



Student Welfare and Discipline Policy

Goodooga Central School

We aim for all students at Goodooga CS to be responsible community members who can have respectful relationships and be positive role models by engaging in lifelong learning.

Core Rules 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.

Guiding Principles

1. Rationale

Goodooga Central School exists to provide a first class education for all children who attend it. We have the following overriding priorities:

- Develop students who are proud and positive about learning.
- Create a caring and safe environment for all students and staff.
- Raise the level of educational achievement for all students.

2. Aims

The aims of Goodooga Central School's Student Welfare and Discipline Policy are:

- To promote the development of individual students, a role the school shares with the home.
- To create a positive and productive learning environment within the school.
- To foster in students a strong work ethic.

3. Objectives

- The integration of the *Positive Behaviour for Learning* (PBL) process, the *Bounce Back* resilience program.
- Provide access to specialist support services through the School's Learning Support Team (LST).
- To act on data collected through the electronic database and ensure an appropriate balance between the proactive process of PBL and action taken on problem behaviours.

Responsibilities

Students' responsibilities include but are not limited to:

- Applying themselves to learning.
- Behaving safely, considerately and responsibly at all times
- Attending school every day.
- Speaking courteously.
- Respecting teachers' rights to courtesy, fairness and respect.
- Respecting other individuals and their property.
- Showing courtesy, dignity and respect to other students and community members.
- Refraining from violence, discrimination, harassment, bullying or intimidation.
- Acting safely within the school and during all school activities.
- Peacefully resolving conflict utilising appropriate practices.
- Wearing correct uniform.
- Complying with all school/classroom rules and the Welfare and Discipline Policy.

Parents', Carers' and families' responsibilities include but are not limited to:

- Accepting shared responsibility for student discipline.
- Supporting student learning.
- Ensuring students attend school every day.
- Ensuring students arrive at school on time.
- Providing a school uniform for students to wear.
- Communicating with school staff regarding concerns with learning and/or discipline.
- Supporting the school and the teaching staff in the presence of their children.
- Supporting the school rules and the Student Welfare and Discipline Policy.

Teachers' responsibilities include but are not limited to:

- Demonstrating professionalism and commitment to teaching.
- Developing and maintaining effective classroom management practices.
- Modelling and explicitly teaching desired student behaviours.
- Encouraging students to attend school every day.
- Promoting the wearing of school uniform.
- Dressing professionally
- Respecting students' rights to courtesy, fairness and respect.
- Utilising appropriate practices when conflict arises.
- Supporting other staff through frequent and clear communication.
- Preparing and implementing individual plans for students needing additional support.
- Implementing the school's Student Welfare and Discipline Policy.

Head Teachers' and Assistant Principals' responsibilities include but are not limited to:

- Providing support for teachers in managing difficult student behaviour.
- Supporting teachers to fulfil their duties and improve their practice.
- Modelling and explicitly teaching desired student behaviours.
- Assisting students to reflect on their own behaviour and the consequences for their actions.
- Determining and implementing appropriate logical consequences for inappropriate student behaviour and ensuring procedural fairness.
- Monitoring the implementation of the Student Welfare and Discipline Policy.
- Keeping a record of all incidents with which they have dealt.
- Communicating issues of student behaviour to staff.
- Liaising with parents and the community in regard to student behaviour.

The Principal's responsibilities include but are not limited to:

- Modelling and explicitly teaching desired student behaviours.
- Monitoring the implementation of the Student Welfare and Discipline Policy.
- Liaising with parents and the community in regard to student behaviour.
- Keeping a record of all incidents with which they have dealt.
- Ensuring procedural fairness.
- Providing and supporting access to ongoing professional learning for staff. Supporting all staff in the management of student behaviour.

Behaviour Management

Positive Behaviour for Learning (PBL)

Goodooga Central School is a PBL school. PBL promotes improving student academic and behaviour outcomes through the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBL provides an operational framework for achieving these outcomes.

There are six important principles, which underpin the PBL process. These are:

- Develop a continuum of scientifically based behaviour and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behaviour
- Teach and encourage pro-social skills and behaviours
- Implement evidence-based behavioural practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

Goodooga Central School has a PBL team. This team is responsible for developing and implementing welfare and discipline initiatives within the school. It ensures that the above principles of PBL are undertaken at Goodooga Central School. The PBL team meets regularly and all staff members are invited to attend the meetings.

