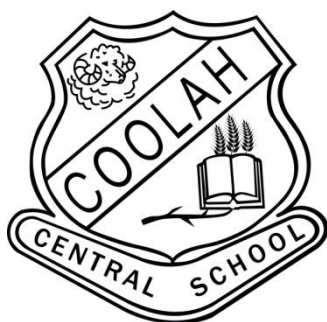


COOLAH CENTRAL SCHOOL



STUDENT WELLBEING

THE VIRTUE IS IN THE STRUGGLE, NOT THE PRIZE

**Coolah Central School
Wellbeing Policy
Version 1
Published July 2017**

INTRODUCTION

MISSION STATEMENT

Coolah Central School, in partnership with the community, promotes excellence by challenging and supporting individuals to create their future, in a secure and caring environment.

Vision Statement

Coolah Central School is an inclusive school where all students, parents and staff are valued and supported. All students and staff will strive passionately to do their best while setting high standards, increasing performance expectations and establishing consistent positive behaviour. Through supporting one another, students of Coolah Central School will become empathetic, well rounded, creative members of the broader community, well suited to contribute to 21st Century life.

Rationale

Student Wellbeing encompasses everything that the school community does to meet the personal, social and learning needs of students and ensure their well-being and happiness.

It involves recognising, valuing and nurturing each student as a unique person in the context of a wider community.

Learning takes place when students feel safe, when scholarship is valued, where disruption is kept to a minimum and motivation is high.

Safe, happy and effective schools are characterised by:

- Well informed and professionally developed teachers whose professionalism is valued,
- Busy and cooperative students who are engaged in learning,
- Regular attendance,
- School systems that generate effective discipline,
- High quality and appropriate support structures,
- Timely access to external support programs within the community,
- Strategies that recognise diversity and promote harmony,
- Procedures that provide students with the opportunity to enjoy success and recognition,
- Well informed parent and community support and shared leadership.

Coolah Central School is proud of its achievements in student Wellbeing.

VALUES IN NSW PUBLIC SCHOOLS

The core values

The Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:

INTEGRITY	Being consistently honest and trustworthy.
EXCELLENCE	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
RESPECT	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
RESPONSIBILITY	Being accountable for your individual and community's actions towards yourself, others and the environment.
COOPERATION	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
PARTICIPATION	Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
CARE	Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
FAIRNESS	Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
DEMOCRACY	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

In classrooms

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur helps students to develop their understanding of these values and how they operate in a variety of contexts.

The K–12 curriculum in NSW public schools provides many opportunities to teach, demonstrate and explore values. Teachers assist students to understand school policies by modelling and reinforcing behaviour consistent with the core values.

In school communities

Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community.

A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life.

RIGHTS AND RESPONSIBILITIES

Students, Parents and Staff have responsibilities and fulfilling these will lead to rights. These overriding responsibilities apply not only at school but in all school related situations.

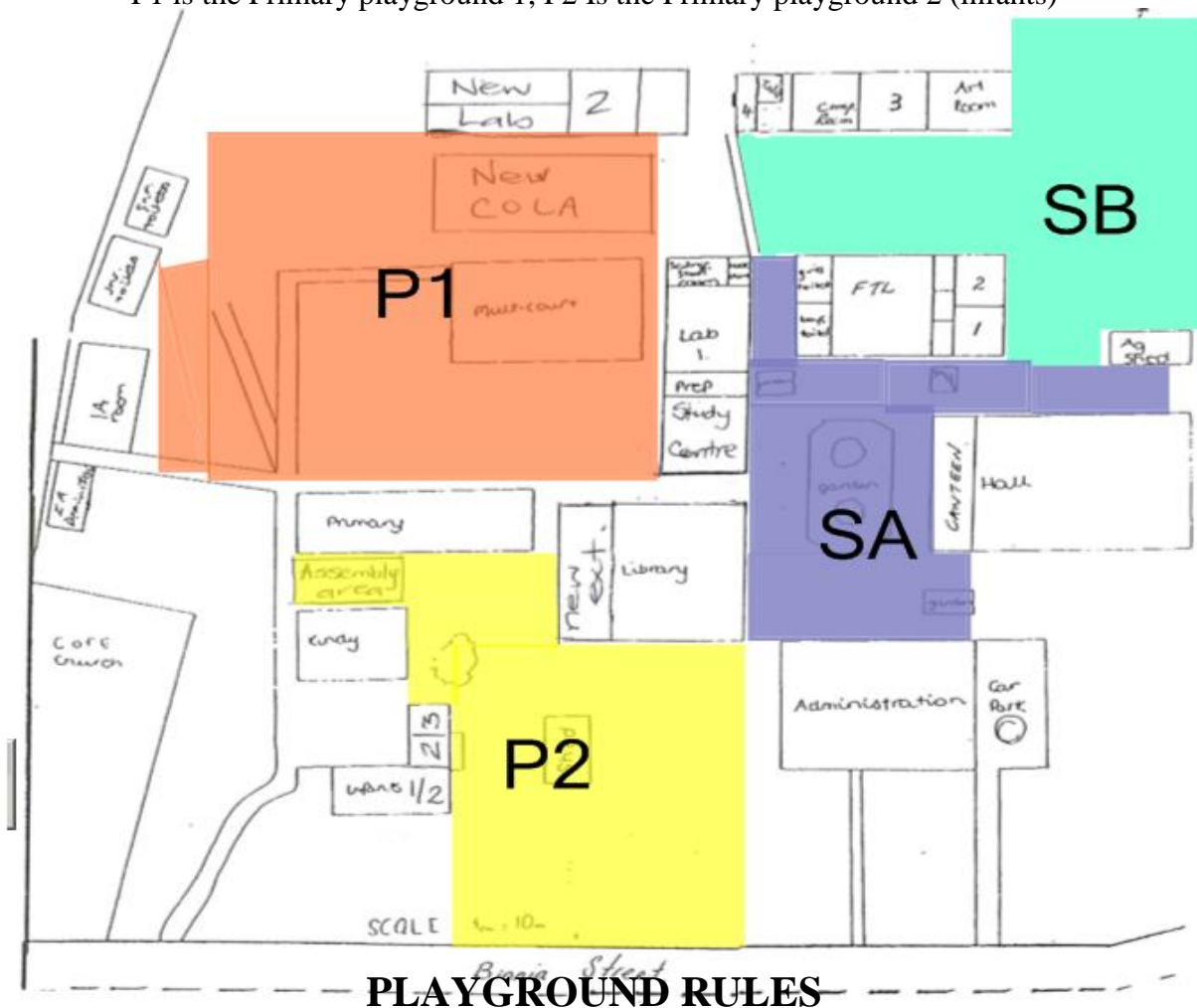
Rights	Responsibilities
To have access to the best possible education	To attend school and be punctual to all classes and activities
To know, in advance, the requirements in regards to homework and assessment in each subject	To apply ourselves and complete all work (including class work, homework and assignments) to the best of our ability
To be respected by other members of the School Community	To respect others
To be trusted	To behave in a trustworthy manner
To be treated as individuals without discrimination	To accept and respect others' individuality
To voice our opinions in the proper manner	To listen to and respect others' opinions
To have access to peaceful conflict resolution procedures	To resolve conflicts peacefully
To be informed of any decisions and policies that affect us and to be involved in the making of these wherever possible	To be aware of and abide by school decisions and policies
For ourselves and our property to be safe	To ensure our own and others' safety (both personal and property)
To have a pleasant and hygienic environment	To maintain and improve the environment. Keep facilities clean and work to improve environment.
To have the use of facilities provided by the school provided all other responsibilities have been met	To use school and related facilities sensibly and safely
To be aware of school uniform and be consulted if any changes are made	To abide by the school uniform and present a neat clean and tidy appearance at all times because uniform creates the first impression.
To have access to all activities provided all other responsibilities have been met	To fulfil our educational, sporting and cultural commitments in the specified time

