Plan (Restorative Questions)

LEARNING FROM MISTAKES

Name: _____

CIRCLE, MARK WITH AN "X", OR WRITE YOUR ANSWERS.

1. What happened?

Said Something Unkind	Did Something Unsafe	Went Somewhere Without Permission	Didn't Follow Directions	Talked When It Wasn't My Turn
Hurt Someone	Took Something That Wasn't Mine	Distracted Others	Damaged Property or Misused Materials	SOMETHING ELSE:

2. How did you FEEL at the time?

Worried	Sad	Happy	Frustrated	Lonely	Excited	Angry	Envious	Bored	SOMETHING ELSE:
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3. What were you THINKING at the time?

Wanted to Be Included or Belong	Was Full of Energy and Needed to Move	Thought Something Was Unfair	Was Stressed About Something	Wanted to Get Away or Be Left Alone
Didn't Understand the Lesson	Wished I Had Something	Needed Attention and Connection	Wanted to Have Fun	SOMETHING ELSE:

4. What were the consequences of your actions?

Someone's feelings were hurt.	Someone's body was hurt.	Others couldn't learn as much.	I lost someone's trust in me.	I have a problem to solve.
I feel worse.	I wasn't able to learn as much.	I lost a privilege.	SOMETHING ELSE:	

5. How can you try to make it better?

Apologize	Do Something Kind	Complete My Work	Clean Up	SOMETHING ELSE:
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6. What can you do next time?

Take Deep Breaths or Count to 20	Focus On My Work	Take a Break to Get Calm	Keep My Hands and Feet to Myself	Ask to Take a Movement Break
Ask a Grown-Up For Help	Stop and Think Before I Do Something	Ask to Use or Share Something	Use Kind Words	Listen and Pay Attention
Follow Directions	Stay Where I'm Supposed To Be	Use Words to Say How I Feel and What I Want	SOMETHING ELSE:	

Restorative questions to help those harmed by others actions

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

Reflection

"To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action." [Detention and time-out procedures](#)

Student Self- Monitoring Process

For ongoing concerns of a particular behaviour, the class teacher and/or the assistant principal will use the evidence-based Student Self-Monitoring process. This approach enables students to develop skills required to monitor their own behaviour. This process is useful if students need support to encourage a certain behaviour or to minimise an inappropriate behaviour. Self-monitoring is where a student is given a tool to set a target behaviour or goal so they can increase or decrease its frequency. The process is as follows:

Step 1: Identify the target behaviour or goal with the student (e.g. at the start of each lesson I will wait for my teacher to finish telling us instructions before asking a question).

Step 2: Describe the behaviour or goal in a clear and specific manner that can be measured (for some students this may need to be best represented visually). Adding the target to the self-monitoring form will assist the student to track individual progress.

Step 3: The student can draw a tick or smiley face in the square when they engage in the target behaviour. The teacher continues to provide encouragement as the student uses the form. Over time the form can be phased out as the student learns to automatically engage in the appropriate behaviour.

Partnerships with parents/ carers

Double Bay Public School continues to work in consultation and partnerships with parents and carers to support student engagement and wellbeing at school. School guidelines are reviewed annually and consist of a representative from each of the student, teacher, executive and parent groups.

School Anti-Bullying Plan

The Double Bay Public School Anti-Bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities.

The development of the plan included collaboration with representatives from the student, parent, teacher and community.

The school identifies bullying behaviour as a serious threat to the sustainability of a whole school culture that engages and motivates all students to:

- achieve their best
- fully participate in learning
- nurture their self-perception and self esteem
- interact socially
- develop fulfilling friendships
- be happy
- perceive the world as a safe and supportive place

In minimising bullying the school follows and promotes three key Positive Behaviour for Learning values. These include:

- Being respectful
- Be safe
- Be a learner

Features of Bullying

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Prevention of Bullying

Double Bay Public School implements strategies and programs for bullying prevention. This includes:

- A whole school focus on Positive Behaviour for Learning (PBL) including the Care Continuum that enables the school to be proactive in the prevention and intervention of bullying
- Consistently revising and identifying when students demonstrate the school PBL values within the context of the Personal Development curriculum which is embedded into the whole school culture of success.
- Student-led programs such as the Student Voice, playground buddies and buddy programs help create a community of inclusiveness and respect for the individual and reinforce a whole school culture of 'Bullying. No Way!'
- Staff are trained in identifying the signs of bullying and the school procedures for dealing with it.
- Programs are developed and modified regularly to ensure that the school maintains a positive climate of respectful relationships where bullying is less likely to occur
- Weekly presentation of School Awards linked to the PBL values whereby students are acknowledged for their success and demonstration of being safe, being responsible and/or being respectful.

Responding to Bullying

The school has developed a flowchart to assist teachers understand the process to follow in the situation that a student seeks support for bullying related behaviour.

