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Yetman, NSW, 2410

Principal: Ben Delanty

**STUDENT WELFARE DOCUMENT**

***Incorporating Department of Education:***

|  |  |
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| * Student Welfare Policy | * School Discipline Policy |
| * School Attendance Policy | * Workplace Health and Safety Policy |
| * Bullying Policy | * Protecting and Supporting Children and Young People Policy |

Student welfare in Yetman Public School:

* encompasses everything the school community does to meet the personal, social and learning needs of students
* creates a safe, caring school environment in which students are nurtured as they learn incorporating anti-bullying and workplace health and safety
* is achieved through the total school curriculum and the way it is delivered
* incorporates effective discipline
* incorporates preventive health and social skills programs
* stresses the value of collaborative early intervention when problems are identified
* provides ongoing educational services to support students
* recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
* recognises the necessity of school attendance
* recognises the role that the school plays as a resource to link families with community support services
* provides opportunities for students to:
  + enjoy success and recognition
  + make a useful contribution to the life of the school

**Student Welfare Responsibilities and Delegations**

*Principals, Teaching and support staff, according to their role in the school, will:*

* ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
* contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
* participate in the learning and teaching process in ways which take account of the objectives in this policy
* participate in the school community’s implementation of the Student Welfare Policy.
* develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

*Students will be encouraged to:*

* act according to the discipline code established by the school community
* contribute to the provision of a caring, safe environment for fellow students, staff and parents
* participate actively in the learning and teaching process
* practise peaceful resolution of conflict.

*Parents will be encouraged to:*

* participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
* share responsibility for shaping their children’s understanding about acceptable behaviour
* work with teachers to establish fair and reasonable expectations of the school.

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| SCHOOL ATTENDANCE POLICY |

**Context**

* Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.
* Encouraging regular attendance is a core school responsibility.
* The school attendance register should reflect the highest professional standards.

**Responsibilities and delegations**

*Parents and Carers*

* It is the duty of the parent of a child of compulsory school-age to cause the child:  
  (a) to be enrolled at, and to attend, a government school or a registered non-government school, or  
  (b) to be registered for home schooling with the Board of Studies and to receive instruction in accordance with the conditions to which the registration is subject.
* Parents are required to explain the absences of their children from school promptly and within seven school days to the school.

*Principals:*

* Must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance
* or their delegate will undertake all reasonable measures to contact parents promptly and within two school days of an unexplained absence occurring
* are responsible for ensuring that attendance records are maintained in an approved format and are an accurate record of the attendance of students
* must ensure that the school education director is informed of attendance problems and issues. This includes providing the school education director or nominee with regular information about students for whom chronic non-attendance is an issue
* must ensure that school staff are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school
* have the authority to grant:
  + sick leave to students whose absences are satisfactorily explained as being due to illness
  + an exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student
  + part-day exemptions from school for periods totalling up to 50 days in a twelve month period

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| SCHOOL BULLYING POLICY |

**Context**

* Bullying is repeated verbal, physical, socialor psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.
* Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.
* Conflict or fights between equals or single incidents are not defined as bullying.
* Schools exist in a society where incidents of bullying behaviour mayoccur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

**Responsibilities and delegations**

*Principals and School staff have a responsibility to:*

* respect and support students
* model and promote appropriate behaviour
* have knowledge of school and departmental policies relating to bullying behaviour
* respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

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

*Students have a responsibility to:*

* behave appropriately, respecting individual differences and diversity
* behave as responsible digital citizens
* follow the school Anti-bullying Plan
* behave as responsible bystanders
* report incidents of bullying according to their school Anti-bullying Plan.

*Parents and caregivers have a responsibility to:*

* support their children to become responsible citizens and to develop responsible on-line behaviour
* be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
* support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
* report incidents of school related bullying behaviour to the school
* work collaboratively with the school to resolve incidents of bullying when they occur.

*All members of the school community**have the responsibility to:*

* model and promote positive relationships that respect and accept individual differences and diversity within the school community
* support the school’s Anti-bullying Plan through words and actions
* work collaboratively with the school to resolve incidents of bullying when they occur.

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| SCHOOL DISCIPLINE POLICY |

**Context**

The school discipline policy outlines how discipline is implemented in the school. It will inform and guide students, staff and parents about the aims, underlying philosophy, expectations, strategies and responsibilities for student discipline. A ‘statement of purpose’ should be included at the beginning of the policy. This statement should outline the aims of discipline in the school and the key beliefs or principles upon which the school’s policy is based.

