

# Welfare and Behaviour Policy



Bulahdelah Central  
School



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### MISSION STATEMENT

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"In the unique environment of BCS we care about the academic, cultural, physical, social development of each child; in doing so we encourage children to become self-motivated learners who work effectively, independently and co-operatively."

### SCHOOL PHILOSOPHY

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Effective student learning is most likely to occur where:

- the school community aspires to create a happy, safe and caring environment where coercion and confrontation are avoided and management rather than control is emphasized
- acceptable standards of behaviour are articulated clearly and applied consistently
- students have a sense of belonging
- the responsibilities and rights of all members of the school community are respected
- students find lessons challenging, relevant and interesting
- teachers cater for all learning styles and students are motivated to achieve personal bests
- all staff take the opportunity to use appropriate student management practices to teach and/or reinforce appropriate behaviours
- Management rather than control is emphasized and coercion and confrontation are avoided

### RIGHTS OF STAFF, STUDENTS, PARENTS AND VISITORS

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This behaviour policy acknowledges that, when the partnership of parents, teachers, students and visitors to the school, is based on mutual respect, each partner will support the decisions and responsibilities exercised by others. The following rights accept that all members of this partnership are working together to achieve cohesiveness.

- To expect that educational activities will be of benefit.
- To obtain maximum benefit from lessons & courses of study.
- To experience social and emotional safety and security of self and property.
- To be treated with tolerance, respect, fairness & equality.
- To be heard.
- To be happy.
- To be proud of our school

### SCHOOL RULES

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Bulohdelah Central School's rules were developed following an extensive and collaborative process involving staff, students and parents. Students at Bulohdelah Central School are expected to:

- Respect the rights of others to learn.
- Act in a safe and responsible manner.
- Follow instructions.
- Use electronic media only as directed.
- Wear appropriate uniform and be prepared for work.



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POSITIVE BEHAVIOUR FOR LEARNING

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**P**

**Participation**

We promote participation and school spirit in an environment that values the participation of students, staff and the wider community.

Are you actively involved in the life of the school?

**R**

**Respect**

We respect the rights of others, ourselves and the school in an environment of harmony and personal responsibility.

Do you respect yourself, respect others and take responsibility for your own actions?

**I**

**Innovation**

We initiate and continue to improve as individuals, teams and the school.

Can you find a better, smarter or more creative way?

**D**

**Determination**

We work towards quality, success and recognition in a persevering manner.

Do you keep on working towards your goals?

**E**

**Excellence**

We do our best to achieve excellence.

Have you done your best?

**CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS**

(NSW PREMIER'S RESPECT AND RESPONSIBILITY PLAN 2006)

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Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.



The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

# Core Rules

Student discipline in NSW Government Schools

## All students in NSW Government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- 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.
- Treat one another with dignity and respect.
- 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.





## STRATEGIES TO PROMOTE EFFECTIVE LEARNING AND GOOD BEHAVIOUR

Appropriate rewards and consequences form an essential component of the school behaviour plan. They should be consistently and fairly applied avoiding any gender or cultural bias. This policy reinforces the notion that recognition and reinforcement of appropriate behaviour is far more effective than punitive control measures.

### *The right to obtain maximum benefit from lessons and courses of study*

Student's Role	Teacher's Role	Parent's Role
<p>Make the most of my learning opportunities</p> <p>Respect the rights of others to learn without disruption or interference.</p> <p>Actively participate in a range of learning opportunities.</p> <p>Engage in activities beyond the classroom.</p> <p>Come prepared for school each day.</p> <p>Attempt all work to the best of my ability.</p> <p>Be proud of my and other students' achievements.</p> <p>Activity encourage other students to learn.</p> <p>Follow teachers' advice and direction.</p> <p>Respect all staff.</p>	<p>Create positive learning experiences.</p> <p>Encourage students to assume interest in and responsibility, for their learning by allowing them to select the topic area, the method of investigation (using contracts for example), where possible.</p> <p>Use a variety of teaching strategies which cater for different learning styles/individual differences e.g. remember Visual/Auditory/Kinesthetic</p> <p>Provide clear and consistent expectations for work, behaviour, tasks and assignments.</p> <p>Ensure success for all students by using differential learning tasks.</p> <p>Deal with problems promptly. Counsel students regarding possible consequences of persistent misbehaviour</p> <p>Acknowledge student successes-regularly by verbal praise (in class or privately), stamps, stickers, merit certificates, a positive letter home etc.</p> <p>Give students access to you and your time.</p>	<p>Reinforce school code.</p> <p>Encourage children to come prepared for school.</p> <p>Teach your child not to disrupt others learning.</p> <p>Be open and encouraging about their children's education and behaviour.</p> <p>Provide support.</p> <p>Support your child in attending parent/teacher information sessions.</p>



	Try to build a positive relationship, built on mutual respect, with each student.	
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***The right to expect that educational activities will be of benefit***

The right to expect that educational activities will be of benefit		
Student's Role	Teacher's Role	Parent's Role
<p>To engage in the daily learning routine of school.</p> <p>Be prepared to participate in new learning activities.</p> <p>Strive to broaden my learning experiences.</p> <p>To accept that there will be other students with greater or less learning ability than mine.</p> <p>To help others learn.</p>	<p>Provide appropriate curriculum to meet the needs of each student.</p> <p>Be aware of curriculum and be involved in curriculum development.</p> <p>Be involved in collaborative decision making.</p> <p>Organise specialist teaching and/or intervention programs if necessary.</p> <p>Program to meet the varying needs of all students</p>	<p>Take the time to be involved.</p> <p>Ask for information about school from their children if unsure/ want to know more.</p> <p>Take an interest in class work.</p> <p>Discuss assignments and help to plan them.</p> <p>Analyse test results.</p> <p>Show you value all subjects.</p> <p>Communicate by phone or in person over any concerns.</p> <p>Discuss the relevance of subject content to career.</p>