As a school community our strategies to promote good discipline and effective learning include:

1. Classroom Environment

- Classrooms are attractive, stimulating, neat and well organised
- We display student work and change it regularly
- Have a wide range of learning materials readily accessible
- We all set the example, we all are responsible for creating the climate and tone through our personal interactions with each other
- We expect the students to keep the room neat and tidy
- We allow for healthy work noise as distinct from disruptive noise
- We have a functional room plan and think carefully about seating students
- We think of the safety aspects of the environment and remind each other of these regularly.

2. Lessons

- Provision of appropriate curriculum to meet the needs of each student and supporting students in achieving success in learning by:
 - Aiming work at the ability and interest level of our children
 - Catering for all learning styles and vary lessons accordingly
 - Teaching in achievable steps
 - Having lessons fully prepared
 - Letting the kids know what we are doing and why we are doing it
 - Having extension work ready for early finishers
 - Encouraging cooperative learning to enhance social skills and self-esteem
 - Implementing social skills and peer learning programs.

3. Communication and interaction

- Encourage on-task learning by moving about the room and supervising work
- Acknowledge our students regularly

- Being fair, consistent and patient
- Always looking for the positive and avoiding confrontation
- Regularly notice and praise students for complying with rules and directions
- Show courtesy and respect
- Avoid sarcasm and humiliating the child or 'put-downs'
- Display a sense of humour
- Refocus and redirect attention when students become restless or inattentive
- Address the behaviour not the child
- Anticipate problems - be perceptive
- Participate in quality staff professional learning.

Other initiatives would include: the provision of appropriate support programs such as counselling and the provision of the full range of specialist support.

Positive Climate & Good Discipline

- Provision of secure, happy, safe and stimulating learning environment for all learners
- Creation of an environment that meets the needs of all learners
- Empowerment of all learners to work collaboratively
- Ensuring whole school and community awareness of Student Welfare and Discipline Policy
- Ensuring awareness of the rules, rights and responsibilities for students, staff, parents and community members
- Embedding language of positive and fair discipline, mixed with the language of acknowledgement and encouragement.
- Development of a listening community

Teaching and Learning

- Teachers provide a relevant and meaningful curriculum
- Teachers use a variety of teaching styles and approaches
- School programs and units of work embrace the teaching and learning cycle
- Teachers provide relevant assessment and reporting techniques, involving student self-assessment and use 3-way reporting sessions; i.e. student, teacher & parent interviews
- Curriculum and teaching programs embrace the three dimensions of *Quality Teaching*
 - *Intellectual Quality*
 - *Quality learning environment*
 - *Significance of students' work and participation*

Student learning must include skill development in the following areas:

- Language and communication
- Self-esteem building
- Building of resilience and well-being
- Positive social skills and working with peers
- Cooperation
- Assertiveness and decision-making
- Leadership and team-building
- Problem-solving and peer mediation
- Conflict resolution

Goodooga Central Free & Frequent Reward System (SWOOPS)

The key to a functional PBL system is the direct teaching of behavioural expectations and the frequent rewarding of these behaviours in an immediate fashion. To assist all staff with an easy way to reward students we have developed the **SWOOPS Reward System**.

What are SWOOPS?

A SWOOP is a small token used to reinforce positive behaviour. When handing out a SWOOP it is important that you inform the student what the reward is for by identifying the positive behaviour demonstrated. When praising a child identify the expectation the child has met and the method in which they achieved it.

PBL operates within three key areas of responsible behaviour:

- **Safe**

Example:

John, I saw you walking your bike into the school grounds. That's being safe. You can have a swoop.

- **Respectful**

Example:

Susie I heard you using good manners when you asked John for a pencil. That is being respectful. You can have a swoop.

- **Learners**

Example:

Ben, this is a great piece of writing. You have tried your best and that is being a learner. You can have a swoop.

To help with the process, posters of the relevant rules will be posted around the school.

What are SWOOPS for?

The use of SWOOPS is for rewarding students instantly for positive behaviour. They are not to feed into the River Merit system.