Additionally, the school discipline policy needs to include four key areas:

1. The discipline code (or school rules)

2. Strategies to promote positive student behaviour, including specific strategies to maintain a climate of respect

3. Strategies and practices to recognise and reinforce student achievement

4. Strategies and practices to manage inappropriate student behaviour.

The *Core Rules in NSW Government Schools* need to be incorporated into each school’s code.

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| **Core Rules** ofStudent discipline in NSW Government Schools  **All students in NSW Government schools are expected to:**   1. Attend every school day, unless they are legally excused, and be in class on time and prepared to learn. 2. Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy. 3. Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities. 4. Treat one another with dignity and respect. 5. Behave safely, considerately and responsibly, including when travelling to and from school. 6. Care for property belonging to themselves, the school and others.   Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. |

**Yetman Student Discipline Policy**

**1. Rational**

Students at Yetman Public School are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

The school encompasses and utilises the philosophy of the ‘You can do it’ program and the five keys to success in all areas of student welfare.

The ‘You can do it’ Program is a school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on the five social-emotional capabilities or Keys to Success: confidence, persistence, organisation, getting along and resilience.

**2. Definition**

Welfare encompasses school community practices that meet the personal, social and learning needs of students by providing:

* positive academic environments which encourage all students to reach their potential
* safe and harmonious environments which promote success
* behaviour management based on the ‘You can do it’ program, current research and best practices.

**3.School Rules**

At Yetman Public School we treat others like we would like to be treated ourselves.

We are always-

Organised

* We attend school each day
* We are in lines and to class on time
* We stay within bounds

Confident

* + We wear full school uniform with pride
  + We do as we are asked and follow instructions
  + We try new activities and speak up for ourselves

Resilient

* + We stay calm, cool and collected when faced with a challenging situation or when someone is not being nice
  + We control ourselves by not fighting or not staying away from others for too long when we are upset
  + We calm down in a reasonable time after being upset

Persistent

* + We look after our own, others and the school’s property
  + We try our best
  + We follow class rules

Getting along with others

* We act in a safe and considerate way at school and when travelling to and from school
* We speak and act in a kind and friendly way
* We work and play fairly
* We show respect for other students, teachers, parents and school staff

*Because we are all responsible for our own actions.*

**4. Promoting positive student behaviour**

All students will be encouraged to behave in a positive manner by providing:

* assembly awards
* classroom rewards-stickers, certificates,
* verbal praise, smiles, gestures
* visits to other classrooms, and Principal
* interest in students via positive teacher/student relationships
* encouragement to take pride in themselves, their work, their appearance and their school
* positive classroom management strategies
* ‘You can do it’ program strategies

**5. Recognising and reinforcing student achievement**

All students will be recognised and encouraged to achieve highly by:

* displaying student work
* recognition at Principals Awards of Excellence
* Annual Presentation Days, Celebration Days/Evening
* visits to other classrooms, and Principal with terrific work
* awards and recognition at weekly assemblies visits to other classrooms and Principal
* notifying parents
* explicit explanation by teachers of high expectations

**6. Managing inappropriate student behaviour**

Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.

If a student is not utilising their ‘Keys for success’ the teacher will calmly discuss with the student the key not being effectively utilised and provide suggestions and strategies to improve and give the student the opportunity to improve.

Strategies implemented to manage inappropriate student behaviour:

* Staff and students being prompt
* Mentoring programs
* Discussions with students
* Written recording of behaviour on daily behavioural record sheet
* Open lines of communication between staff, parents and students
* Sanctions such as, Thinking Spot in class, time out, removal from activity
* Parent interviews
* Counselling and/or assessments
* Behaviour Management Plans
* Regional Behaviour Support

In the classroom:

All students have had an explicit explanation of the following procedure:

Step 1. Name called out (behaviour discussed and appropriate key reinforced)

Step 2. Name called out and ‘1st Warning’ filled out on ‘Daily Behavioural Record’ and peg moved as visual prompt

Step 3. Name called out and ‘2nd Warning’ filled out on ‘Daily Behavioural Record’ and peg moved to Time Out as visual prompt

Step 4. Name called out and ‘Yellow Sheet’ completed for Principal intervention

Severe incidents will automatically be reported to the Principal

In the Playground:

All students have had an explicit explanation of the following procedure:

The duty Teacher will:

* Provide a warning
* have student accompany them on duty
* remove from play to sit in a supervised area
* repeated incidents or major incidents to be recorded on ‘Yellow Sheet’ and sent to Principal to follow up
* serious incidents are to be recorded on ‘Yellow Sheet’ and sent to Principal immediately

Serious Misbehaviour

* Principal contacted
* Parents contacted by Principal
* School’s response to be determined and recorded

Serious misbehaviour may result in either a short suspension or a long suspension.