The school community has the responsibility to ensure the following do not happen:

- truancy
- harassment
- fighting
- swearing
- littering/spitting
- vandalism and stealing
- disrespect of students, staff and community members
- possessing, using or supplying cigarettes, alcohol or illegal substances or weapons
- ill treatment of animals: students should report ill or injured animals to a teacher so that appropriate action can be taken.

SCHOOL RULES

SA is Secondary playground (quadrangle), SB is Secondary playground (oval/Multicourt)
P1 is the Primary playground 1, P2 Is the Primary playground 2 (infants)



PLAYGROUND RULES

Playground Duties- All students are to remain in the designated areas (see map) . There are two teachers on duty for the primary/ infants areas and one teacher on duty in the secondary area during lunchtimes. They are responsible for the area specified on the timetable.

Primary and Secondary have separate play areas. While the school emphasises and encourages children to play in a courteous and co-operative manner with one another, giving consideration for rights of others, there are a number of important rules, which children are asked to observe for their safety and social welfare.

Infants and Primary are together on the Infants playground during morning duty and recess duty. Primary are on the Primary playground at lunchtime.

The following are not permitted:

- * Bullying
- * Bad language
- * Fighting and dangerous games (such as tackling)
- * Throwing sticks and stones
- * Interfering with others' property
- * Riding bicycles and scooters in the playground
- * Leaving the playground without permission
- * Climbing trees and fences
- * Chewing gum, bubble gum
- * Littering

PRIMARY PLAYGROUND RULES

Morning Session (P2 only)	<p>8.40→9.00 All children are seated on the arrival of the teacher No students to be unsupervised in rooms Handball only in the mornings (No footballs/soccer balls) A whistle at 9am indicates morning assembly and students line up in class groups under the shelter</p>
Recess Session (P2 Only)	<p>10.45→11.05 Students sit and eat for initial 10 minutes Handball games only (No footballs/soccer balls) Steps are out of bounds Students must ask permission to leave playground When the bell goes students line up in their respective class groups under shelter and wait for their teachers.</p>
Lunch Duty 1	<p>12.50→1.10 Students are required to remain seated until 1.00 and may not go until the teacher has checked that their area is free from rubbish Students can go to the canteen from 1.00pm onwards Only sports Captains may distribute sports equipment.</p>
Lunch Duty 2	<p>1.10 → 1.30 Students play safely and only non-contact sports are to be played <u>Tackle</u> football is not allowed. Students may access the library at 1.10pm however they need to ask the teacher on duty. 1.30 Bell. Ensure playground is tidy and that students line up safely outside their classrooms</p>
Bus Duty	<p>Be punctual Students assemble on pavers Students line up in bus lines and proceed sensibly to the gates Walkers must leave via the front gate not the bus gates.</p>
Gate Duty	<p>3.00 → 3.20 supervise students walking across the road and leaving school in all directions</p>

SECONDARY PLAYGROUND RULES

Morning	<p>In the morning students are confined to the quadrangle which is overseen by the Deputy (Secondary Playground A)</p>
Recess Duty	<p>10.45→11.05</p>
Lunch Duty 1	<p>12.50→1.10</p>
Lunch Duty 2 Detention Room	<p>1.10 →1.30 1.10 →1.30</p>
Bus Duty	<p>Be punctual Walkers must leave via the front gate not the bus gates.</p>

SPECIFIC CLASSROOM RULES

Labs	Bags are not to enter the lab Students are not to sit on benches Eating is not permitted in the labs Enclosed shoes must be worn in the labs
Study Centre	No food or drink. There is ALWAYS work to do: <ul style="list-style-type: none"> • Subject work to complete • Catch up on missed work • Revision for tests/exams • Research for assessments • Ask your teacher for more work if you think you don't have ANY! • NORMAL CLASSROOM RULES APPLY • No eating/chewing gum/unnecessary noise • iPods/phones can be used (with earphones at a level that only the wearer can hear them), by senior students Only
Library	Hats are not to be worn inside the Library Bags are to be left neatly outside the Library Children are not to borrow if they have books that are overdue. Lost or damaged books will need to be replaced. Children need to book computers to use them at lunchtime.
Hall	All equipment needs to be returned to the correct place. No child is to access keys for any room. This is your responsibility.

CONSISTENCY OF ROUTINES

At Coolah Central School all staff support one another, and students, by following consistent routines establishing consistently high expectations.

With "Structure and Consistency", teachers develop routines and structures that are applied and implemented in the same way on a regular basis in all classes. This helps students predict what will happen next and increases the probability of their success.

Classroom Routines

	Years K - 6	Years 7 - 12
Entering Class	Line up outside of room where indicated by teacher with equipment ready Enter when directed.	Enter room as directed by teacher. Not to be in the room before teacher arrives. Enter when directed.
Bags	Outside of room. Neatly against wall. Not a trip hazard.	Outside of room. Neatly against wall. Not a trip hazard.
Lesson Start	Welcome by teacher. Lesson outline presented. (Preferably both visually and verbally)	Welcome by teacher. Lesson outline presented. (Preferably both visually and verbally)
Hats	Not to be worn in class. Preferably placed in bag.	Not to be worn in class. Preferably placed in bag.
Phones	Not to be seen or heard at school between 8.50am and 3.15pm. If a student has a phone it is to be confiscated, turned off, any damage noted and secured. Phone is to be given to the front office staff who will place it in an envelope with the students name and place it in a secure locked area. Parents will be required to pick up the phone.	Not to be seen or heard at school between 8.50am and 3.15pm. If a student has a phone it is to be confiscated, turned off, any damage noted and secured. Phone is to be given to the front office staff who will place it in an envelope with the students name and place it in a secure locked area. Parents will be required to pick up the phone. Senior students may use a phone as a music player whilst in the Study Centre as long as they use earphones, are doing meaningful work and don't disrupt others.
Ear phones	Not to be worn in class unless under teacher direction for an educational purpose.	Not to be worn in class unless under teacher direction for an educational purpose.
Seating	Students to sit where directed by teacher. To sit with 4 chair legs on the ground and legs under the table.	Students to sit where directed by teacher. To sit with 4 chair legs on the ground and legs under the table.
Students sent out	To be in line of sight of teacher and spoken to, given the chance to re-enter	To be in line of sight of teacher and spoken to, given the chance to re-enter

of room for a short period	class, within 2-3 minutes	class, within 2-3 minutes
Students sent from class	To have a note with who they are to report to with date and time or have a fellow responsible student accompany them to the office.	To have a note with who they are to report to with date and time or have a fellow responsible student accompany them to the office.
Students out of class	Monitored by teacher.	To have an “Out of Class” pass or a note from the teacher.
Food and drink in class	No food to be eaten in class unless under teacher direction. Water if students require a drink.	No food to be eaten in class unless under teacher direction. Water if students require a drink.
Leaving Class	Students dismissed from class by the teacher.	Students dismissed from class by the teacher after the bell has gone.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Coolah Central School aims to provide a quality education for all students.