Students can earn swoops to be tallied in class to earn rewards. They can also place them into a draw at weekly assemblies.



This is an example of a swoop

The River Merit System

Overview

Students displaying positive behaviour will receive a stamp on a card. The students need to achieve the following number of stamps to achieve the different river levels:

20 – Narran

45 – Bokhara

75 – Birrie

110 – Culgoa

The main way a student can achieve a stamp is through the following:

- A referral free week (i.e. no entries on Risc etc.)
- A stamp for a great week in class (teacher discretion).
- Perfect week of attendance

Students can also earn stamps through:

- Receiving a class award at assembly (1 stamps)
- Student of the Week Award (2 stamps)
- Receiving the Principals award at assembly (3 stamps)

Students cannot lose stamps or move down levels. However, if a student displays persistent or severe misbehaviour the Principal may remove a student from a reward privilege in consultation with the student's teacher and parent.

Rewards for achieving the River Levels

Narran	Bokhara	Birrie	Culgoa
Cooking	Cooking	Cooking	Goodooga Pool
Picnics	Picnics	Picnics	Night camping
Fishing	PJ Party	Day at River	(whole day)
PJ Party	Movie Night	PJ Party	Play Games
Movie Night	Craft	Movie Night	Fishing
Craft	Lawn bowls	Craft	Picnic
Lawn bowls	(half day)	Lawn bowls	BBQ
(half day)	Go Bush	(half day)	Boogie Fishing
Go Bush	Painting	Go Bush	Go Bush
Painting	Jewellery Making	Painting	Painting
Jewellery Making	Boomerang Painting	Jewellery Making	Jewellery Making
Boomerang Painting	Camping	Boomerang Painting	Boomerang Painting
Camping		Camping	Camping

These rewards will be continually reviewed by the school's Student Representative Council.

Goodooga Central School

Suspension and Expulsion Policy

Suspension allows children the time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour that led to the suspension and to act positively to change their behaviour in order to meet the school's expectations in the future.

The procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school-endorsed activities e.g. excursions and sporting activities.

It is the principal's responsibility to exercise judgement based on the student's record, the degree & length of support given to the student, the response of the student & the circumstances of the misbehaviour.

A process of procedural fairness will ensure:

- the student's right to know about the allegations and actions, and the right to respond to them
- the student's right to an unbiased decision.

Suspension may be "short" (up to & including 4 school days) or "long" (up to & including 20 school days).

A 'short' suspension may be imposed for:

- **Continued disobedience** including defiance, disruption to other students, minor criminal behaviour, use of alcohol or the persistent use of tobacco
- **Aggressive behaviour** including, but not limited to, hostile behaviour directed at any member of the school community such as verbal abuse or sending abusive electronic messages

A 'long' suspension will be imposed immediately and consistently for:

- Physical violence
- Being in possession of a firearm, prohibited weapon or knife without reasonable cause
- Use or possession of an illegal substance (not alcohol or tobacco) or supplying a restricted substance
- Persistent misbehaviour
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour relating to the school

During the period of suspension the school counsellor will complete a Suspension Report.

Return from Suspension Procedure:

All students who return from suspension must participate in a successful return from suspension meeting with the Principal or their delegate, an AEO, Class Teacher and a parent/carer. Following this meeting students will return to school and be placed on *White Level Monitoring Book* for 5 days. Please refer to Appendix 3. This will impose restrictions on their ability to participate in school activities.

Expulsion:

In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning. The principal may expel students in line with the NSW DEC's Suspension and Expulsion Policy.