***The right to be heard***

Student's Role	Teacher's Role	Parent's Role
<p>To attentively listen to teachers and other students.</p> <p>To speak respectfully to others.</p> <p>Allow others to express their view point.</p> <p>To develop appropriate assertive behaviour.</p>	<p>Listen - be approachable and make time for students to air their concerns.</p> <p>Encourage students to speak.</p> <p>Guide group discussions - make sure all get a chance to speak.</p> <p>Teach non-assertive students appropriate assertive behaviours.</p> <p>Allocate time fairly</p>	<p>Allow children to be part of the decision making process.</p> <p>Teach children not to interrupt.</p> <p>Be willing to listen.</p> <p>Let the school know of any concerns.</p>



***The right to be treated with tolerance, respect, fairness and equality***

Student's Role	Teacher's Role	Parent's Role
Be respectful to others. Be polite to others. Display good manners. Behave in a safe and happy manner. To accept responsibly for my own behaviour. Not to use put downs or harass others. Report incidents of concern to staff. To develop resolution skills. Accept that others are different. Don't discriminate.	Promote the development of self respect, respect for others and tolerance.  Be polite to students - be a positive role model.  Behaviour management should be positive and constructive..  Provide an environment which fosters acceptable tolerant and responsible behaviour.  Deal with issues as they arise.  Use coincidental opportunities to reinforce respect / tolerance etc.  Be fair and consistent at all times.	Set an example at home:  Demonstrate respect even when angry  Promote the use of good manners  Base all judgments or conclusions on fact rather than rumour.  Discourage 'put downs'.  Encourage tolerance of others.  Remember parents are role models.  Develop in conjunction with staff and student workable solutions to problems.  Do not discriminate or accept discrimination by others.

***The right to be happy.***

Student's Role	Teacher's Role	Parent's Role
Clearly follow school rules. Value our facilities and use them without damage. Report issues of concern to staff. To be happy. Try and not let outside influences adversely affect my performance at school. Be positive. Be enthusiastic.	Be positive.  Be enthusiastic.  Have clear and consistent rules.  Provide a comfortable and attractive work environment.  Provide both formal and informal support.  Display a sense of humour when appropriate.  Don't bring outside or personal problems into the classroom	Give children responsibilities where appropriate.  Celebrate achievements and pleasing efforts.  Discuss concerns in a mature and rational way.  Discuss any problems that may affect the student's school work with the appropriate school personnel.





***The right to be safe at school and know my property is secure***

Student's Role	Teacher's Role	Parent's Role
<p>To behave safely</p> <p>Not to interfere physically with other students.</p> <p>Only use other peoples' property with their permission.</p> <p>Respect the physical and emotional wellbeing of others.</p> <p>To look after all property.</p> <p>To travel safely to and from school whether walking, riding or by bus, including following bus code of conduct.</p>	<p>To try and ensure that the environment is safe and that children act safely.</p> <p>Move around both the classroom and playground being vigilant.</p> <p>Deal with and/or report problems promptly.</p> <p>Enforce safety rules consistently.</p> <p>Take appropriate steps to ensure the security of staff, student and school property.</p>	<p>To ensure children's behaviour is socially acceptable.</p> <p>Encourage children to wear hats.</p> <p>Discuss consequences of fighting, bullying etc. and discourage.</p> <p>Set clear boundaries for safe play.</p> <p>Drop off and pick up children safely and with care.</p> <p>Teach children to negotiate road crossings and departures from school safely especially during busy periods.</p>

***The right to be proud of our school.***

Student's Role	Teacher's Role	Parent's Role
<p>To attentively listen to teachers and other students.</p> <p>To speak respectfully to others.</p> <p>Allow others to express their view point.</p> <p>To develop appropriate assertive behaviour.</p>	<p>Promote pride in the school by:-</p> <p>Talk positively.</p> <p>Acknowledge successes of students and staff both inside and outside the school.</p> <p>Dress appropriately.</p> <p>Provide pleasant surroundings and encourage care of them and school equipment.</p> <p>Advertise and promote the school.</p>	<p>Develop in children pride for their school.</p> <p>Ensure child wears school uniform.</p> <p>Encourage children to be environmentally aware.</p> <p>Speak positively about school programs and achievements.</p> <p>Encourage friends and relatives to read the newsletter.</p> <p>Promote the school's achievements elsewhere.</p>



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## A GUIDE FOR TEACHING AND PROTECTING CHILDREN AND YOUNG PEOPLE

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The following suggestions will help teachers identify appropriate professional practice in their conduct with students. The material below is not exhaustive but is provided as a guide to common situations.

### Good or acceptable practice

#### 1. *School and classroom culture*

- Develop school and classroom routines or structures that have clear boundaries of acceptable and professional student/teacher interaction;
- Implement Department and school guidelines that help prepare and plan such educational activities as excursions. Professional behaviour and supervision levels need to respond to the age of students and the educational context;
- Know the school's student welfare and discipline policies and use behaviour reinforcement strategies that follow these policies;
- Develop a non-confrontational behaviour management style;
- Respond to provocative behaviour by students, parents or members of the school community in a non-confrontational, calm manner to help defuse difficult situations. Seek support from colleagues or supervisors where needed. In extreme situations the principal can call police to protect staff and students. Strategies including the use of *Inclosed Lands Protection Act 1901* and obtaining Apprehended Violence Protection Orders can also be used.

#### 2. *Care and Discipline of children*

- Report and document incidents involving physical restraint of students or violence involving students. This provides important information if an allegation is made about the related conduct of a staff member;
- Actively supervise students when on playground duty;
- Clearly instruct and carefully supervise students operating equipment;
- Provide correctional feedback on student work in a constructive way;
- When confiscating personal items, such as mobiles or hats, ask students to hand them to you. Only take items directly from students in circumstances where concern exists for the safety of the student or others, and your own safety is not jeopardised by this action;
- When playing physical sport with children, consider the physiques of students, along with the relative ages and stages of development of all participants.