To achieve this aim, Coolah Central School strives to meet the following priorities:

- raising educational standards and levels of educational achievement
- the provision of quality education for all
- adequate care and safety of the students in its charge

When parents/caregivers enrol their children Coolah Central School they enter into a partnership with the school staff based on shared responsibility and mutual respect. The aim is to achieve effective learning and good discipline so that the school environment is both productive and safe. This will assist the students to accept responsibility for their own behaviour.

Parents/caregivers are responsible for ensuring that their children attend school. They share in the responsibility of shaping their children’s understandings and attitudes about acceptable behaviour. They have a shared responsibility for their child’s behaviour as their child travels to and from school.

Teachers are responsible for the education and care of students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of students. They are also responsible for appropriately communicating with parents/caregivers about the educational progress and behaviour of each student.

The Importance of a Good Learning Environment

- A critical factor in achieving the goals of public education is the aspiration of students to do well.
- Real levels of achievement are greatly increased when teachers and parents/caregivers expect high standards.
- Good classroom discipline improves the level of aspirations of students.
- An effective classroom should be a place of excitement, exploration and learning.
- It is the goal of Coolah Central School to create such an environment.
- If the classroom is disrupted by the noisy and inattentive few, the learning of other students suffers.
- Each student's right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.
- Every student has the right to expect that he or she will spend the school day – both in and out of the classroom – free from bullying and intimidation.
- Students have a right to be safe and happy at school. They have a right to be treated fairly and with dignity.
- The same applies to teachers, who on occasions are subjected to levels of harassment, which would not be tolerated in any other workplace.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Coolah Central School uses the PBL program to identify aspects of student behaviour that require improvement and develops programs to explicitly teach desired student behaviours to all students. The expectations of students is that they are cooperative, confident and supportive. A PBL team is established in the school and meet regularly. Staff have been trained in using the PBL program and explicit lessons teaching students desired behaviours have been developed and delivered to students. A reward system has been established and is used by all staff. Long and strong reward excursions occur at the end of each semester.

STUDENT RECOGNITION

Students in Years K-6 receive PBL stickers/stamps recognising positive behaviour. Students place these on their PBL card which has 10 spaces for these stickers. Once students fill a card they hand it to their class teachers to receive a PBL black level. Once a student has 3 black levels they can exchange them for a Yellow level and receive a 50c canteen voucher. Once they receive 3 yellow levels they receive a white level and a \$2.50 canteen voucher. Two white levels earn students a camouflage level. This gives students access to the end of semester prize which is usually an excursion.

Other achievements at school or in extra-curricular activities contribute to students progressing through the PBL process as listed below.

Merit Certificate = 5

Sport representation – Zone =3 North West =5 State =10

Homework =2

Extra-curricular – ANZAC, Public Speaking=5

SECONDARY PBL SYSTEM

Teachers are to present PBL class awards (which are colour coded by faculty area) to at least 2 students from each class per week (unless there are no suitable candidates). These awards are issued in class and come with a cut/tear off slip that is placed in the PBL Raffle Box by the class teacher in the secondary staffroom. The PBL raffle will be drawn every Friday on secondary's morning assembly. Two students will be drawn, each receiving a \$10 canteen voucher. After the raffle is drawn, the tear off slips will be collected and recorded by a Head Teacher.

When students achieve 3 PBL class awards in a particular faculty area, they will be awarded a Faculty Award, which will be presented by a Head Teacher on secondary's morning assembly.

When students achieve 3 Faculty awards from a specific faculty area, they will be awarded a Principal's Award at the end of term assembly.

The achievement of Faculty and Principal Awards are a part of the criteria for students to be eligible to achieve a Bronze, Silver, Gold or Platinum Award. Students must have achieved the following awards to be eligible for these levels:

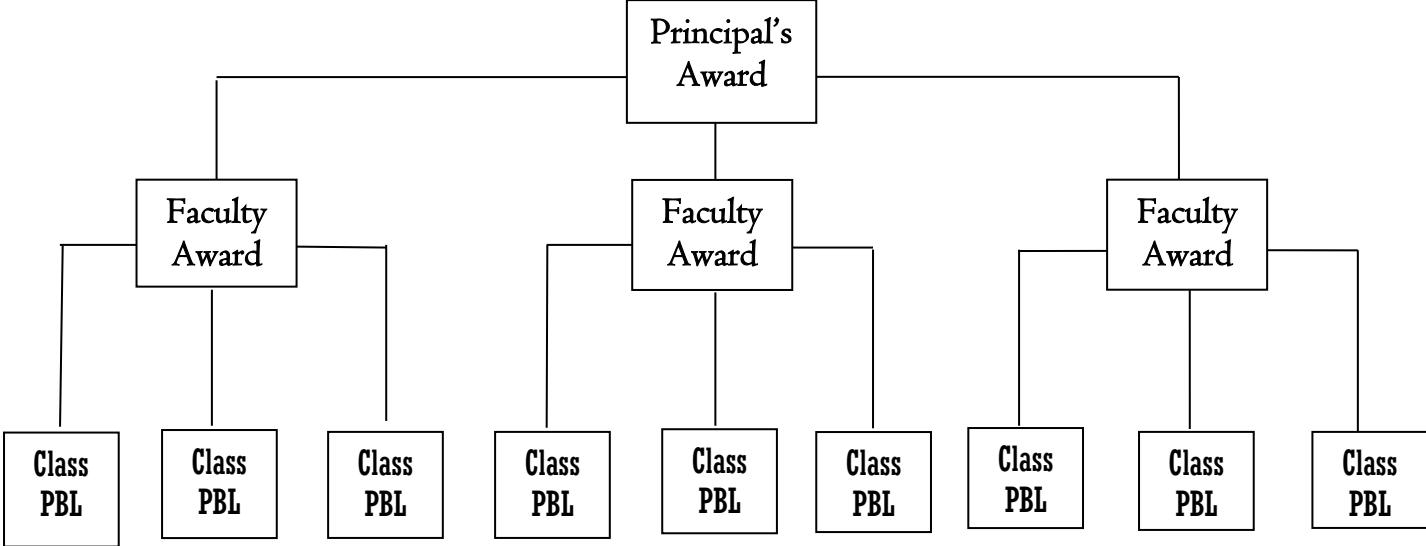
Bronze: 1 Faculty Award

Silver: 2 Faculty Awards

Gold: 1 Principal's Award

Platinum: 2 Principal's Award

**WHAT IT TAKES TO ACHIEVE A PRINCIPAL'S AWARD
AT COOLAH CENTRAL SCHOOL**



Class PBL's from the same Faculty Area

Coolah Central School PBL Matrix

At CCS our expectations are to be:	In all settings we...	In the playground we...	At the canteen we...	In assembly we...	Between classes we...	At Sport we...
Cooperative	<ul style="list-style-type: none"> • Be in the right place at the right time • Ask permission to leave a setting • Keep hands and feet to yourself • Report any problems • Speak nicely • Wear our uniform 	<ul style="list-style-type: none"> • Put rubbish in the bin • Play safe and wear a hat • Play the right game in right area • Speak nicely and use manners • Move to line when the bell goes 	<ul style="list-style-type: none"> • Wait in the correct line • Use manners • Show patience and take turns • Put rubbish in the bin 	<ul style="list-style-type: none"> • Be quiet and listen 	<ul style="list-style-type: none"> • Are always on time • Line up sensibly 	<ul style="list-style-type: none"> • Play fair and follow the rules
Confident	<ul style="list-style-type: none"> • Have a go • Speak up when needed • Tell the truth 	<ul style="list-style-type: none"> • Participate in games we want to play and we are fair • Ask to play a game • Stand up for our self • Accept the rules 	<ul style="list-style-type: none"> • Speak up and use manners • Have our own money ready 	<ul style="list-style-type: none"> • Be proud of our own and the achievements of others 	<ul style="list-style-type: none"> • Have correct equipment 	<ul style="list-style-type: none"> • Actively participate • Have a go • Demonstrate leadership and sportsmanship
Supportive	<ul style="list-style-type: none"> • Speak up for others • Care for others 	<ul style="list-style-type: none"> • Play fair • Include others 	<ul style="list-style-type: none"> • Wait our turn • Are organised and know what we want 	<ul style="list-style-type: none"> • Encourage and acknowledge others achievements 	<ul style="list-style-type: none"> • Encourage other to be on time 	<ul style="list-style-type: none"> • Have the correct equipment • Include everyone

Criteria for Bronze/Silver/Gold/Platinum Levels

At each end of term assembly students receive awards based on how they have worked towards meeting school expectations during the previous term. The best students will progress to the platinum level by Term 4. Students are assessed by teachers as to the level to which they have progressed. The expectation is that students will have achieved most of the criteria markers for each level.

BRONZE	SILVER	GOLD	PLATINUM
<ul style="list-style-type: none"> • Consistently completes homework and assessments. • Consistently on task in all classes. • Consistently follows school rules. • Consistently wears school uniform. • K-6 – received at least 2 yellow bands PBL • 7-12 -1 Faculty Awards have been achieved. 	<ul style="list-style-type: none"> • Consistently completes homework and assessments. • Consistently on task in all classes and completes class work. • Consistently follows school rules. • Consistently wears school uniform. • Works cooperatively with others (staff and students) • K-6 – received at least 2 white bands PBL • 7-12 – 2 Faculty Awards have been achieved. 	<ul style="list-style-type: none"> • Consistently completes homework and assessments. • Consistently on task in all classes and completes class work to the best of their ability. • Consistently follows school rules. • Consistently wears school uniform. • Contributes positively as team member. • Active participant some extra curricula activities. • K-6 – reached 1 camouflage band PBL at the end of Semester 1. • 7-12 – 1 Principal Award has been achieved. 	<ul style="list-style-type: none"> • Always completes homework and assessments. • Always on task in all classes and strives to improve their knowledge/skills. • Always follows school rules. • Always wears school uniform. • Demonstrates leadership qualities. e.g. speaks on assembly, leads school initiatives, encourages other students in extra-curricular and curricula activities. • Participates in a variety of extra-curricular activities e.g. ANZAC March, Public Speaking, Cattle Club, Debating, Sport etc. • K-6 - reached 2 camouflage bands in the year. • 7-12 – 2 Principal Awards have been achieved.

WELLBEING

All staff at Coolah Central School are committed to providing students with a safe environment and the support that enables them to reach their full potential.

To ensure this occurs some staff fill specialised roles. These include:

Year Advisers (Years 7-12)
School Counsellor
Girls Supervisor
Boys Supervisor

Support Programs

Students may participate in the following as part of the curriculum

YEARS K-6

Individual Learning and Support Programs with the Learning and Support Teacher (LaST)
ASPIRE Program
Gifted and Talented Program
External Presentations
Scripture
Social Skills Programs
Reading Recovery
Quicksmart Literacy and Numeracy
L3 (K-1)
Focus on Reading (Y2-6)
Learning Support Class

YEARS 7-12

Study Skills Programs
Individual Learning and Support Programs with the Learning and Support Teacher (LaST)
Careers and School to Work Programs
TVET and Vocational Education and Training courses
ASPIRE Program
Life Skills Programmes
Gifted and Talented Program
Aurora Program
Distance Education
Scripture
External Presentations
Quicksmart Literacy and Numeracy
Focus on Reading (Y7-9)
ALARM (A Learning and Response Matrix) Training

SENIOR SCHOOL (11 - 12)

Study Skills Programs
Crossroads Personal Development / Health Course
Careers Education
Senior Mentoring Program
Senior interviews to develop Individual Success Plans

The following are also available to students as required

- Mediation
- Individual and Group Counselling

- Behaviour Support Programmes
- Access to Teachers of the Visually Impaired and Deaf.
- Special Examination provisions for the NSW Educational Standards Authority.

SCHOOL COMMUNITY LINKS

Parental involvement and support is valued at Coolah Central School. The school encourages open and ongoing communication with parents and caregivers aimed at promoting acceptable student behaviour. This communication occurs at both formal and informal levels:

Formal communication includes;

- Discipline Levels System letters
- Letters of Commendation
- Student Reports
- School Sign
- The publishing of Assessment Schedules and Policies for Years 7 to 12
- School newsletter
- Subject specific letters
- Annual School Report
- Parent Teacher interviews
- School website
- School Facebook page.

Informal communication

Teachers are encouraged to phone home when problems arise or on positive matters. Parents are encouraged to contact the school with any concerns.

Teachers, parents and other visitors are expected to model the behaviours and attitudes we expect in our students.

ACADEMIC SUPPORT

Curriculum

At Coolah Central School a wide variety of subjects is offered to all students aimed at catering for a wide range of specific individual needs. In addition to compulsory subjects a wide range of electives is offered.

In the development of teaching programmes the needs of all students are met through Quality Teaching. Programmes are designed to provide a variety of learning experiences. Students encountering difficulty may have access to modified programmes, adjusted assessment tasks, Life Skills Courses , Special Provisions for NSW Educational Standards Authority or Individual Learning Plans developed by the Learning Support Team. School to Work Traineeships, TAFE and VET courses are a valid and worthwhile means of educational progress.

Should the school be unable to provide students with access to certain subject areas on campus, access to that curriculum may be obtained through Distance Education or Aurora.

In accordance the DET Aboriginal Education Policy, Aboriginal Perspectives are taught across all Key Learning Area's. The outcome of this is that all students gain an understanding of the shared history and culture of Indigenous and Non -Indigenous Australians.