If a student is suspended and/or if there is an ongoing pattern of unacceptable behaviours (supported by documentation). The student may not be permitted to represent the school or participate in school privileges such as excursions or special programs.

School leadership privileges may be reviewed if a student demonstrates a pattern of unacceptable behaviours recorded through school documentation.

Suspension

In the event of a suspension the student cannot return to school until a Return from Suspension Meeting (RSM) involving the classroom teacher, Principal, parent or Guardian and student has been conducted to develop a strategy to facilitate the student’s successful return to school.

Parents can notify the school if they would like any additional parties present.

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| WORKPLACE HEALTH & SAFETY POLICY |

**Context**

The Department of Education and Training is committed to meeting its obligations under the NSW Occupational Health and Safety Act 2000 and the Common Law, to keep students safe while they are at school. The Department also seeks to provide opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life through the student welfare policies and procedures of schools and through Personal Development, Health and Physical Education and other Key Learning Areas.

**Responsibilities and delegations**

*It is the responsibility of school staff to:*

* take reasonable measures to protect students against risk of injury or harm which should reasonably have been foreseen
* take reasonable care for the health and safety of all persons in the workplace and to co-operate with the employer to ensure the health and safety of all in the workplace, including assisting in an emergency
* It is the responsibility of the person(s) who volunteers and is (are) trained in the administration of medications to administer prescribed medications in accordance with departmental policy and procedures.
* It is the responsibility of the person(s) who volunteers and is (are) trained to perform health care procedures to administer health care procedures in accordance with departmental policy and procedures.
* It is the responsibility of the person(s) who volunteers and is (are) trained in the administration of first aid to administer first aid in accordance with departmental policy and procedures.

*Expectations of Parents/Guardians/Caregivers*

* cooperate with the school on student health matters
* inform the school of the health needs of the child at enrolment or when health conditions develop or change
* liaise with the child's medical practitioner about the implications of any health condition for their schooling and convey advice and information from the medical practitioner to the school
* if required, provide prescribed medication and 'consumables' for administration by the school in a timely way and as agreed with the Principal
* where relevant, collaborate with the school in planning to support the child's health needs at school including updating information and reviewing plans.
* Relevant information on the role of parents can be found on the Departments website at [http://www.schools.nsw.edu.au/studentsupport/  
  studenthealth/individualstud/roleofparents/index.php](https://portalsrvs.det.nsw.edu.au/f5-w-687474703a2f2f7777772e7363686f6f6c732e6e73772e6564752e6175$$/studentsupport/studenthealth/individualstud/roleofparents/index.php)

*Students are expected to:*

* contribute to the provision of a healthy and safe school environment
* ensure that medication is taken for the purpose for which it is intended by the person for whom it is intended
* co-operate with staff in managing their health
* as relevant to the individual, develop the understandings and skills needed to progressively manage their own health.

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| PROTECTING AND SUPPORTING CHILDREN AND YOUNG PEOPLE POLICY |

**Context**

* The NSW Government recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility.
* Keep Them Safe: A shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.

**Responsibilities and delegations**

*It is the responsibility of school staff to:*

Training

* participate in a child protection induction and in annual updates. This includes all staff – principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who join during the year

Reporting

* adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager
* adhere to mandatory procedures for reporting risk of significant harm to Community Services
* ensure, where they have reported any risk of significant harm concerns to the principal or workplace manager, that the principal or workplace manager has reported those concerns to Community Services
* report directly to Community Services if they believe the principal or workplace manager has not reported risk of significant harm concerns to Community Services, and they still have concerns about risk of significant harm
* ensure that any relevant information that they become aware of, subsequent to a report being made to Community Services or following contact with the Child Wellbeing Unit, is provided to Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Community Services

Supporting children and young people

* cooperate with reasonable steps to coordinate service delivery and decision-making with other relevant service providers
* avoid undertaking any investigation of the circumstances giving rise to a report where risk of significant harm has been reported, without the express prior approval of the relevant Community Services case officer
* inform students, including apprentices or trainees, of their right to be protected from abuse and of avenues of support if they have concerns about abuse.