#### 3. *Teacher-student Relationships*

- Participate in social contact with a student only after obtaining informed consent of the student and the parent (and principal where appropriate); such contact includes meetings, sporting events, phone calls or electronic communications, e.g., emails and text messages;
- When acting as a student's mentor, develop a relationship with clear professional boundaries that cannot be misinterpreted as a personal, rather than a professional, interest in the student;
- If a student develops a 'crush' on you, inform a supervisor so independent, sensitive advice and support are available;
- Praise and recognise all students when appropriate, so they all feel treated fairly;
- Physically contact students in a way that makes them comfortable, e.g., shaking hands, a congratulatory pat on the back, or with very young students by gently guiding them or holding their hand for reassurance or encouragement;
- When students, particularly very young children, are hurt and seek comfort it is appropriate to provide reassurance by putting an arm around them;



- Be alert to cues from students about how comfortable they are in your proximity and respect individual needs for personal space. If teachers physically contact students in class demonstrations, such as PE or drama lessons, explain the activity involved and what you will do;
  - Be aware of cultural norms that may influence interpretation of your behaviour towards students.
- 4. *Interaction with students with identified needs***
- Be especially sensitive interacting with students who may have poor 'boundaries' for appropriate behaviour after being traumatised by physical, emotional or sexual abuse, because they may misinterpret your actions;
  - Schools for Specific Purposes and those in Juvenile Justice Centres have particular requirements for child protection, due to the needs of students. Therefore, careful training, planning, programming, documenting and reporting will help protect students from neglect or abuse, and staff from complaints or allegations. Awareness by all staff, including non-teaching staff, and where appropriate parents or caregivers, of appropriate strategies and their purpose with individual students is desirable and this will usually be gained in the development of individual management programs.

### **Poor or unacceptable practice**

#### **1. *School and classroom culture***

- Excluding students from a lesson or activity, then leaving them unsupervised in corridors, classrooms or storerooms;
- Leaving a class unattended or dismissing students early from a lesson so that they are unsupervised;
- Not reporting concerns about risk of harm to a child or misconduct of a staff member towards a student;
- Attempting to physically prevent a student from entering or leaving a classroom, unless there is a concern for the safety of the student, other students or staff;
- Closing doors or windows to rooms without checking students are safely out of the way;
- Pursuing a student who is attempting to run away unless that student is in immediate danger or is likely to harm another person;
- Shouting angrily at students to intimidate them;
- Commenting to or about students on the basis of disability, gender, sexuality, cultural or racial stereotypes.

#### **2. *Care and discipline of children***

- Public disciplining or humiliating a student as punishment or as an example to other students;
- Throwing an object such as a duster, chalk, ball or book at a student to get their attention;
- Threatening students with physical punishment;
- Corporal punishment, such as hitting, smacking or caning, of students is prohibited;
- Providing inadequate supervision for students while on duty during excursions;
- Not appropriately responding to or referring clear requests from students for medical or first aid attention;
- Arranging activities or meetings alone with a student that are not within school guidelines or that are without the informed approval of a supervisor and, if appropriate, the parent or caregiver;
- Targeting students unfairly for criticism or prejudging complaints from other staff or students about their behaviour based on past conduct;

#### **3. *Teacher/student relationships***

- Teasing students or unfairly withholding praise from them;
- Putting your arms around students while instructing them on the computer;
- Developing a practice of cheek kissing as a greeting or for congratulating students;
- Repeatedly and unnecessarily touching students on the back, shoulders, arms or legs;



- Allowing a student to sit on your lap;
- Undressing in front of a student, e.g., in PE or Activity Centre change rooms;
- Giving gifts or money to students as a reward or incentive for good behaviour or as a gesture of friendship;
- Conversing about sexual matters unrelated to a syllabus;
- Telling jokes of a sexual nature;
- Making sexually suggestive remarks or actions, obscene gestures or showing inappropriate videos;
- Deliberately exposing a student to the sexual behaviour of others, including access to pornography;

*Practices in the following three bullet points are prohibited (and may also be criminal acts):*

- Teachers must not have sexual relationships with students. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers (the ages of the students or staff members involved are also irrelevant);
- Teachers must not give students alcohol or other drugs (except prescribed in accordance with department and school policy), or encourage or condone the use of alcohol or other drugs by students;
- Possessing, computer downloading or distribution of child pornography.

#### **4. *Interaction with students with identified needs***

- Using unnecessary force to make physical contact with a student as a prompt for a verbal instruction or to force compliance;
- Failing to implement strategies negotiated and outlined in individual student management programs;
- Using physical contact to contain confrontational behaviour of students of all ages (particularly those with identified behaviour or conduct disorders) unless there is a concern for the safety of the student, other students or staff.



### PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

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Appropriate rewards and consequences form an essential component of the school behaviour plan. They should be consistently and fairly applied avoiding any gender or cultural bias. This policy reinforces the notion that recognition and reinforcement of appropriate behaviour is far more effective than punitive control measures.

#### **Positive Reinforcers Could Include**

##### *Positive Feedback*

Ongoing positive feedback to the student for appropriate behaviour. Verbal and non-verbal cues should exist in classroom lessons as a natural course of teaching. Reinforcement should be appropriate for the age and development of students.

##### *Caring Behaviour*

By exhibiting a consistent and caring behaviour to students, staff show recognition of the students worth.

##### *Acknowledgement of Effort*

Staff should seek to recognise, acknowledge and encourage students that are working at, or beyond, their personal best.