Behaviour Monitoring Levels

Level 1 – Yellow	Level 2 - Orange
<p style="text-align: center;">Behaviours</p> <ul style="list-style-type: none"> • Misbehaviour in the classroom or playground <ul style="list-style-type: none"> ○ For example; constant disruption, anti-social behaviour, constant work avoidance, constant disobedience, 1st instance of inappropriate use of electronic device etc. 	<p style="text-align: center;">Behaviours</p> <ul style="list-style-type: none"> • Failure to satisfactorily complete yellow book • Referral to HT/AP/DP whilst on yellow book • Aggressive behaviour in classroom or playground (low level) • Swearing • Truancy • Bullying • Continuation or increased level of misbehaviour from yellow level
<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Yellow monitoring book (2 days) • CT/AP/HT to make parent contact • CT to reassess Class Behaviour Management Plan (CBMP) • CT to insure behaviours are entered on RISC • Assess need for L&ST referral. 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Orange monitoring book (3 days) • AP/HT/P to make parent contact • CT to reassess CBMP • CT to insure behaviours are entered on RISC • Assess need for L&ST referral
<p style="text-align: center;">Consequences</p> <ul style="list-style-type: none"> • Executive detention on day 1 <ul style="list-style-type: none"> ○ Recess or Lunch • Telephone call to parent/carers and an official letter home • Inability to attend school excursions for the duration of monitoring book • Loss of classroom privileges • Recess or lunch school beautification duty on day 2 	<p style="text-align: center;">Consequences</p> <ul style="list-style-type: none"> • Executive detention on days 1&2 • Telephone call to parent/carers and an official letter home. • Inability to attend school excursions for the duration of monitoring book • Loss of classroom privileges. • Students with less than 3 crosses will not receive recess or lunch school beautification duty on day 3. • In School Withdrawal determined by (HT/AP/DP) • Card/stamp step down <ul style="list-style-type: none"> ○ Recorded by CT / YA

Behaviour Monitoring Levels

Level 3- White
<p style="text-align: center;">Behaviours</p> <ul style="list-style-type: none"> • Physical Violence • Continual and severe misbehaviour in classroom or playground (including bullying) • Criminal behaviour (weapons, drugs etc.) • Aggressive behaviour (including swearing at staff)
<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • White monitoring book (5 days) • Principal to contact parent • CT to reassess CBMP • CT to ensure behaviours are entered on RISC • Assess need for L&ST referral
<p style="text-align: center;">Consequences</p> <ul style="list-style-type: none"> • Inability to attend school excursions for the duration of monitoring book • Loss of classroom privileges. • In school withdrawal (determined by (HT/AP/P) • Suspension (determined by Principal)

Negative Behaviour Consequences

Behaviour	Possible Consequence	Further Action
Aggressive Behaviour	<ul style="list-style-type: none"> • Parent contact • Acceptable Behaviour Agreement • Refer to executive • Executive detention • Withdrawal • In School Withdrawal • Suspension • Police Contact • Referral to AEO • Withdrawal from extracurricular activities 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle • Classroom teacher remediation
Disruption	<ul style="list-style-type: none"> • Classroom teacher detention • Rule reminder • Parent contact • Teacher – Student conference • Referral to AEO 	<ul style="list-style-type: none"> • Referral to AP/HT • Acceptable Behaviour Agreement
Continual Disruption	<ul style="list-style-type: none"> • Parent contact • Refer to executive • Executive detention • Acceptable Behaviour Agreement • Withdrawal • In School Withdrawal • Suspension (continual and severe) • Referral to AEO • Withdrawal from extracurricular activities 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders circle
Disobedience	<ul style="list-style-type: none"> • Class detention • Rule reminders • Parent contact • Teacher – Student Conference • Referral to AEO 	<ul style="list-style-type: none"> • Referral to AP/HT • Acceptable Behaviour Agreement
Continual Disobedience	<ul style="list-style-type: none"> • Parent contact • Refer to executive • Acceptable Behaviour Agreement • Executive detention • Withdrawal • In School Withdrawal • Suspension (continual and severe disobedience) • Referral to AEO 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle
Indecency	<ul style="list-style-type: none"> • Parent contact • Refer to executive • Acceptable Behaviour Agreement • Executive detention • Withdrawal • In School Withdrawal • Suspension • Police Contact • Teacher Student Conference 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle

Behaviour	Likely Consequence	Further Action
Inciting Violence	<ul style="list-style-type: none"> • Parent contact • Acceptable Behaviour Agreement • Refer to executive • Executive detention • Withdrawal • In School Withdrawal • Suspension • Police contact • Withdrawal from extracurricular activities 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle
Inappropriate use of electronic device	<ul style="list-style-type: none"> • Confiscation • Rule reminder • Acceptable Behaviour Agreement • Parent contact • Refer to executive • Executive detention • Police contact 	<ul style="list-style-type: none"> • Referral to relevant training programs • (ACMA, or Police Liaison Officer) • Acceptable Behaviour Agreement
Out of Bounds	<ul style="list-style-type: none"> • Rule reminder • Class detention • Sat out of play time • Acceptable Behaviour Agreement • Executive detention • Parent contact 	<ul style="list-style-type: none"> • Acceptable Behaviour Agreement
Aggressive repeated or highly inappropriate Swearing	<ul style="list-style-type: none"> • Parent contact • Refer to executive • Acceptable Behaviour Agreement • Executive detention • Withdrawal • In School Withdrawal • Suspension • Police Contact • Withdrawal from extracurricular activities • 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle
Swearing at Staff	<ul style="list-style-type: none"> • Suspension • Withdrawal from extracurricular activities • 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle
Smoking on school grounds	<ul style="list-style-type: none"> • Suspension • Warning Letter • Police Contact 	<ul style="list-style-type: none"> • Referral to the QUIT program • Acceptable Behaviour Agreement
Threatening staff	<ul style="list-style-type: none"> • Suspension • Police Contact • Withdrawal from extracurricular activities 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle

Behaviour	Likely Consequence	Further Action
Truancing (Including partial and in-school truancy)	<ul style="list-style-type: none"> • Class detention • Executive detention • Acceptable Behaviour Agreement • Parent contact • Suspension (continual and severe) • Police Contact 	<ul style="list-style-type: none"> • Referral to HSLO • Referral to Learning Support Teacher • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle
Inappropriate Touching	<ul style="list-style-type: none"> • Verbal warning • Rule reminder • Acceptable Behaviour Agreement • Parent contact • Executive detention • Class detention 	<ul style="list-style-type: none"> • Acceptable Behaviour Agreement • Elders Circle
Vandalism	<ul style="list-style-type: none"> • Parent contact • Refer to executive • Executive detention • Acceptable Behaviour Agreement • In School Withdrawal • Suspension • Police Contact 	<ul style="list-style-type: none"> • Acceptable Behaviour Agreement • Elders Circle
Violence	<ul style="list-style-type: none"> • Suspension • Police Contact 	<ul style="list-style-type: none"> • Referral to Learning Support Teacher • Create or review and implement a Behaviour Management Plan • Create or review and implement Risk Management Plan • Acceptable Behaviour Agreement • Elders Circle

Classroom Discipline Process

Level 1 Behaviours

Examples include: off task, disruptive, refusal to follow instructions, speaking rudely.

Level 2 Behaviours

Examples include: swearing, low level aggression, continual disobedience and disruption, absconding from class, vandalism.

Level 3 Behaviours

Examples include: violence, swearing at staff, and possession of weapons/illegal substances.

Redirection

Teacher reminds student of school rule.

1st Reminder

Teacher reminds student of school rule again and possible consequence. Provide visual reinforcement.

2nd Reminder

Teacher reminds student of school rule again and possible consequence. Provide another visual reinforcement.

If this process is repeated several times in a day treat as a level 2 behaviour.

Thinking Time / Detention

Student is given 5-10 minutes thinking time in a designated classroom space or in a buddy classroom.

Executive Time Out / Time Out Room

Student is removed from classroom to an executive staff member for a negotiated period of time. Parent / carer contact is made by HT/AP or CT. Detention is given and reflection sheet completed.

Principal

Student is removed to Principal. Principal is to make contact with parent/carers. Principal consults with Welfare and Discipline Policy for appropriate consequence. DP/P may impose a suspension or in school withdrawal for level 3

Goodooga Central School

Anti-Bullying Policy

STATEMENT OF PURPOSE

Every person at Goodooga Central School has the right to experience positive and respectful relationships between all members of the school community. They also have the right to learn and teach in a happy and safe environment free from fear of bullying, harassment and intimidation. Bullying behaviour therefore is not acceptable at Goodooga Central School.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying 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.

It is our aim at Goodooga Central School to be a happy and safe school where all members of the school community promote student and staff wellbeing.

PROTECTION

What is bullying?

We can define bullying as intimidation of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. School bullying can include teasing, exclusion, gesture bullying, abuse, threats, assault, property damage and malicious gossip.

Bullying behaviour can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting;
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones;
- **cyber bullying** is an intentional, repeated behaviour by an individual or group to cause distress or undue pressure to others using technology e.g. email, chatroom, SMS / texting, social networks, video clips, phone calls.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. 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.