**Specific reference Documents**

1. YPS School Rules
2. YPS Anti-Bullying Plan
3. Department of Education and Communities Policies and Procedures

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| * Student Welfare Policy | * School Discipline Policy |
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Our School Rules

At Yetman Public School we treat others like we would like to be treated ourselves.

We are always-

Organised

* We attend school each day
* We are in lines and to class on time
* We stay within bounds

Confident

* We wear full school uniform with pride
* We do as we are asked and follow instructions
* We try new activities and speak up for ourselves

Resilient

* We stay calm, cool and collected when faced with a challenging situation or when someone is not being nice
* We control ourselves by not fighting or not staying away from others for too long when we are upset
* We calm down in a reasonable time after being upset

Persistent

* We look after our own, others and the school’s property
* We try our best
* We follow class rules

Getting along with others

* We act in a safe and considerate way at school and when travelling to and from school
* We speak and act in a kind and friendly way
* We show respect for other students, teachers, parents and school staff
* We work and play fairly

Because we are all responsible for our own actions.

Yetman Public School

ANTI-BULLYING POLICY

**Date**

October 2014

**Rationale**

Schools should provide a safe and supportive learning environment for all students. Students should feel a sense of belonging, participation and achievement. We must recognise that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness. We aim to build a strong and supportive culture, so that bullying and anti-social behaviour is not acceptable.

**What is Bullying?**

**Bullying is the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.**

Bullying is damaging to both the victim and perpetrator. It is often self-perpetuating.

Bullying can be physical, verbal or psychological or cyber.

It includes, *but is not limited to*:

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| * **Verbal**: name calling, teasing, abuse, putdowns, insults or threats. * **Physical**: hitting, punching, kicking, scratching, tripping, spitting. * **Psychological**: ignoring, excluding, daring, manipulating, making rude, cruel or crude gestures, racism, spreading rumours intentionally; dirty looks; hiding or damaging possessions; inappropriate notes, letters, phone messages, SMS misrepresentation, threats. |

**Rights and responsibilities:**

All students and staff have the right to work in an environment free from violence and intimidation.

**Students’ Rights and Responsibilities**

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| **Right** | **Responsibility** |
| To feel safe  in the classroom | To ensure that you don’t make others feel unsafe in the classroom. |
| To feel safe  in the playground | To ensure that you don’t make others feel unsafe in the playground. |
| To not feel bullied  or picked on | To not bully  or pick on others |

**Whole School Strategies**

Yetman Public School employs various strategies to combat bullying. These include but are not limited to:

* The You Can Do It! (YCDI!) Program
* Timetabling
* Supervision of students
* Having the three classrooms within the school
* Additional staffing
* A strong relationship with the students and families
* Modeling appropriate behaviour as staff
* Structured playground activities.
* The Student Bullying Report Form Process

The valuable classroom programs and engaging playground ensure students are individually catered for academically, physically, socially and emotionally. Parental involvement is encouraged & the school’s emphasis on developing quality relationships provide staff, students & parents with an environment that is positive and consistent.

**Classroom Strategies**

Anti-bullying lessons are delivered within PDHPE as well as when the need arises in the form of discussions with individual children, small groups or whole school.

Social skills, including conflict resolution, are an integral part of lessons. Students are given opportunities to discuss and implement ideas for effective use of the playground, rules for games and procedures for resolving conflict in situations such as team games.

Class rules and expectations are negotiated with the teaching staff and students.

Computer usage agreement is in force. Students are aware that Principal and staff have access to all student emails at any time.

**Practices to deal with bullying behaviours**

Instances of bullying should be reported to the teacher for investigation. Where the incident is considered to be less severe, the matter will be dealt with immediately, with the instigator being removed from further contact with the victim for a time deemed appropriate by the teacher on duty.

Investigation of reported or observed incidents will follow principles of the Restorative Justice program. All parties to the incident have the opportunity to present their point of view, using the following questions:-

* What happened?
* What were you thinking at the time? / How did it make you feel?
* Who has been affected by your actions? / What did you do to solve the problem?
* What can you do to make things right? / How can it be put right?