##### *Merit System*

This is the formal policy and procedure that acknowledges student achievement. It is dealt with in depth in another section of the document.

##### *Awards and other School Based Rewards.*

Individual staff members, faculty bodies and other groups within the school are encouraged to reward students who have achieved to the best of their abilities.

##### *Published Recognition*

The use of forums such as assemblies, newsletters, local media and even the promotion of achievements in the broader school community is to be encouraged

##### *Parental Contact*

Regular ongoing contact with parents by telephone, letter or at parent/teacher gatherings.

##### *Community Involvement*

Recognition of student achievement outside the school. Acknowledgement of cultural, academic and sporting participation in the local community



## MERIT POLICY

Bulohdelah Central School recognises the importance of effectively acknowledging positive behaviours of students in all their school years. Each student at BCS is an individual and has particular abilities and talents. The merit system seeks to acknowledge and reward students for commitment, enthusiasm and effort commensurate with their ability.

### Primary Merit Policy

Consistency in all aspects of the merit procedure is paramount for its effectiveness. Blue “Well Done” awards are issued for one-off activities. Each five “Well Done” awards will gain the students one white Merit award in the area of Citizenship. White merit awards are also issued for five weeks of consistency in any one given area. The four main areas for the awards are Achievement, Extra-Curricular, Citizenship and Safety.

Primary awards are marked off on the registration sheet by the class teacher. Staff then write students levels of achievement into the main register to enable Merit Assemblies to be held for Primary Students, usually in Weeks 5 and 10 of each term. At Merit Assemblies award winners will receive a certificate, a Merit level card and a canteen voucher for the level they have achieved

K-2 Merits		
Bronze	Silver	Gold
3 Merits from at least 2 areas	6 Merits from at least 3 areas	10 Merits from all 4 areas
5 “Well Done” = 1 Citizenship Merit Award		
Canteen vouchers 50c for Bronze, \$1 for Silver, \$2 for Gold		

3-6 Merits		
Bronze	Silver	Gold
5 Merits from at least 2 areas	10 Merits from at least 3 areas	15 Merits from all 4 areas
5 “Well Done” = 1 Citizenship Merit Award		
Canteen vouchers 50c for Bronze, \$1 for Silver, \$2 for Gold		

### Secondary Merit Policy

The secondary merit procedures at BCS can be grouped into two main categories; informal and formal.

#### Informal

All teachers employ a range of practices within their areas of responsibility to recognise students’ effort and co-operation. These vary from class to class, teacher to teacher and with the age of the student. Examples of these strategies include: Verbal and non verbal reinforcement, “warm fuzzies”, stickers, “Dip in the Bag”, notes and phone calls to parents.

#### Formal

It is the formal procedures for the recognition of the student merit that is the main focus of the Merit Policy. The policy does not however preclude the use of informal procedures. “Well Done” certificates are issued for one-off activities, and five “Well Done” certificates will gain the student one white Merit award.



White merit awards are also issued for five weeks of consistency in any one given area. Certificates are awarded for behaviour and achievement in the five areas of the school's Positive Behaviour for Learning focus areas; Participation, Respect, Innovation, Determination and Excellence.

Monitoring merits are issued as staff members review the progress of each child in each of their classes. Every 5 weeks merits are rated electronically. Students are informed of their monitoring results in a letter sent to their home.

### The Merit System

The Merit System is the recognition of the number of Merits and Well Done Certificates. The merits accumulate to gain three levels in the Merit System; Bronze, Silver and Gold.

In the secondary section of the school the following numbers of merits are needed to obtain each level:

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
Year 7	10	15	15
Year 8	10	15	10
Year 9	10	10	10
Year 10	10	10	10
Year 11	10	10	5
Year 12	10	10	5
Award	☺ Bronze Card ☺ \$1 Canteen voucher ☺ Presented in assembly	☺ Silver Card ☺ \$2 Canteen voucher ☺ Presented in assembly by Deputy	☺ Gold Card ☺ \$5 Canteen Voucher ☺ Presented at formal assembly ☺ Invitation to Merit Excursion (eg Sydney)

## ANTI-BULLYING POLICY (INCLUDING CYBER-BULLYING)

### Statement:

The Students at Bulahdelah Central School have a responsibility to show care and respect for the feelings of others. The students and staff have the right to feel safe, and not feel threatened or abused. These rights and responsibilities are included in the Behaviour Policy and Staff Handbook.

### Definition:

Bullying is repeated behaviour by one person towards another, which is meant to hurt, injure, embarrass, upset, frighten or discomfort. This may be of a verbal, physical, social or psychological nature. It may include behaviours such as put-downs, insults, spitting, name calling, hiding or damage of a person's property, deliberate exclusion, deliberate embarrassment of someone, inappropriate or hurtful SMS messages or emails, physical threats and physical harm.

**BULLYING IS THE GAINING OF POWER OF ONE PERSON OVER ANOTHER.**





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***Bullying and Harassment will not be tolerated at Bulahdelah Central School***

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**SAY NO! YOU CAN MAKE A STAND AND SAY NO TO BULLYING AND HARASSMENT. IF YOU NEED HELP, FOLLOW THE STRATEGIES IN THIS BOOKLET OR TALK TO THE CONTACT PEOPLE ON THE BACK PAGE.**

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**Reporting Bullying**

Incidences of bullying can be reported to the Deputy Principals, Head Teachers, Assistant Principals, Year Advisers, Girls Adviser or any trusted staff member. Reports can be made by the student involved, parents, observing students or staff. It is recommended that the Bullying Diary is used during this conversation to ensure that important information is gathered for further interviews in the follow up to the report. These forms are to be handed to HT Welfare or Assistant Principals for entering into the Sentral database, mention at the Welfare meeting and to be referred to the nominated staff member or, if it is a serious incident or in the case of repeated bullying, the Deputy Principal.