Reviewing the school behaviour support management plan

Double Bay Public School aims to provide a broad, quality education to ensure high levels of learning for all students. The social, emotional, academic, and physical wellbeing of students is supported in a safe and nurturing environment and diversity is acknowledged and celebrated. Double Bay is a place which fosters tolerance, encourages excellence and values personal achievement. We offer the opportunity for students to grow and develop in a safe, happy and inclusive environment.

As a Positive Behaviour for Learning (PBL) school, we empower students to become self-directed, intrinsically motivated and resilient learners who achieve excellence within a challenging and supportive environment. We value creativity and divergent thinking to achieve academic, social and emotional success.

Student wellbeing is enhanced when all members of the school community work together in harmony, participating in the learning program, as well as in the life of the school. Good discipline and effective learning will result when the partnership of parents, teachers, students and community members is based on mutual respect, each partner supporting the decisions exercised by the others.

The wellbeing of our students is the main priority of Double Bay Public School. We acknowledge that students learn most effectively in a secure environment where they have the freedom to explore and investigate. Effective learning is maximised when morale is high, when students and teachers feel secure and when high value is placed on working together.

Our programs enable our students to:

- develop self confidence, self esteem, respect for themselves and others, and achievement of personal excellence;
- provide students with an understanding of and respect for our cultural heritage, including the particular cultural background of Aboriginal and ethnic groups, and for other cultures;

- develop knowledge, skills, attitudes and values which may be applied in future life;
- develop in students a capacity to exercise judgement in matters of morality, ethics and social justice;
- develop moral autonomy, self discipline and acceptance of the need for legitimate authority;
- develop a school community characterised by individuals who are just, caring, responsible and tolerant

Positive Behaviour for Learning (PBL)

Expected Standards of Behaviour

In the Classroom

Students are expected to:

- follow all instructions given by the teacher;
- follow the class rules;
- respect the rights of the teacher and peers ;
- co-operate with the teacher and fellow students;
- work quietly so as not to disturb others;
- remain seated, unless otherwise instructed;
- complete set tasks to the best of their ability;
- respect the property of others;
- be punctual to lessons;
- walk when moving about the classroom or moving about within the school buildings.

In the Playground

Students are expected to:

- follow the instructions of the teachers on duty;
- follow the rules of playground usage;
- remain seated in the designated lunch area until dismissed;
- place all rubbish in the bins provided;
- play only in the supervised areas of the playground;
- play safely at all times;
- use fixed equipment only under supervision;
- play undercover in the event of rain;
- play ball games in the areas designated
- remain on the playground once dismissed from the building, unless permission is otherwise given by the supervising teacher;
- refrain from bringing weapons or expensive items onto the playground;
- refrain from picking up or throwing sticks, stones, bottles etc;
- wear a hat when playing in the sun;
- co-operate with fellow students by not interfering in other games;
- respect the rights of others to use the playground.

On Excursions/Sporting Activities

Students are expected to:

- follow the instructions of the teacher or parent helper;
- remain seated whilst travelling on any form of transport;
- when walking, keep together as a group, on the left;
- be responsible for their own property;
- request permission to break from the group e.g. toilet, drink etc. then report to the teacher;
- stay with a partner for the duration of the excursion;
- cross roads only when so instructed;

- walk at all times;
- refrain from any action that might endanger themselves or peers, including talking to strangers;
- wear a hat when on excursions or sporting activities;
- have parental consent to attend in the form of a signed permission note;
- give all medications to the teacher, along with instructions.

School Values

At Double Bay Public School our school values are:

- **Be Safe**
- **Be Respectful**
- **Be a Learner**

Students are expected to:

- be punctual for school starting time. Late arrivals must report to the School Office with an adult;
- leave the school grounds at dismissal time.
- students are only permitted to remain in the school grounds if they are under the direct supervision of a parent or guardian, or enrolled in DBOOSH or an after school activity;
- report immediately after school if attending DBOOSH;
- walk when moving about the building;
- keep to the left when using the stairs or corridors;
- travel in pairs when using the outside toilets during class time.
- be kind, considerate, helpful and courteous to everyone they come in contact with;
- be aware of other students, especially younger ones, who may be distressed, isolated or lonely, and help where they can;
- respect the rights of all;
- share when appropriate;
- respect the truth;
- be honest in all situations;
- do what they know is right;
- use appropriate language;
- avoid behaviour that may cause hurt or injury;
- knock before entering a classroom, then enter;
- address the teacher when entering another class with a message, even if that message is for a student;
- report any acts of dangerous play or bullying to a teacher immediately.

