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The Student Welfare Policy of Beverly Hills Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

Introduction
Student Welfare encompasses everything the school community does to meet the needs of their students and to enhance their happiness, wellbeing and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The BHPS Student Welfare Policy, procedures and programs of this school stress the value and importance of prevention and early intervention.

At BHPS a number of life skills/pastoral care programs are incorporated under the banner of Student Welfare. These include:

- Social Skills Program
- Values Education Program
- DEAR/Peer Support
- Child Protection
- Drug Education
- Restorative Practices
- Chaplaincy Program

In addition student leadership is encouraged through an active SRC which has K – 6 representation, the Read With A Peer (RAP) Program and through the use of senior students as Kindergarten buddies.

Statement of Principles
The following policy is based on the above beliefs and the following principles:

- students are responsible for their own behaviour;
- good behaviour is expected;
- there are consequences for positive and negative behaviour;
- there are levels of discipline; and
- a standardised approach is used by all staff to reward positive behaviour and resolve problems that arise.
SCHOOL VALUES

Pivotal to the policy are a set of eight school values and a set of student rights and responsibilities. These values were identified by students, parents and staff in a series of meetings and workshops in 1995.

The student welfare policy aims to ensure that all students develop this set of values and that these values underpin the interactions of each student both within the school and the wider community.

**Respect** will be demonstrated by students when they:
- appreciate the efforts of others such as family, staff and other students;
- value their friendships;
- recognise the rights of individuals; and
- respect the property of others.

**Individual Worth** will be demonstrated by students when they:
- recognise their own abilities;
- achieve their potential; and
- have pride and confidence in everything they do.

**Happiness** will be demonstrated by students when they:
- have a sense of fulfilment and contentment;
- have positive interactions with others; and
- enjoy all aspects of school life.

**Self Reliance** will be demonstrated by students when they:
- use strategies to negotiate solutions;
- withstand negative peer pressure; and
- present their ideas to others.

**Responsibility** will be demonstrated by students when they:
- make informed choices about their behaviour;
- take control of their own actions; and
- accept and utilise guidance from family and staff.

**Tolerance** will be demonstrated by students when they:
- treat others with understanding; and
- accept that individuals are different.

**Cooperation** will be demonstrated by students when they:
- are caring and supportive of others;
- do not discriminate against others; and
- resolve conflict in a peaceful manner.

**Confidence** will be demonstrated by students when they:
- attempt any task with the support of teachers, peers and/or parents; and
- demonstrate pride in who they are.
SCHOOL RULES AND DISCIPLINE CODE

Students have identified the following rights and responsibilities as being important.

Rights
※ to have friends;
※ to feel safe at school;
※ to be happy at school;
※ to feel good about themselves;
※ to feel confident;
※ to be able to trust teachers and friends; and
※ to be able to ask for help when they need it.

Responsibilities
※ to care for others at school;
※ to be able to work out what to do next, on their own;
※ to do the best they can in everything they do at school;
※ to be honest in all situations;
※ to show respect towards teachers, parents and other students; and
※ to solve their own problems in a sensible way.

Expectations of Students
All students are expected to:
※ have an acceptable standard of behaviour in the classroom, the playground, and on excursions;
※ work and play safely;
※ obey teacher instructions;
※ complete all class work and homework to the best of their ability;
※ wear the school uniform and sports uniform;
※ be punctual; and
※ respect the rights and property of others in the school community.
SCHOOL MERIT SYSTEM

Bronze Awards
Bronze Awards will be A6 (quarter A4). There are three types of Bronze Awards.

✻ The first has room to write the child’s name and class and has the core values listed with a box next to each value with room for a tick to show why the award has been presented.
✻ The second has room for a reason for the award to be written rather than the values. These awards are for class and playground behaviour, effort and achievement.
✻ The Collect-A-Bronze has 15 squares for stamps or initials. Stamps are given to students to reinforce positive behaviours or achievements of a minor nature.

How to Earn Bronze Awards
Children may receive a Bronze for:
✻ outstanding achievement in any area;
✻ displaying a particular behaviour reflecting the core values;
✻ filling their Collect A Bronze with 15 stamps;
✻ sports awards; or
✻ SRC Citizenship Awards.

Keeping Bronze Awards safe is the responsibility of students. When they have collected ten Bronze Awards students take the awards to their classroom teacher who will stamp/initial them and arrange for the issue of a Silver Award. Bronze Awards are to be kept by children after they have been cashed in for a Silver Award.