**Dealing With Bullying**

The nominated staff member will then suggest Peer Mediation and organise mediation for the students involved or interview the students involved in order to resolve the situation. The nominated staff member is strongly encouraged to keep notes of the meeting/ interviews and these should be filed in the student's file at the front office. The staff member will also hand to the victim of the bullying a "Bully Diary" for the student to monitor the incidences of bullying following the interviews or mediation. If necessary the nominated staff member will also make contact with the parents of the victim to inform them of the status of the situation.

Follow-up interviews are necessary. This may be less formal but should occur within the time frame of one week. It is recommended that students be encouraged to revisit their nominated teacher if they have two entries in their bullying diary before a scheduled follow-up meeting. Bullying diaries should be collected at the follow-up meeting and handed to the HT Welfare for entry into the Sentral database

**Complaint Procedures For Cases Of Harassment and Bullying**

**Step 1:**

All students should ensure that they have clearly said "No" to whatever type of harassment or bullying that they have encountered.

**Step 2:**

Report of the harassment or bullying incident(s) using the Harassment/ Bullying Form and handed to the HT Welfare or the Assistant Principals.

Details are to be recorded on RISC and then handed on to the nominated staff member or to the Deputy in the case of serious incidences

**Step 3:**

Nominated staff member to assess the situation, organise Peer Mediation if both parties are willing or interview the students involved. (Pikas Method of interviewing recommended – see attached sheets). Keep notes of the interview/ action.





Student is to be handed a Bullying Diary to record any further conflict.

Step 4:

Follow-up meeting to reassess the situation. If it appears resolved and both parties are happy then documentation (including Bullying Diary) sent to the front office for filing. If the dispute seems to be ongoing then the nominating teacher may try one more time to resolve the issue or hand on the matter to the HT Welfare, Assistant Principals or the Deputy. (All notes should also be handed onto this next level, including the Bullying Diary)

Step 5:

Parents contacted

Serious and Severe Warning issued of pending suspension to those bullying.

Attempt at this level to resolve the issue. This may also include the School Counsellor.

### **Strategies for Coping with Harassment and Bullying Yourself**

- Use protective actions: stay in groups in the playground, avoid the out of bounds areas.
- Never allow yourself to be drawn into harassing others; this could lead to retaliation against you.
- Never pass on gossip, this can be hurtful to others and make them angry with you
- Resolve conflict with calm words and try for a win/win outcome. Leadership involves compromise.

If the situation remains unresolved at the time of the follow-up meeting the nominated staff member may continue trying to resolve the issue (this is only recommended for a second attempt – failing this the matter needs to be handed on further) or hand the matter on further to the HT Welfare, Assistant Principals or the Deputy. All notes regarding this issue should also be handed on to inform the HT Welfare, AP or the Deputy of the earlier incident(s). Parental contact is recommended at this stage.

If the incident remains unresolved after intervention at this level then the Deputy will proceed with the formal 'Resolving Complaints' procedures as documented by the Department of Education.



# Bullying Diary

Name:

Report to:

When did this happen? Date and time	Who is doing the bullying?	What are they doing? Be specific	Where is this happening?	Who witnessed this?



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## PERSONAL TECHNOLOGY

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(Mobile Phone, Portable Computer Games, MP3 Players, iPods, Cameras and Similar Devices)

Bulahdelah Central School acknowledges the advances made in technology and the personal devices now available to our students. It is the aim of the school to develop appropriate use of this technology as a tool in our lives.

Students are strongly discouraged from bringing expensive and personal equipment to the school as its security cannot be guaranteed and in the event of a loss, theft or damage, the item is not covered under insurance.

We acknowledge that some students may need to be in the possession of a mobile phone for reasons relating to their safety in travelling to and from school. The use of mobile phones in class however, can be disruptive to the learning environment of all students. There is also the potential for mobile telephones to be used in a way that jeopardises the safety and well being of others. It is expected that students will use their phones in a way which reflects the core values being taught in schools, including the values of respect, responsibility, care and fairness.

Some mobile phones can be used to take photographs or videos. Students are strongly discouraged from doing so at school. People doing so must be aware of the Department of Education policies regarding the use of camera and video recording devices:

Privacy Bulletin No. 7 – School Photographs and Video and Other Media.

Legal Issues Bulletin No. 35 – The Use of Mobile Phones, Portable Computer Games, Tape Recorders and Cameras In Schools and TAFE NSW Institutes.

Taking photographs or video while at school or engaged in school related activities (eg excursions) by the student may occur if there is sound reason for the photography. Depending on the particular circumstances and purpose of the photography, the permission of the staff, parent/ carer or student may be required.

The deliberate use of technology to bully and harass students and staff of Bulahdelah Central School is covered in our Anti-Bullying Policy. Posting of such material on the internet is a criminal matter and the Department's Response Unit and Police will be informed to follow up the matter. Students doing so may be suspended and subject to criminal charges.

If a student is requiring a mobile phone for security reasons, a contract is available for the student and carer to sign for their use.

Students without a contract, or in breach of one, caught using a phone at Bulahdelah Central School, particularly inappropriately, ie disrupting the learning environment, using as a tool to bully, harass or partake in illegal activities, could result in one of the following actions:

Mobile phone removed from student, to be claimed at the end of the school day,

Discipline procedures such as detention, contact with parents/ carers,

Suspension or

Police and / or Department of Education's Response unit notification



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## ATTENDANCE POLICY

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Bulohdelah Central School recognises regular student attendance as a significant contributing factor to student progress. It is essential to assist students to maximise their potential.

Section 22 of the Education Act 1990 requires students of compulsory school age to be enrolled at a government or registered non-government school and to attend that school whenever instruction is provided, or to be registered with the Board of Studies for home schooling.

Section 24 of the Act requires principals (and hence their staff) to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available to authorised officers at all times.