Quality Teaching

In the development of teaching programmes the needs of all students are met through Quality Teaching. Pedagogy is based on promoting high levels of intellectual quality, establishing quality learning environments and developing and making explicit to students the significance of their work.

Teaching and learning programmes are designed to cater for a wide range of student learning styles and provide a variety of learning experiences.

Teachers take pride in their professionalism and regularly update their skills through professional development activities.

Assessment and Reporting

Assessment and evaluation of curriculum and other student progress is an important part of promoting effective learning and good discipline. Assessment of the attainment of student outcomes is an ongoing process and is completed by a variety of means in accordance with Coolah Central School's Stage 4, Stage 5 and Stage 6 Assessment Policies.

Students and parents receive a formal written report on student's academic progress at the end of each semester. This report provides parents with a report on the extent to which course outcomes have been met. The report includes teacher comments and grades detailing the level of outcome attainment. Reports are the final stage in a continuum from classroom learning activity, to assessment and then reporting.

Learning Support

In all schools there are students who may experience difficulties with learning. These difficulties may vary in cause, nature, intensity and duration. Learning difficulties may arise at any time throughout a student's school life. Students may experience difficulties in learning because of the ways in which they learn or the rates at which they learn.

Students experiencing difficulties in learning will have differing levels of educational need, which may require the provision of one or more educational support services over varying periods of time.

Prime responsibility for meeting the specific learning needs of students with difficulties in basic areas of learning lies with the school and the classroom teacher. The school Learning Support Team plays a key role in ensuring that the specific learning needs of students experiencing difficulties in learning are met.

Students encountering difficulty at Coolah Central School are supported in many ways. These can include;

- having access to modified programmes and adjusted assessment tasks,
- completing Life Skills Courses,
- applying for and receiving Special Provisions for NSW Educational Standards Authority,
- having Individual Learning and Support Plans developed by the Learning Support Team,
- receiving Teacher Aide support,
- having access to the Learning Support Class (K-6),
- participating in the Quicksmart program, and
- participating in the Reading Recovery program.

Students who require learning support are usually referred to the school's Learning Support Team by their classroom teachers. Following a process of testing to assess student's specific learning support needs the appropriate level of support is provided.

Gifted and Talented Programs

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.

Talented students are those whose skills are distinctly above average in one or more areas of human performance.

Coolah Central School caters for its Gifted and Talented students with;

- Gifted and Talented Enrichment Program for both Secondary and Primary,
- Aurora Program, which is a state wide virtual opportunity class,
- Differentiated and enrichment units of work across the curriculum,
- Other activities such as gala days, Tournament of the Minds, excursions and competitions.

LaST and Other Support

Students requiring support may be referred to the LaST following the Academic Review process for support. These students may be supported as part of the LaST's normal load or as in previous years additional funding may be obtained to support individual identified students.

Support structures that could be used in supporting these students include;

- Withdrawal from class to assist in catching up with Assessment Tasks,
- Teacher Aide time being allocated to provide support,
- Students buddied with identified mentoring teachers,

Study Skills

To support the academic progress of our students the school provide a comprehensive study skills program for Years 7 – 12. This is delivered during special study skills sessions and reinforced in the classroom.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Time Management	Research and Information skills	Goal setting and diary usage	Time management	All my own work review	HSC Standards Packages
Using a diary	Time management	Essay writing	Plagiarism and copyright Bibliographies and footnoting All my own work.	Board of Studies requirements and resources.	HSC online
Acceptable book work	Using a diary	Effective technology use	Goals setting and diary usage	Study and study methods for the Preliminary Course and the HSC.	Preparing for the HSC
Note taking and summarising	Problem solving	Plagiarism and copyright	Assessment procedures and schedule for SC year	Assessment procedures, schedules and expectations	Headspace. Connecting to the HSC.
Using the library	Summarising	Bibliographies and footnoting	Website evaluations	Time management and the importance of using a diary	Managing stress
Time management	Stress Management	Seeking help with assignments	Essay writing	Goal setting	Post school options
Home study environment	Asking for help	Memory /study techniques.	Managing part time jobs	Planning for success	University
Active studying	Group work skills	Mind maps	Overcoming procrastination	Active studying	Managing part time jobs
Bullying: Issues and strategies	Dealing with conflict		Developing motivation	Preparing for examination blocks	

LEARNING SUPPORT STAFF ROLES AND RESPONSIBILITIES

All Staff

All staff have a professional responsibility to cater for the learning needs of all students in their classes. Where necessary staff modify programs of work and assessment tasks to cater for students differing abilities. They cater for Life Skills students in their classes by providing an individualised program of study for those students. They also refer students experiencing difficulty to the school Learning Support Team for assistance.

Deputy Principal

The Deputy Principal is responsible for monitoring, developing and implementing programs designed to respond to the Wellbeing needs of students as individuals and as a group.

Student Advisers

Student advisers supervise a particular year group supporting students learning and Wellbeing while at school. The student adviser, who works closely with the school's Wellbeing and learning support teams, and students' classroom teachers, is often the first person parents/caregivers are directed to discuss any problems or issues about their child.

Careers Adviser

The careers adviser is a member of the teaching staff placed in schools to assist students in areas such as subject selection, assisting in organising work experience, preparation for the world of work, career planning, selecting appropriate post school options and courses such as those offered by universities and TAFE, application and interview skills and other work related areas.

Learning and Support Teacher (LaST)

These teachers help students who are having difficulty in learning. They work with regular classroom teachers to help them make the classroom work more manageable for students experiencing difficulty. The aim of the LaST is to help students to be more confident and independent in their learning.

Girls Supervisor

The Girls Supervisor is available to assist girls who are experiencing social and/or emotional difficulties. They develop special programs or engage external agencies to support individual or group needs.

Boys Supervisor

The Boys Supervisor is available to assist boys who are experiencing social and/or emotional difficulties. They develop special programs or engage external agencies to support individual or group needs.

School Counsellor

School counsellors assist teachers by strengthening the school's student Wellbeing provisions and provide counselling and psychological assessment of students with specific needs. Their work with teachers in the classroom is designed to improve student learning outcomes. Matters discussed with the counsellor are confidential between the student and the counsellor. Students in Years 7 to 12 may self-refer to the school counsellor. Students in Years K to 6 will need parent permission.

Home School Liaison Officer

Home school liaison officers may be called upon to assist students and their parents/caregivers when students are not coming to school every day. Initially where there is a problem in maintaining regular attendance, the school's student Wellbeing and counselling services should be used. When school personnel have difficulty restoring the regular attendance of students, the Principal may request the assistance of home school liaison officers to support the school's attendance program.

SLSO

Under the supervision and direction of a teacher, a Student Learning Support Officer assists in classroom activities, school routines, and the care and management of students with disabilities and behaviour disorders.

Their role includes assisting teachers in school and community centres in:

- the implementation of individual education programs;
- providing opportunities for students to develop personal, social independent living and pre-vocational skills; and
- attending to the personal care needs of students.

DISCIPLINE SYSTEM

A “School Discipline Policy Code” is a public statement of the schools’ Wellbeing policies and procedures. It ensures an ordered and well-managed school, which is experienced by students as safe and happy.