PREVENTION

How will we address bullying and harassment at Goodooga Central School?

The strategies listed below try to develop an awareness amongst the school community of the nature and consequences of bullying and harassment, how they can help to decrease it, and what to do if they are bullied or harassed.

They also aim to network students so as to strengthen peer acceptance and support.

- Buddies – giving young children an older student in which to confide.
- Talks at assembly – to reinforce that bullying is not acceptable.
- Special days – e.g. Harmony Day.
- Regular Student Welfare Team and Learning Support Team meetings.
- Individual conference with victims and bullies.
- Increasing bullying awareness within the PD / Health / PE Program.
- Visiting performances.
- Positive behaviour program
- Cyber bullying posters / programs – in class and on our website.
- Professional learning for staff around bullying and cyber bullying.
- Bounce Back Program
- Rage Program
- Core values

Strategies for dealing with bullying are linked to the School Welfare Policy and encompass a range of options available to deal with unacceptable behaviours, including suspension and expulsion.

In dealing with bullying behaviour, there is a need to recognise the repeated and recurring nature of bullying and have mechanisms in place to identify patterns of repeated offending.

What should we do if we are, or see others, being bullied?

Students who are being bullied and students who have received reports of bullying and harassment from their peers should refer these on to teachers.

Through school assemblies, the school newsletter and peer programs, the importance of reporting bullying at Goodooga Central School (or becoming a 'telling school') is emphasised. All reports of bullying will be taken seriously and handled in a sensitive manner.

EARLY INTERVENTIONS

For students identified as being at risk of developing long term difficulties with social relationships and / or history of being bullied or engaging in bullying behaviour, the school implements a range of programs. These include:

- Behaviour support for students identified by their classroom teacher.

- Access to and counselling by the Assistant Principals Head Teachers, Deputy Principals, Principal and the School Counsellor.
- Individual conferences with victims and bullies and families if necessary.
- Classroom management and positive reinforcement programs.
- Friendship group sessions and social stories from Learning Support Team and School Counsellor.
- Risk assessments.
- Health care plans.

RESPONSE

If bullying or harassment occurs, the following actions outlined should be taken.

For students:

- Tell your teacher (preferably your class, or playground teacher) immediately. You **may** also tell your Peer Support Leader, School Counsellor, Assistant Principal or Principal.
- Teachers to follow current welfare system. They will then interview bullies and victims.
- Where the bullying involves a serious physical assault, you should immediately report the incident to the Assistant Principal Head Teacher Deputy Principal or the Principal.

For staff:

- You listen and acknowledge the seriousness of the report, no matter how trivial it may at first appear. Question the child to see if this or other such incidents have happened before.
- Follow current welfare system and interview bullies and victims.
- Time out if necessary.
- Teacher to complete the School Anti-bullying Record Sheet.

For parents / caregivers:

- Encourage your children to discuss bullying as much as possible. A thorough reading of this plan with your children is highly recommended.
- Discuss with your child strategies to help them deal with the issue.
- Encourage them to follow the procedures outlined above, if they report bullying.
- Contact the school, if your child's efforts to deal with the bullying do not appear to be working.
- When the school's attempts to deal with reported bullying and victimisation do not appear to be working, your assistance may well be sought. In cases of serious physical bullying parents will automatically be involved.

IN CONCLUSION

Bullying exists at all levels in our society. We know that the effects of bullying on learning and general adjustment at school can be far reaching for the students involved. We trust that the whole school community can share the responsibility in maintaining a peaceful and safe learning environment.

School staff have a responsibility to:

- respect and support students,
- model and promote appropriate behaviour, and
- 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, and
- 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 online 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, and
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a 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, and
 - work collaboratively with the school to resolve incidents of bullying when they occur.
- The plan will be reviewed annually by the PBL Team, P & C, students and staff to evaluate its effectiveness.

Bullying Action Plan

Preventative Strategies

All students have access to bullying prevention education. This may include access to the following: Bounce Back Resiliency programs, The RAGE program, Peer Support Program, The Bullying No Way Website, The Kids Smart Website, PBL lesson plans, etc.