Schools, in partnerships with parents, are responsible for promoting regular attendance of students. Parents and carers are legally responsible for ensuring that their child attends school regularly. Parents and carers are required to explain their children's absences promptly (within 7 days of the start of the absence) to the school. Justifiable reasons for a child to be absent include:

- sick,
- medical/dental appointment,
- leave (funerals, serious illness of a close family member, religious occasions. Maximum of 15 days per year),
- flexible (senior students who do not have timetabled class and have obtained a flexible leave pass),
- family holiday of less than 4 days (family holidays of 5 days or more must have an approved exemption form from the principal PRIOR to the holiday) or
- exempt (by application to the school and to District Office for approval)

Unjustified reasons include sleeping in, appointment (more detail required), family matters, late, did not feel like attending, being bullied, house/farm work, babysitting, part-time work.

In the event of partial absence without an approved note (truancy) or prolonged unexplained absences, parents will be consulted by a staff member from the school. Truancy will also incur disciplinary action.

In the event of prolonged unexplained absences, the school may contact the Home School Liaison Officer (HSL) from district office for support.

In the event of special circumstances, the school, with the approval of the School Education Director (SED), may arrange with the parent for partial attendance of the child. This may be the result of a behaviour modification program, following a serious illness or injury, etc.

In conclusion, students are expected to be at school to ensure they cover the complete curriculum. This will allow students to maximise their learning. Absent students are expected to provide written explanation for their absence and if possible catch up on the missed work. Parents are discouraged from removing their child from schooling wherever possible, particularly for neither events that are not health related nor significant events.



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## UNIFORM POLICY

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### **Why we wear uniform**

Bulahdelah Central School is a uniform wearing school. This Policy is the result of extensive consultation with the school community. The reasons for uniform include:

### **All students are equal**

People judge one another by their appearance. It can shape expectations, influence reactions, often inaccurately. Uniform helps to ensure that people are not misjudged as individuals and learners.

### **No competition**

The forces of fashion are very strong. Without a uniform, many students would compete in a fashion stakes. A costly exercise. The winners would be those who could afford it. This would divide our school.

### **Reduce Conflict**

By wearing a uniform we identify as one group. Without it there would be splinter groups based on clothing styles. E.g. colour gangs are a major problem in US schools.

### **Safety**

Uniforms help us make our school safe. We can easily identify people who should not be in the school and who place students at risk. We can also identify you if you need assistance. Your uniform says 'You are one of us!'

### **Members of a team ...**

We all enjoy and take pride in being part of a successful team. The community supports us in wearing our school uniform, showing we are proud of our achievements and our team. The workplace expects young employees to be team players.

### **Students' reputation in the community**

Uniform builds pride. Our community wants to be proud of our school and its students. They expect high standards and judge students poorly when they do not meet community standards. Uniform enhances our students' reputations and their prospects in a competitive job market.

### **Preparation for work ...**

Most work places have dress codes or uniforms these days. A visit to local businesses, banks, corporations and even supermarkets and shops will highlight this. Construction sites have strict codes. Therefore, our school Policy reflects the workplace.

### **But we are all individuals ...**

By wearing a uniform we are foregoing some of that individuality. However, we can express our individuality in many ways through our achievements and contributions in academic, sporting, musical, social, technological and creative aspects of school life.

Bulahdelah Central School, with the support of the local community, supports the wearing of school uniform. The uniform has been developed to reflect the school community standards and meet the Work,



Health and Safety requirements and to comply with anti-discrimination and equal opportunity legislation.

A school uniform consists of a limited range of clothing, including footwear and headwear. It identifies students as belonging to a particular school. Students are expected to wear their uniform during school hours, whilst travelling to and from school and when engaged in school activities out of school hours.

Students are expected to wear uniform at Bulahdelah Central School. Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring students wear uniform. In the event that a section of uniform related to the students health and safety is not worn the students will be removed from the risk and will be unable to participate practically until the safety issue is addressed, e.g. covered upper shoes or goggles in the Science lab, Art room or D&T rooms. Students will be given alternative educational activities to meet the requirements. Extra and non-essential curricula activities, such as excursions or discos, may not be made available for students continually out of uniform.

Parents and carer requiring assistance in obtaining a school uniform for their child can approach the school for second hand uniforms or a payment plan or financial assistance for new uniforms.

The uniform is as follows:

### Kindergarten to Year 6

- School polo shirt/cotton button shirt
- Navy unisex shorts
- Primary checked dress
- Navy track pants
- School navy jumper
- White socks with black leather shoes/joggers
- School hat
- Excessive jewellery is discouraged.

### Secondary Uniform

#### BOYS

School polo shirt – years 7-10  
Navy blue shorts/long navy pants  
School navy jumper  
Navy track pants  
White school polo shirt – years 11-12  
White socks  
Black, white or dark hard shoes which protect the foot

#### Sport

**Sport shirt years 5-12**

**Blue/White soccer shorts**

**White socks with joggers**

**School hat**

#### GIRLS

School polo shirt – years 7-10  
Navy skirt or shorts of appropriate length  
School navy jumper  
Navy track pants  
White school polo shirt – years 11-12  
White socks  
Black, white or dark hard shoes which protect the foot

• **Makeup and jewellery are discouraged. No eyeliner.**

• **Some items are banned as they pose an unacceptable Work Health & Safety risk to the student and/or others.**

## SHOES

### Acceptable Footwear



### Unacceptable Footwear







## Consequences For Individual Who Choose To Engage In Inappropriate Classroom Behaviour

### Classroom Level

#### Verbal Reminder



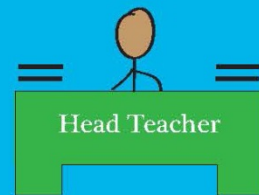
- 1st Verbal Warning
- 2nd Verbal Warning