(This document needs to be read in conjunction with the mandatory DET policies and procedures on suspension and expulsion.)

The school will be a disciplined, ordered and cohesive community where individuals are socially responsible and work together. Students will be able to learn without disruption from unruly behaviour. Individuals will take responsibility for their own behaviour.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR OR PERFORMANCE

Minor breaches of the discipline code

From time to time some students may cause their teachers concern either through misbehaviour or lack of progress. In these cases the teacher will work with the student to improve the situation.

Strategies available to classroom teachers include:

- warnings
- reprimands
- moving the student
- isolation within the classroom
- time out
- additional or modified work
- lunchtime detentions
- parent contact
- refer the child to a support program
- placement of student on a Purple Level Teacher Support Program where the teacher and student work together to identify problem behaviours and work towards improvement.

Continuing minor problems or major problems should be discussed with the Head Teacher or Assistant Principal and a SENTRAL (School and student management software) entry made where appropriate.

The Head Teacher or Assistant Principal may:

- isolate the student from class
- instigate Executive Detentions
- contact parents
- refer the child to a support programme
- place the student on a Yellow Level HT/AP Support Program where the Head Teacher/Assistant Principal, teacher and student work together to identify problem behaviours and work towards improvement.

Unsatisfactory performance for students of school age

Students of compulsory school age (i.e. Under seventeen years of age) may, at the Principals discretion be required to repeat a year if they have not met some or all course outcomes to at least a minimum standard in one or more subjects as a result of:

- unsatisfactory attendance,
- frequent truancy, or
- persistently disruptive classroom behaviour.

In making this decision the Principal will liaise with parents and care givers. Factors considered will include previous support offered to the student to help them meet course outcomes and relevant Wellbeing concerns.

Unsatisfactory performance for students of post-compulsory school age

In accordance with Department of Education and Communities Guidelines, attendance at school is not compulsory for students' seventeen years and older. Consequently students of post compulsory age are required to:

- Attend school regularly
- Meet course requirements in accordance with NSW Education Standards Authority
- Abide the school rules and meet the school community's standards of behaviour

Should students fail to consistently meet the above criteria they will be placed on a program in accordance with the Post Compulsory Policy and given every opportunity to improve their performance. Should they fail to do so they will be asked to show cause as to why they should remain at Coolah Central School.

Internet Use

Students must sign an "Acceptable Use of Computers Policy" in accordance with Department of Education guidelines. These guidelines must be adhered to at all times or usage of computers may be withdrawn from students.

Serious Breaches

If the student's behaviour has not responded to Classroom teacher, Head Teacher, or Learning Support Teams strategies the Deputy Principal will be notified. The Deputy Principal will interview the student and negotiate a possible solution. When appropriate, classroom teachers and Year Advisers will be contacted.

GETTING BACK ON TRACK

What follows is a summary of some of the discipline levels and behaviour modification strategies used at Coolah Central School. (See appendix 1)

A number of procedures exist to monitor student progress. The aim is to help students and teachers to work together so that students improve their behaviour in areas of concern. Parents and supervisors will work together to monitor and assist in this process.

All students on a level program will be assigned a supervising teacher who will work with them to provide support. This includes working with students to monitor their progress, discuss issues and provide them with their monitoring sheets.

All monitoring sheets are handed to the teacher at the beginning of each lesson including sport. They are to be collected by the student at the end of the lesson. Monitoring sheets are to be taken home by the student each day to be sighted and signed by the parent / guardian and shown to their supervising teacher the next day before school.

LUNCH DETENTION

Teachers may issue students with a lunch detention should that student behave in an unacceptable manner in class. This includes failure to comply with teacher requests despite warnings that behaviours are unacceptable or one-off negative behaviours. Students placed on detention are to report to Lab 1 at the start of the second half of lunch. They will remain there until the end of lunch. During this time students will sit quietly and may complete class work if required by the teacher.

PURPLE LEVEL TEACHER SUPPORT PROGRAM

A student may be placed on a Purple Level Teacher Support Program by any classroom teacher. A Purple Level Teacher Support Program is a contract between the teacher and student and applies only for that particular class. That teacher then becomes the student's supervising teacher and the student is required to show the teacher their monitoring card each lesson. The teacher and student work together to identify problem behaviours and work towards improvement. The student remains on a Purple Teacher Level Program for five periods provided they meet all behaviour targets in that time. If a student is unsatisfactory on a Purple Level Teacher Support Program they move to a Yellow Level Head Teacher/Assistant Principal Support Program.

Responsibilities on this level:

- Achieve all target areas
- Keep level card in good condition
- Work with the supervising teacher to improve their behaviour.
- Ensure the card is not lost or mislaid.

YELLOW LEVEL HEAD TEACHER/ASSISTANT PRINCIPAL SUPPORT PROGRAM

A student may be placed on a Yellow Level Head Teacher/Assistant Principal Support Program by any Head Teacher, Assistant Principal, Deputy Principal or Principal. They will be supervised by a Head Teacher or Assistant Principal and must have their monitoring card checked each day before school by that teacher. The Head Teacher or Assistant Principal, teachers and student work together to identify problem behaviours and work towards improvement. The student remains on the Yellow Level Head Teacher/Assistant Principal Support Program for five school days and upon satisfactory completion is removed from the level system. If a student receives a D on their monitoring card they will have the length of their program extended. If they receive 3 D's they may move to an Orange Level Deputy Principal Support Program.

Responsibilities on this level:

- Achieve all target areas.
- Keep level card in good condition.

- Report to the supervising Head Teacher at the appropriate time.
- Report to Detention at the start of the second half of lunch. If the previous 6 periods have been satisfactory (i.e. A's and B's only) the student's card will be marked and the student will be allowed to leave.

Consequences of being on a Yellow Level Head Teacher/Assistant Principal Support Program will be:

- Unable to represent the school in any activity or attend any school organised activity whilst on this Level Program. (Excluding mandatory curriculum activities)

ORANGE LEVEL DEPUTY PRINCIPAL SUPPORT PROGRAM (Suspension warning)

A student may be placed on an Orange Level Deputy Principal Support Program by the Deputy Principal or Principal. They will be supervised by the Deputy Principal and must have their card checked each day before 9.00am. During an Orange Level Deputy Principal Support Program the Deputy, teachers and student work together to identify problem behaviours and work towards improvement. The student remains on an Orange Level Deputy Principal Support Program for five school days and upon satisfactory completion is removed from the level system. An Orange Level Deputy Principal Support Program also serves as a suspension warning for students and parents. If a student displays unsatisfactory behaviour during an Orange Level Deputy Principal Support Program they may be suspended from school.

Responsibilities on this level:

- Achieve all target areas.
- Keep level card in good condition.
- Report to the supervising Deputy Principal at the appropriate time.
- Report to Detention at the start of the second half of lunch. If the previous 6 periods have been satisfactory the student's card will be marked and the student will be allowed to leave.