If bullying occurs despite preventative measures being implemented follow the flow chart:

The Student

Reports the incident to a teacher or member of staff.
Practices 'No, Go, Tell'

Bystanders

Reports the incident to a teacher or member of staff.
Helps the student being bullied to 'No Go Tell'

Parents

Discuss issues with child. Contact child's teacher/year advisor/deputy principal

Member of Staff takes action according the Student Welfare and Discipline Policy. Staff will record incident in RISC

Incident taken to Learning and Support Team for action

Issue not resolved

Executive Support

Issue is Resolved

Goodooga Central School

Anti-Racism Policy

Rationale and Purpose

In recent years, Australians have become increasingly aware of the role of various forms of racism in Australian history and society as a whole. Silence and denial are fundamental to racism. Racism is perpetuated by silence and denial. Those who suffer most from racism must be given the means whereby they can have confidence in the various mechanisms to combat and challenge the unacceptable. While the external avenues are important the school must provide mechanisms for action. These procedures and structures are a means of addressing racism in a way that promotes effective redress and racial harmony. Goodooga Central School rejects racism in all its forms. It is committed to the elimination of racial discrimination of any kind.

In order to achieve these outcomes, at Goodooga Central School specifically we will:

- Counteract the causes and redress the effects of racism in the context of the school, the school community and the curriculum.
- Protect the rights of students and staff to achieve their full potential in an environment which encourages the affirmation of their cultural identity.
- Provide those who need it with a range of avenues of complaint and redress.
- Ensure that everyone in the school understands and fulfils their responsibilities in the implementation of this policy.
- Appoint a teacher to be trained as the Anti Racism Contact Officer (ARCO).
- Maintain a register of reports of racism.

The Principal will:

- Allocate resources and responsibilities for the implementation of the policy.
- Ensure that the school community is familiar with the Anti-Racism Policy and the grievance procedures.
- Develop, implement, review and evaluate the Anti-Racism Policy.
- Assist staff in developing strategies for addressing racism in appropriate subject areas and across the curriculum.
- Intervene to prevent racism from occurring and to redress its effects if preventative measures are not possible.
- Monitor implementation of the policy and the working environment in its effects if preventative measures are not possible.

Executive and Teaching staff will:

- Ensure that curriculum content and teaching methods are congruent with and support the Anti-racism policy.
- Develop strategies in the school for increasing student understanding of racism.
- Monitor the school environment in terms of racist attitudes and behaviours and intervene to prevent racism from occurring in the school environment.

Goodooga Central School

Anti-Racism Plan

Step 1: Clarify that the issue is race related.

Step 2: Discuss incident with students involved and take statements.

Step 3: Inform Anti-Racism Contact Officer (ARCO).

Step 4: Hold an interview with students concerned, following the below process:

- Discuss the incident
- Let both sides explain their point of view
- Explain why the comments are inappropriate/offensive
- Seek an apology from the appropriate person
- During the meeting, decide on any appropriate disciplinary action. This action should be in line with the schools Discipline Policy.

Step 5: Contact parents. Inform them if the issue has been resolved or not. If the issue has not been satisfactorily resolved, the issue is then referred onto the principal.