#### Class Teacher



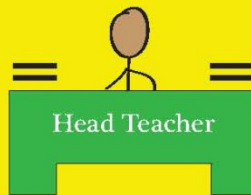
- Move
- Isolation
- Lunch Detention
- Discussion
- Phone Call Home
- Sentral Entry

If behaviour continues or is severe  
Head Teacher Consultation



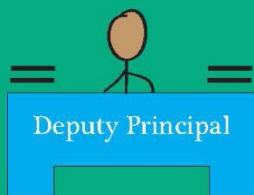
### Head Teacher Level

#### Sentral Number or Yellow Slip Received



- Student and/or parent/carer interview
- Monitoring Card
- Isolation
- Faculty Letter
- Faculty Detention
- LST Referral

### Deputy Principal Level

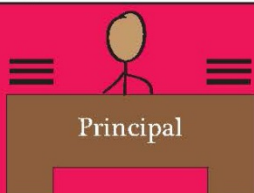


- Monitoring Book
- Contact parents/carers
- Formal caution/Suspension warning
- LST Meeting
- Referral to Counsellor
- Program of Improvement
- In-school isolation/Senior Classes
- After school detention

Removal of privileges.  
May include but not limited to:

- No out of school representation
- No excursions
- No extra-curricula school events

### Principal Level



- Suspension/Expulsion
- In-school isolation
- Parent/Carer interview

*Dangerous and illegal behaviours will be reported to the Deputy Principal/Principal*





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**STRATEGIES FOR TEACHERS DEALING WITH UNACCEPTABLE BEHAVIOUR**

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These issues are Teacher focused and relate to the following learning environments

\* classroom      \* playground      \* excursion      \* other (e.g.: disco)

Students require clear limits and guidelines in order to function effectively in a community and to learn to their full potential in a safe and caring environment. Although teachers will deal with situations differently depending on their teaching style or the individuals concerned it is hoped that all will use the strategies outlined in some form. The whole school community must be involved in this process to ensure commitment and consistency in implementation.

MANAGEMENT ISSUES	MANAGEMENT STRATEGIES
Disrespect Non-completion of set work Non co-operation  Disruption  Anti-social Behaviour, e.g. <ul style="list-style-type: none"><li>• littering</li><li>• swearing</li><li>• vandalism</li><li>• stealing</li><li>• violence</li><li>• harassment</li></ul>	<p><b>Warnings</b> Early and regular warnings that a particular behaviour is in breach of class/school code of conduct. Non-confrontational. By choosing the behaviour the student is choosing the consequence. Point out the possible consequences.</p> <p><b>Counselling</b> Individual discussion designed to ensure that the student understands the aspect of his/her behaviour that is causing concern and the possible consequences. Seek a mutual solution and understanding. Share the problem. Finish positive. May need to be formally or informally monitored. Set achievable goals.</p> <p><b>Class behaviour monitoring</b> As a result of counselling establish a mutually agreed set of goals for the student to strive for. Ensure they are achievable - aim for improvement. Monitor at each lesson. Build in rewards.</p> <p><b>Detention</b> Held in students own time (remember students must have time to eat and go to the toilet). Should be time to consider the behaviour problem and how to improve it. Good time for counselling.</p> <p><b>School service</b> A detention activity where the student is required to, should a particular behaviour be of concern, the individual/group/class will be 'cued' (warned by name on the board or some other method). Can be tied to consequences in some cases.</p> <p><b>Time-out</b> A formal agreement with a student that in certain circumstances they may have time-out' to gather themselves. Where they go and when should be agreed upon.</p> <p><b>Letter/phone call to parents/carers</b> As with positive reinforcement of good behaviour this is an effective method of seeking home support in achieving behavioural improvement.</p>



	<p>Parental interview As above. Person to person is very effective. Wise to involve Head Teacher.</p> <p>Referral to Head Teacher When all strategies implemented by the teacher are exhausted or the teacher requires support then the supervising teacher (Head Teacher or AP) is called upon.</p>
Late to class	It is the student's responsibility to present a note from a teacher explaining their lateness (teachers must issue one when they keep a student). Failure to present a note means a detention (DO NOT send a student for a note. The student may seek a note from the previous teacher in their own time). In this situation a "blue slip" may be issued for the student to clean school grounds supervised by the teacher on playground duty.
Non-attendance at detention	If a student already has a detention it is his/her responsibility to negotiate another time for detention. They should provide a note to prove they attended the other detention. Non-attendance at detention should incur another detention in the first instance. If the student still fails to attend the detention they should be referred to the supervisor. They will be expected to attend the original detention.



## STRATEGIES FOR HEAD TEACHERS DEALING WITH UNACCEPTABLE BEHAVIOUR

### Issues beyond the learning environment where the Head Teacher/Supervisor & teacher are involved.

Management Issues	Management Strategies
<p>Unresolved issues in regard to non-completion of set work, respect, non-co-operation, and more serious cases of anti-social behaviour.</p> <p>Perform duties for the school which are related to the misbehaviour (e.g.: removing graffiti)</p> <p>Cuing Formal agreement with individual/group/class that</p>	<p><b>Support &amp; Development</b> Collegial team approach to discussion of general and specific classroom management strategies to best deal with or prevent problems from difficult students.</p> <p><b>Counselling</b> Team discussion (teacher, HT/supervisor, student, parent if necessary) to establish an environment which is conducive for the student to resolve the issue with the classroom teacher. This may involve additional sanctions to those imposed by the teacher (not instead of)</p> <p><b>Head Teacher behaviour monitoring</b> As a result of counselling the HT/supervisor establishes an agreed set of goals for the student to strive for. Monitoring may be in conjunction with the classroom teacher.</p> <p><b>Detention</b> Held in students own time (remember students must have time to eat and go to the toilet). Should be time to consider the behaviour problem and how to improve it. Good time for counselling. Does not replace but supplements teacher sanctions.</p> <p><b>School detention</b> Held in students own time in the planning room with other students who have been referred by the head teacher. Room to be supervised. Students are to be given work to be completed in silence.</p> <p><b>School Service</b> A detention activity where the student is required to perform duties for the school which is related to the misbehaviour (e.g.: removing graffiti)</p> <p><b>Parental Contact</b> Phone conversation, letter or interview with parents. Informs parents of situation and as an additional support mechanism.</p> <p><b>In-faculty Suspension</b> After counselling the need to withdraw the student from class for a period of time as a cooling off. Student will be supervised by other HT/supervisor or other members of staff. The student should be either catching up on set work or completing tasks similar to those tasks if the students were in normal lessons.</p> <p><b>Planning Room</b> The planning room is a supervised room in the school operating regularly</p>