Students must not:

- use abusive language or gestures to any student, teacher, parent or community member;
- fight, threaten, tease or bully other students, either at school or when travelling to or from school.
- keep belongings in the correct place;
- present all valuables, including mobile phones, into the phone box upon arrival at school for safe keeping;
- treat books, equipment, clothing and other personal property with care;
- keep the building and playground clean by not littering;
- return all equipment to its correct place;
- have a library bag to use when borrowing books.

Students should not:

- arrive at school before 8:30 am unless attending a specific class/music lesson/choir or are enrolled in DBOOSH;
- enter the school buildings before school, at recess or lunch, unless given permission by a staff member.
- remain on the school grounds without specific adult supervision after 3:00 pm.
- unwrap, or eat, food inside school buildings other than within classrooms at designated eating times
- interfere with, damage or deface the property of others;
- bring chewing gum or bubble gum to school;
- bring dangerous, offensive or expensive items to school;

- touch computers, audio-visual equipment, musical instruments, blinds, fans, heaters, or light fittings unless instructed by a teacher.

Internet Usage

All students are aware of the ICT Users Agreement to ensure correct use of information technology at Double Bay Public School.

School Uniform

The school community endorses the wearing of a school uniform. Students are expected to adhere to the school's dress code. All articles of clothing should be clearly labelled. Named items will be returned to children if misplaced. Unidentified or unclaimed uniform items will be directed to the lost property. Non-uniform items will be donated to a charity. All students must wear a broad brimmed school hat when playing outdoors or at sport. The wearing of jewellery is not encouraged. Studs may be worn in pierced ears. All jewellery should be removed, to prevent the possibility of injury, before all sport.

Sun Safety

Students should wear a broad brimmed school hat whenever they are outside during the school day. We accept medical advice that skin cancer in adults begins in childhood, unless preventative measures are taken. In summer, students should not only wear hats, but are also encouraged to wear sunscreen on exposed skin as well. The guideline of the school is "WEAR A HAT OR STAY IN THE SHADE" Students without hats will be required to play in the shade

Strategies to recognise and reinforce student achievement

Practices employed for commending acceptable behaviour. Double Bay Public School recognises that each student is an individual, who needs to be encouraged to achieve his/her best. The teaching staff believes in the value of positive reinforcement and the acknowledgement of the efforts of each student, when they do the right thing. Appropriate and acceptable behaviour is encouraged in all students.

Among the practices employed for commending acceptable behaviour are:

- Verbal and visual encouragement;
- Praise;
- Stamps and stickers;
- Weekly class PBL Merit Certificates;
- Computer awards;
- Reading awards;
- Library awards;
- Music awards;
- House Points;
- Principal's awards;
- Sporting Achievement awards and ribbons;
- Within class / group awards / privileges;
- Presentation Day awards;
- Reporting to parents;
- Interviews with parents;
- Commendations at assemblies;
- Awards for whole classes;
- Special school activities;
- The school awards system.

Dealing with unacceptable behaviour

Each class will devise its own set of classroom expectations at the beginning of the year.
The class will also decide on suitable consequences for students who break the rules.
The class expectations will be displayed in the classroom.
At the beginning of each year students are reminded of the School's Discipline Procedures

Among the strategies employed at Double Bay Public School are:

Clearly defined expectations for the class;
Warnings;
Redirection to other tasks;
Telephone call to parent or caregiver;
Email to parent or caregiver;
Meeting with parents;
Modified behavioural plans;
Removal from class to a supervised area/Assistant Principal;
Performing school service;
Counselling

Anti-bullying Procedures and consequences

The school rejects all forms of bullying, be it physical, verbal, psychological or social.
Bullying is regarded as having these elements:
A desire to hurt;
Hurtful behaviour (physical, verbal, psychological or social) in a situation where the bully is more powerful than the victim;
The action is regarded as unjustified, typically repeated; and experienced by the victim as hurtful and intentional.

Double Bay Public School aims to:

Provide a safe and happy environment for students, staff and parents;
Develop a school culture in which cooperation is fostered and harassment is not tolerated;
Empower students, staff and parents to deal with issues associated with harassment;
Deal proactively with issues of violence, harassment, intimidation and bullying to create a safe environment;
Teach inclusion in a systematic manner through the curriculum and school culture; and
Acknowledge that all school community members have a responsibility to work together.

Expectations of staff, students and parents

Students are expected to play safely; report all bullying incidents; cooperate with other students and staff.
Staff are expected to encourage cooperative behaviour through cooperative learning techniques; be vigilant and proactive on playground duty; respond to all students' concerns and complaints; assist with the identification of students who are using bullying behaviour; be positive role models for all students; and be aware of the DoE discrimination policies.
Parents are asked to encourage cooperative behaviour in their children; discourage retaliation of any kind; encourage independence in their children; and report any incidents of harassment.