Consequences of being on this level will be:

- Unable to represent the school in any activity or attend any school organised activity whilst on this Level Program and for a period of five school days following the successful completion of the program. (Excluding mandatory curriculum activities)

RED LEVEL SUPPORT PROGRAM

A student may be placed on this level by the Deputy Principal or Principal. Students returning from suspension are placed on this level as a condition of re-entry. They will be supervised by the Deputy Principal and must have their card checked each day before 9.00am. The student remains on a Red Level Support Program for 5 school days and upon satisfactory completion is removed from the level system.

Responsibilities on this level:

- Achieve all target areas.
- Keep level card in good condition.
- Report to the Deputy Principal at the appropriate time.
- Report to Detention at the start of the second half of lunch. If the previous 6 periods have been satisfactory the student's card will be marked and the student will be allowed to leave.

Consequences of being on this level will be:

Unable to represent the school in any activity or attend any school organised activity whilst on this Level Program and for a period of ten school days following the successful completion of the program. (Excluding mandatory curriculum activities)

Note: Work Placement is included as a school day.

SUSPENSION

Students involved in a serious offence **may be suspended from school.**

This includes:

- physical or verbal harassment of students and/or staff,
- violence or threats of violence,
- possession or use of alcohol,
- persistent use of cigarettes,
- illegal drugs,
- banned weapons,
- persistent disobedience,
- criminal behaviour related to the school.

When a student is to be suspended every effort will be made to contact the parents so that the student can be sent home as soon as possible. If this cannot be done the student will be placed in isolation for the remainder of the day.

- With all suspensions, parents will be provided with written notification
- When appropriate the police will be notified
- A suspension resolution meeting is required before a student returns from suspension
- All students will be given the opportunity to visit the school counsellor on return from suspension
- In the case of illegal drugs students will be required to participate in counselling as a condition of returning to school.
- All students who are suspended are automatically placed on Red Level Support Program upon their return.

EXPULSION

Expulsion is the permanent removal from the school, or even from the entire Government School System of a student who:

- Has continuously demonstrated serious misconduct and who has not improved despite continued support from the school. A student in this category is likely to have been suspended numerous times.
- participates unsatisfactorily in learning while being of post-compulsory age (ie. seventeen years and above)

BANNED WEAPONS

- firecrackers
- firearms of any kind, including replicas
- knives, hunting slings, slingshots, catapults or shanghais
- knuckle-dusters, studded gloves or any kind of whip
- blow-guns or any item capable of projecting a dart or missile
- nuchaku; batons of any type; spear guns
- any device capable of discharging an irritant in gas, liquid, spray or powder form
- mace or similar sprays
- any explosive device or chemical
- matches, cigarette lighters, flammable liquids, aerosol cans
- an ordinary item of equipment (eg. Laser pointer, compass point, ruler, glass bottle, spray) used as a weapon

The Principal can allow some of the above items into the school when permission has been applied for. eg. swords for drama workshops.

In the case of vandalism, graffiti, littering and theft the student will, where possible, be expected to provide restitution or perform some form of community service for the school in his/her own time.

Student Behavioural Support Program Guidelines

Teaching and learning for all students will be the focus in all classrooms. Student behaviour that affects the ability of the teacher to effectively teach the class, or the ability of other students to effectively learn in class, is not to be tolerated. A consequence is required for all negative student behaviours.

	LUNCH DETENTION	PURPLE LEVEL	YELLOW LEVEL	ORANGE LEVEL	SUSPENSION RED LEVEL
Staff Responsible	Teacher Executive to supervise	Classroom Teacher/Student Self-Referral	Head Teacher/Assistant Principal	Deputy Principal	Principal/Deputy Principal
Examples of Student Behaviour	<ul style="list-style-type: none"> ➢ Failure to comply with teacher requests despite warnings that behaviours are unacceptable ➢ One-off negative behaviour 	<ul style="list-style-type: none"> ➢ Behaviour that continues, despite warnings and detention/s, to affect the teaching and learning of others. This could include, but is not limited to, talking, inattention, not working, being out of seat, calling out or not following instructions. ➢ Three detentions from the one teacher ➢ Student Self-Referral 	<ul style="list-style-type: none"> ➢ Behaviour that continues to interfere with effective teaching and learning despite previous support. This could include but is not limited to; ➢ Inappropriate language ➢ Harassment of others ➢ Failure to complete work on a regular basis ➢ In-school truancy 	<ul style="list-style-type: none"> ➢ Behaviour that persists in interfering with effective teaching and learning despite previous support. This could include but is not limited to; ➢ Abusive language (towards other students) ➢ Inappropriate language during teacher interaction ➢ Truancy 	<p>Short Suspension</p> <ul style="list-style-type: none"> ➢ Continued disobedience ➢ Aggressive behaviour (Includes verbal abuse of teachers) <p>Long Suspension</p> <ul style="list-style-type: none"> ➢ Violence ➢ Criminal Behaviour ➢ Weapon Possession ➢ Illegal drug possession
Teacher Actions	<ul style="list-style-type: none"> ➢ Inform student of reason for detention ➢ Sentral incident entry ➢ Sentral detention register entry 	<ul style="list-style-type: none"> ➢ Support student by discussing expected behaviours. ➢ Issue student with Purple Level Card. ➢ Sentral incident entry ➢ Sentral letter home generated ➢ Phone caregiver 	<p>Teacher</p> <ul style="list-style-type: none"> ➢ Sentral incident entry ➢ Referral to HT/AP <p>HT/AP</p> <ul style="list-style-type: none"> ➢ Student interview ➢ Issue student with Yellow Level Card ➢ Sentral incident entry ➢ Sentral letter home generated 	<p>Teacher/HT/AP</p> <ul style="list-style-type: none"> ➢ Sentral incident entry ➢ Referral to HT/AP <p>DP</p> <ul style="list-style-type: none"> ➢ Student interview ➢ Issue student with Orange Level Card ➢ Sentral incident entry ➢ Sentral letter home generated 	<p>DP (Investigation)</p> <ul style="list-style-type: none"> ➢ Student interview and statement ➢ Witness statements ➢ Consultation with Principal ➢ Caregiver phone contact ➢ Sentral incident entry ➢ Sentral suspension letter home generated ➢ RFS interview and RFS Support Plan established
Student Consequences	<ul style="list-style-type: none"> ➢ Detention Lab 1 Lunch 2 	<ul style="list-style-type: none"> ➢ Purple Level monitoring card (Classes with supporting teacher only) ➢ Teacher Monitoring of Purple support program ➢ Letter + Phone call home 	<ul style="list-style-type: none"> ➢ Yellow Level monitoring card (All classes) ➢ Before school monitoring with supervising HT/AP ➢ Lunch 2, Lab 1 Card Monitoring ➢ Letter + Phone call home ➢ No school non-curriculum activities while on program 	<ul style="list-style-type: none"> ➢ Orange Level monitoring card (All classes) ➢ Before school monitoring ➢ Lunch 2, Lab 1 Card Monitoring ➢ Letter + Phone call home ➢ Suspension warning ➢ No school non-curriculum activities until 1 week after the successful completion of program 	<ul style="list-style-type: none"> ➢ Suspension from school ➢ Return from suspension plan developed ➢ Work supplied to complete at home ➢ Support and monitoring program on return ➢ No school non-curriculum activities until 2 weeks after the successful completion of program

Notes:

- Students who report on time for Level Monitoring and have grades of A's and B's for the previous 6 periods are marked off and allowed to leave after their appropriate and positive behaviour is acknowledged.
- All suspension decisions are made after consultation with the NSW DEC Suspension and Expulsion of Students Policy and all decisions about student level placements take into account student disabilities and student welfare needs.
- Generally students start with a clean slate at the start of each term including exclusion periods. Exceptions to this may occur when a student is suspended on the last days of a previous term.