	<p>where students are given activities that consider the behaviour issue and allow them to think about alternative forms of solving the issue. Students complete an evaluation sheet providing an avenue for reflection and alternative solutions to problems. Students are to complete work to a high standard in silence. Work set by the teacher and is to be relevant and not simply used as a punishment tool.</p> <p><b>Formal Behaviour Strategies</b> The following formal behaviour strategies have met with outstanding success in many parts of the world's educational systems and may offer benefits to BCS.</p> <ul style="list-style-type: none"><li>• Talk Sense To Yourself</li><li>• Decisive discipline</li><li>• Stop, Think, Do</li><li>• Choice theory (Control Theory/Reality Therapy)</li><li>• Assertive discipline</li></ul>
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## STRATEGIES FOR DEPUTY PRINCIPALS DEALING WITH UNACCEPTABLE BEHAVIOUR

### **Issues beyond the learning environment where the Deputy Principal, Head Teacher/Supervisor & Teacher are involved.**

Management Issues	Management Strategies
Unresolved issues in regard to respect, non-completion of set work, non co-operation, and severe cases of anti-social behaviour.	<p><b>Support &amp; Development</b> Collegial team approach to discussion of general and specific classroom management strategies to best deal with or prevent problems from difficult students. Can include whole school development activities.</p> <p><b>Counselling</b> Where counselling with teacher and head teacher/supervisor have not been successful. Role of counselling here is also to create an environment where the situation can be resolved.</p> <p><b>Detention</b> Held in students own time. Should be time to consider the behaviour problem and how to improve it. Good time for counselling.</p> <p><b>School detention/ Planning Room</b> Held in students own time in room with other students who have been referred to by head teacher. Room to be supervised. Students are to be given work to be completed in silence.</p> <p><b>In School Suspension</b> The student is removed from normal lessons and is supervised directly by the DP or is shared with senior teachers. In both cases the student is totally isolated from normal classes and has a recess and lunchtime at a separate time and venue to other students. Work for the student must be supplied by the teachers whose class the student would normally be in during the suspension. This work is to be collected by the Year Advisor.</p> <p><b>Suspension</b> Where unacceptable behaviour is extreme. Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parent's responsibility for remediation of the behaviour. Parents will be informed by letter. Parents are required to accompany their child on return to school where an interview will be conducted to review the situation, and provide an environment where the situation can be dealt with. It is the school's policy that suspended students will not participate in extra curricula excursions (including sporting excursions) for a period of 6 weeks after a suspension and placed on a monitoring booklet for 10 days.</p> <p><b>Parental Contact</b> Phone conversation, letter or interview with parents. Informs parents of situation and as an additional support mechanism.</p> <p><b>Behaviour Monitoring</b></p>



	<p>Monitoring of students by the DP is conducted in conjunction with relevant people which may include parents, teachers or the school counsellor. A behaviour booklet or playground detention slip may be used.</p> <p>School Service A detention activity where the student is required to perform duties for the school which is related to the misbehaviour (e.g.: removing graffiti).</p> <p>Referral to Counsellor and access to External Services School Counsellor, Learning and Support Team, Welfare Team, Community Services, Child Wellbeing Unit, District Office, etc.</p>
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**STRATEGIES FOR PRINCIPALS DEALING WITH UNACCEPTABLE BEHAVIOUR**

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**Issues beyond the learning environment where the Deputy Principal & Principal are involved.**

Management Issues	Management Strategies
Issues unresolvable at school level.	<p>Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour.</p> <p>It is the school's policy that suspended students will not participate in extra curricula excursions (including sporting excursions) for a period of 10 weeks after a suspension.</p> <p>The school, and the public school system, will work in partnership with parents in assisting the student to re-join the school community.</p> <p>This will include the provision of counselling and access to special behaviour programs.</p> <p>As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.</p>

**Principals of public schools will suspend, consistent with DEC Suspension and Expulsion procedures, any student who commits the following offences:**

Management Issues	Management Strategies
Possession of suspected illegal substance.	<p>The Government firmly believes that schools must be places which are absolutely free of illegal drugs.</p> <p>Suspension is to occur immediately if the substance is being touted, held out or passed off by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is in fact illegal.</p> <p>Under arrangements made with the NSW Police Service, the substance will be identified within 48 hours of the material being handed to the police by the school principal. The cost of the identification is to be charged to the Department of School Education; the Police Service will hold the substance pending any legal action.</p>
Violence.	<p>Any student intentionally causing injury or threatening serious violence against another student or a teacher is to be suspended immediately.</p>
Possession of a Weapon.	<p>Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately.</p>
Persistent Disobedience.	<p>The relationship between student and teacher should be based on mutual respect.</p> <p>Students, who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, are to be suspended.</p>
Criminal Behaviour.	<p>If behaviour is criminal or there is evidence of a suspected crime, the Police Service will be notified by the school.</p> <p>Students, like the rest of the community, are subject to the criminal law.</p>