Whole school strategies to promote Anti-Bullying, inclusivity and respect

K-6 Buddy Program
Kindergarten / Year 5/6 Buddy program
Weekly leadership and values awards
Intervention programs for learning and behaviour
Discussion of bullying in classrooms and assemblies
Promotion of anti-bullying strategies in the classroom and newsletter
Weekly Wellbeing Sessions
Maintenance of records detailing students' behaviour using School Bytes
Classroom strategies
Regular classroom discussions of bullying
Cooperatively developed class rules
Teacher modelling of respectful behaviour
Procedures for dealing with bullying behaviour

Teachers deal with the situation as reported. Where teachers are not able to resolve the behaviour, or where it is of a more serious nature, then the matter is referred to the supervisor/Assistant principal or the Principal for resolution. If a student persists in displaying inappropriate behaviour, intervention occurs. This may include reflection time, counselling and parent interviews. At the Counsellor's professional discretion, an outside agency may be asked, through application, to provide support.

Victims of bullying are provided with counselling where appropriate strategies to deal with the bullying behaviour are determined.

Parents are informed of repeated, or more serious occurrences and consequences
Procedures for dealing with bullying behaviour are part of the wider Discipline Guidelines
Students may be asked for a written report on the incident, which will be filed for future reference

No aspect of bullying will be tolerated either in the classroom, on the playground or in transit to and from school.

The Level System (See Behaviour Flow Chart)
Particular behaviours as described determine the level at which a child may be placed. Progress through the levels therefore may not necessarily be sequential.

LEVEL 1- Restorative Practice

Students are placed on this level if they:
Continue to behave in an inappropriate manner;

WHAT HAPPENS?

Possible counselling and playground restrictions.
Parents continue to be involved in modifications.

LEVEL 2

Students are placed on this level if they:
Continue to behave in an inappropriate manner after 1 term of support;
assault another child;
Bully or intimidate other students;
Misbehave on an excursion or sporting activity;
Make racist or derogatory remarks;
Commit a similar misdemeanour.

WHAT HAPPENS?

Notification to the stage supervisor who will record the incident on Sentral.
After recording, notification from the supervisor to the parent is made by phone.
Parents are requested to attend an interview with the relevant personnel who may include class teacher, stage supervisor, Counsellor or Principal.
Counselling and playground restrictions may be required.
Possible exclusion from defined school activities

LEVEL 3

Students are placed on this level if they continue to exhibit unacceptable behaviour, as outlined in Level 3.

WHAT HAPPENS?

The teacher reports to the stage supervisor who will record the incident on Sentral.
After recording, notification from the supervisor to the parent is made by letter or phone.
Parents are required to attend an interview with the relevant personnel who may include class teacher, stage supervisor, Counsellor or Principal.
Frequent documentation on student behaviour is kept and regularly communicated to parents and school learning support team.
Counselling and playground restrictions may be required.
Student is excluded from defined school activities
Individual behaviour modification program implemented as determined by the Principal.

LEVEL 4

Students are placed on this level if they:

have received 3 reports to the supervisor;

failed to modify their behaviour in accord with the individual program implemented at Level 4

WHAT HAPPENS?

In school exclusion from class and/or playground as appropriate

Suspension or expulsion, at the discretion of the Principal, in accordance with the DOE Policies and in consultation with the Department Wellbeing Team and parents.

LEVEL 5

Students are placed on this level if they behave in ways described in the DOE document:

Suspension and Expulsion of School Students - Procedures

WHAT HAPPENS?

Suspension or expulsion, at the discretion of the Principal, in accordance with the DOE Policies and in consultation with the Department Wellbeing Team and parents.

It is anticipated that all other regular behaviour management practices at Double Bay Public School will have preceded these steps.

Anti-racism

At Double Bay Public School, we do not support any form of racism, discrimination and religious intolerance. We are committed to providing a safe, inclusive and culturally responsive learning environment where every student, staff member, parent and community member is treated with dignity and respect.

We celebrate and value the cultural, linguistic and religious diversity of our school community and recognise Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia. Staff actively promote respectful relationships, challenge prejudice and respond promptly to any incidents of racism or religious intolerance in line with the NSW Department of Education's [Anti-Racism Policy](#), [Student Behaviour Policy](#) and [Behaviour code for students | NSW Department of Education](#).

Students are explicitly taught the values of respect, inclusion and empathy through wellbeing programs and classroom learning. Any reports of racism or religious intolerance are taken seriously, investigated promptly, and addressed using restorative practices, appropriate consequences, and ongoing support for those affected. The school's trained Anti-Racism Contact Officer (ARCO) supports the principal in responding to incidents and promoting anti-racism education across the school community.

NSW Education Supporting documentation

[School attendance](#)

[Student Behaviour Policy](#)

[Behaviour code for students | NSW Department of Education](#)

[Anti-Racism Policy](#)