BULLYING AND HARASSMENT

INTRODUCTION

Every person at Coolah 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. Bullying behaviour is not acceptable at Coolah Central School and is contrary to the school's discipline code.

Bullying exists at all levels in our society. The effects of bullying on learning and adjustment at school can be devastating and far reaching for the student involved. At Coolah Central School we believe that the whole school community can share the responsibility for combating bullying whenever and wherever it occurs. The importance of reporting bullying at Coolah Central School is constantly emphasised through school assemblies, the school newsletter and preventative programs. All reports of bullying are taken seriously and are handled in a sensitive and timely manner.

Students, staff and parents at Coolah Central School are actively encouraged to challenge bullying behaviour so that we can work together to provide a safe, caring and nurturing learning environment.

POLICY AIMS

This policy aims to ensure;

- Coolah Central School is a safe working environment where students, staff and parents are comfortable to report all incidents of bullying, feel supported if bullying has occurred and are prepared to challenge bullying behaviour,
- there are clear guidelines in dealing with bullying and all reported instances of bullying are dealt with in a timely manner supporting all student involved,
- Students, staff and parents are empowered to deal with issues associated with harassment,
- That students are supported in adopting and maintaining positive relationships,
- All members of the Coolah Central School community are treated with respect and dignity, and treat others the same way,
- That within the school community there is a culture that recognises and challenges bullying behaviour.

At Coolah Central School a twofold approach is used when dealing with bullying. Protective and preventative programs help to establish a climate that stops bullying behaviour. Early intervention and response programs deal with any incidences that may arise.

DEFINITION

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. Bullying and harassment may make a person feel hurt, frightened or uncomfortable. Relentless or ongoing bullying, or the perceived threat of bullying, may cause long-term duress and anxiety for both the victimised individual and for bystanders.

Bullying can involve:

- Humiliation
- Domination
- Intimidation
- Victimisation
- All forms of harassment and discrimination

Bullying may take the form of:

- Verbal abuse
- Exclusion or deliberate isolation from a group
- Electronic abuse e.g. cyber-bullying
- Physical abuse
- Indirect bullying

PROTECTIVE AND PREVENTATIVE STRATEGIES

Features of Coolah Central School that aim to prevent bullying:

- A school culture that supports the rights and responsibilities of individuals to learn in a safe, caring environment;
- A school Wellbeing and Anti-bullying Policy communicated effectively to all staff, students and parents;
- The consistent and continual education and the raising awareness to all students of bullying issues and appropriate responses through class, year group and school activities,
- Accessing community organisations and resources with expertise in communicating with and educating students on relevant and emerging bullying issues,
- Implementing small group programs for targeted students designed to improve self-esteem, resilience and social competence,
- The outlining to all students of the firm action and appropriate consequences that occur as a result of bullying, and

EARLY INTERVENTION

Students who are identified as having experienced bullying or engaged in bullying behaviour are supported by many small group programs designed to improve self-esteem, resilience and social competence. Staff that support students include Classroom Teachers, Year Advisers, School Counsellors, Girls Adviser, Boys Adviser, Executive staff and community representatives.

RESPONSE STRATEGIES FOR STUDENTS AND STAFF

IN DEALING WITH BULLYING

- All bullying reports are taken seriously and acted upon.
- The approach does not seek to apply blame to any party involved but aims to resolve the issue,
- All parties involved are supported throughout the resolution process,
- The views of all involved will be listened to in a sensitive and non-judgemental manner.

STAFF RESPONSES TO BULLYING

If you witness a bullying incident, or a bullying incident is reported to you;

- Support the student by listening to their concerns and assisting them in filling out a bullying report.
- Liaise with the students classroom teacher, year adviser and/or Head Teacher or Assistant Principal to;
 - interview students concerned,
 - take statements where appropriate,
 - complete SENTRAL entries and parent contact,
 - support students by discussing the incident, their response to the incident and identifying strategies to empower them in future situations,
 - conduct mediation if appropriate,
 - refer students to the school counsellor if required,
 - conduct ongoing monitoring of the situation.

WHAT IF THE SITUATION CANNOT BE RESOLVED USING THIS PROCESS?

If the bullying situation cannot be resolved it will then be handed onto the Deputy Principal. The Deputy Principal will work with all parties to resolve the issue. Where necessary appropriate discipline measures may be taken.

STUDENT RESPONSES TO BULLYING

If you are being bullied or if you are a bystander and witness somebody else being bullied you don't have to put up with it.

1. BE ASSERTIVE

Give a verbal warning – ask them to stop. **Be assertive but not aggressive.**

What if bullying continues?



2. REPORT

Tell someone. See a teacher or your Year Adviser. They will support you by helping to resolve the issues and by providing alternative and protective strategies to reduce the likelihood of further bullying.



3. ACTION

A teacher will work with all parties concerned in order to reach an effective resolution. This may involve taking statements from all people involved and interviewing students. Further action may be required. This could include: group mediation, parent contact and involvement, social skills support and counselling. The school keeps records on SENTRAL to track all reported bullying incidents.



4. MONITORING

Ongoing monitoring takes place to provide continued support where needed.

WHAT IF THE SITUATION CANNOT BE RESOLVED USING THIS PROCESS?

If the bullying situation cannot be resolved it will then be handed onto the Deputy Principal. The Deputy Principal will work with all parties to resolve the issue. Where necessary appropriate discipline measures may be taken.

GUIDELINES FOR PARENTS

If your child complains to you that they are being bullied or harassed, don't let them put up with it.

TAKE ACTION.

Respond in a calm, positive, confident, supportive manner. Be sure that your child knows they can confide in you.

Watch for possible signs which indicate that your child may be bullied or harassed.

- Not wanting to go to school, complains of sickness
- Bruises or scrapes they are reluctant to talk about
- Withdrawal, moodiness or temper tantrums
- Distinct personality changes
- Disturbed sleep

Become familiar with student guidelines, discuss them with your child and find out if any action has been instigated.

Encourage your child to take action and if they are reluctant, inform them that you will be contacting the school immediately. Contact the teacher your child may have initially approached, their Year Adviser, Head Teacher, Assistant Principal, Principal or Deputy Principal.

Communicate and co-operate with the school until the problem is solved.

Respond to requests for interview in a constructive and co-operative manner. The school and yourself must work together to help them overcome bullying issues.

Be prepared to repeat the above procedure until the problem is resolved.

Remember to be assertive but not aggressive in your response to the problem. By responding in a calm, positive and confident manner you are encouraging your child to do the same. Do not encourage them to be the bully.