Where an incident is considered serious, or the same students are involved in repeated incidents of bullying, the principal will be asked to investigate further. Written records of more serious incidents will be kept. The principal will contact the parents of students involved in these incidents.

A monitoring process will be implemented and if necessary, counseling may be sought.

Where the bullying is persistent and/or violent, steps will be taken towards suspension.

Where the bullying has been committed via cyber space then parents will be informed & computer privileges will be removed as per *Computer Usage Agreement.*

**Role of the students, staff and parents:**

All stakeholders have an important role to play in the identification, isolation and dealing with the issue of bullying.

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| **Students:**   * Report any bullying to the teacher or principal and ask for help * Ensure you know what action was taken * Refrain from retaliating * Practice skills of self discipline * Don’t put up with being bullied * Don’t be intimidated by the bully not to tell * Help others who are being bullied | **Staff:**   * Respond to all concerns * Ensure all parties see that concerns are taken seriously * Take a proactive approach to supervision * Monitor specific students * Complete documentation * Follow discipline plans and DET & school policies * Attend inservices when available & appropriate * Report any instances requiring further action to the principal | **Parents:**   * Be aware of changes in your child’s behaviour and attitude at school * Discuss any concerns with the class teacher as soon as possible * Read school newsletters * Discuss with your child positive ways to handle the situation * Support the school in its efforts against bullying * Work with the school to ensure reasonable standards of social behaviour from the children |

**Additional Resources**

**Posters and information pages**

**Incident reports for victim & perpetrator**

**What is bullying?**

Bullying can be said to be intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.

Bullying involves intentional and willful misuse of power in relationships.

Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others.

Bullying behaviour can be:

* **Verbal** such as: name calling, teasing, abuse, putdowns, insults or threats.
* **Physical** such as: hitting, punching, kicking, scratching, tripping, spitting.
* **Social** such as: ignoring, excluding, making rude, cruel or crude gestures.
* **Emotional** such as: spreading rumours intentionally; dirty looks; hiding or damaging possessions; inappropriate notes, letters, phone messages, SMS misrepresentation.

**How to handle children who bully you**

* Avoid them. Walk away. Never find yourself alone with them. Stay in sight of an adult. There is often strength in numbers.
* Be firm and strong even if you don’t feel it. Look them straight in the eye and stand up tall. Tell them to leave you alone and walk away.
* Ignore them, pretend you didn’t hear the comment.
* Find a friend. Play with friendly children.
* Get help from older students or older brothers and sisters.
* Go to the office.
* Don’t fight back physically. It just gets you in trouble too.
* Tell your class teacher or the Principal.
* Go to a trusted friend and seek help.

**Information for parents**

**If your child is being bullied…**

* Listen carefully to your child.
* Assure your child that it is not their fault
* Stay calm
* Get accurate details
* Give your child some strategies to cope. Practise the strategies with your child.
* If your child is different in some way, help them to be proud of their differences.
* If the problem persists seek assistance from the class teacher.
* If the problem continues seek support from the Principal.
* Encourage your child to seek help in the playground, from older children, the school prefects or a teacher.

**Information for parents**

**If your child is bullying others…**

* Initially you will be defensive and unbelieving. This is natural.
* Find out all the facts preferably from the school. Telephoning other parents can stir up a lot of unnecessary concern.
* Talk to your child but do not blame.
* Emphasise that bullying is not acceptable in your family.
* Role play alternative behaviours.
* Seek assistance from school or health professionals.
* Be specific about consequences for continuing unacceptable behaviours.
* Reward appropriate behaviour.

***Bullying Incident Report***

Incident date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported to:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| What happened? |
| How did it make you feel? |
| What did you do to solve the problem? |
| How can it be put right? |

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| Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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Action taken:

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

Yetman Public School – Student Bullying Report Form

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Does what happened fit ***all*** 3 parts of the definition of bullying?   1. The person is being mean on purpose 2. It is repeated. 3. There is an imbalance of power. | Type of bullying  \_\_\_Physical – hitting, kicking, pushing |
| \_\_\_Verbal – teasing, name-calling, put-downs |
| \_\_\_Social/Emotional –starting rumors, excluding someone |
| Who was the target? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Name of student making this report  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  First & last name | Where did it happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Who was bullying? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Who? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| What happened? | |
| Did you tell an adult? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ADMIN: Delivered to Principal Y / N |