Possible Disciplinary Action

Low Level

- Detention
- Parent Contact
- Executive detention

High Level

- In-school withdrawal
- Suspension

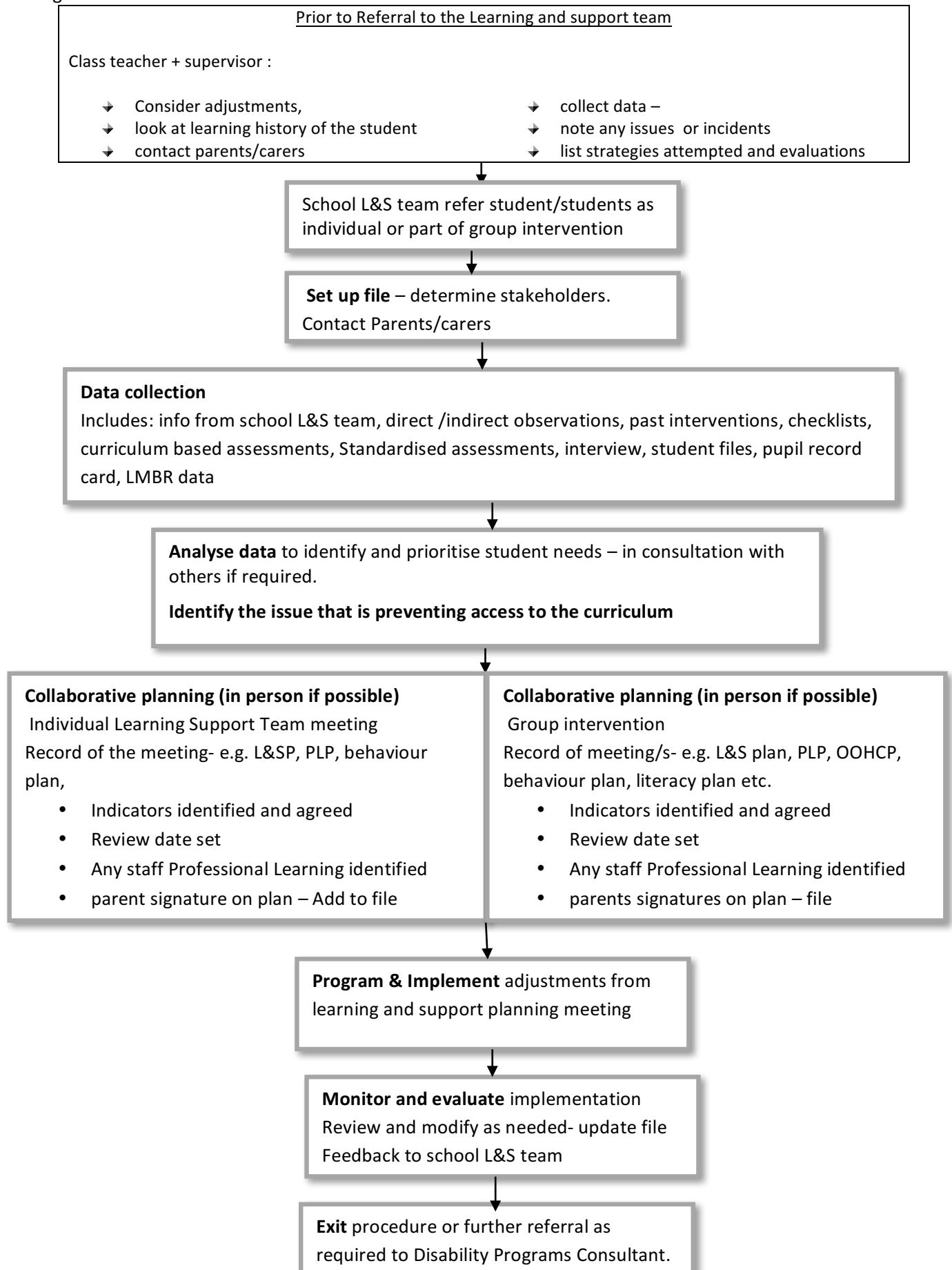
Preventive Measures

- Inform yourself of the DEC's Anti- Racism Policy
- Visit <http://www.racismnoway.com.au> and complete the lessons and activities with your students.
- Visit <http://www.reconciliation.org.au> and complete the lesson and activities with your students.
- Visit <http://www.naidoc.org.au/> and complete the lesson and activities with your students.

Racism Stops with Me

Learning and Support Team

The Learning and Support Team meets every week. At the weekly meeting teachers have the opportunity to refer students if they have concerns about their learning or behaviour. Teachers should follow the flow chart below before making a referral.



Possible Outcomes after an LST Referral

Exceptional Student Information collected and returned to LAST Team	LAST Team to complete Report on Exceptional Student and share with relevant staff
Individual Education Plan (IEP) written with assistance from LAST member	Learning program to be developed by teacher and Learning Support Officer if needed
Risk Management Checklist to be completed by relevant staff and returned to LAST Team	Risk Management Plan written and discussed with staff
Outside agencies contacted	<ul style="list-style-type: none"> ▪ Irlen ▪ Royal Far West ▪ Counsellor ▪ Hearing Testing ▪ HSLO
Access Request Form completed	Possible Funding support/Aide time Access Request Form
Further parent contact	