SRC Citizenship Award
This award is equivalent to a Bronze Award.

Each week the SRC representatives from each class conduct a meeting where children select a member of the class who has displayed good citizenship skills for a SRC Citizenship Award. The child selected each week will have a certificate presented to them at Assembly. This award is the same size and colour as the Bronze Award. The SRC has compiled a list of acceptable behaviours for this award. This list should be displayed in classrooms and referred to when the class is considering nominations.

10 Bronze Awards are to be traded for a Silver Award.

Silver Awards
Silver Awards are A5 (half A4) with room for the child’s name, class and a statement. Silver Award winners will be published in the Newsletter each term. Silver awards will be presented at Assembly. These awards represent a major achievement over a period of time and are therefore significant.

How to Earn Silver Awards
Children receive a silver award for accumulating 10 Bronze Awards. When a student has 10 Bronze Awards they take their awards to the Principal who will prepare a Silver Award and ensure it is presented at the next School Assembly.

Keeping SILVER AWARDS and BRONZE AWARDS safe is the responsibility of students.

5 Silver Awards (50 Bronze Awards) are to be traded for a Gold Award
**Gold Awards**

Gold Awards will be A4 with room for the child’s name and a citation of the type of behaviours that have earned that child their Gold Award. Gold Awards will be framed and presented at a special or, if near the end of the year, at Presentation Day. Parents will be invited to attend this ceremony. Guest presenters will be invited to come along and present the award to the child/children. Gold Award recipients will be published in the Presentation Day Program.

**How to Earn Gold Awards**

Children receive a Gold Award for accumulating 5 Silver Awards.

- **5 Gold Awards earns the child a School Medal and an entry on the School Medal Honour Board.**

**School Medal**

The School Medal will be presented in a major ceremony such as Presentation Day or a special assembly with guest presenter. The student will have their name and the year recorded on the School Medal Honour Board.

**Time Frame**

These awards are cumulative throughout the student’s career at Beverly Hills Public School.

**Lost Awards**

An important principle that underpins this award system is that students are responsible for caring for their awards.

To trade awards for the next level students must be able to hand in the awards, i.e. to get a Gold Award a student must hand in their 5 Silver Awards or to get a School Medal they must hand in the 5 Gold Awards.
STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The school maintains a fair discipline system that is based on a series of levels. Central to this system is the establishment of preventative strategies and systems in the classroom. When unacceptable behaviour occurs it is recorded in either the playground book or the classroom behaviour book. These records are an important source of documentation for discussions with parents and for obtaining support from outside agencies.

OPERATION OF THE SCHOOL DISCIPLINE SYSTEM

Each classroom teacher is responsible for establishing and maintaining a system for managing student behaviour in their classroom. The establishment of such a system is a priority on the first day of school and must be regularly revisited to ensure ongoing effectiveness, especially in the first days and weeks of the school year and at the beginning of each term.

The most effective systems are based on the documentation of a set of ‘class rules’. Ideally these are written as a class, stated in positive language, documented and clearly displayed for ongoing reference and reinforcement throughout the year.

Pivotal to the class rules is the principle that students are responsible for their own behaviour.

Rewarding Good Behaviour

Prevention is better than cure. Classroom teachers need to direct focus onto positive behaviour by rewarding students who are working well. Positive praise and the use of the Collect-A-Bronze are two methods that can be adopted.

Classroom teachers need to consider whether the use of group rewards, such as table points, group points etc. undermines the principle of students being responsible for their own behaviour.

Managing Unacceptable Behaviour

In managing unacceptable behaviour in the classroom the teacher needs to establish a system for warning students that their behaviour is affecting other students’ ability to learn.

A commonly used system is:

- A visual/verbal warning
- Name written on the board
- Name placed in the behaviour book and student counselled. In discussing behaviour with students, teachers need to communicate the impact that their behaviour is having on the students own learning and the learning of others. Time-out may also be considered as a means of emphasising the seriousness of their behaviour.

For more serious misbehaviour the student’s name should be placed directly into the behaviour book.

Additional support and advice is available from team leaders and peers.

Classroom teachers need to monitor how many warnings are being given in a session. If the learning session is being continually disrupted with warnings, then other measures need to be implemented. Teachers should consult with their team leaders regarding supplementary measures such as buddy teachers, use of isolation, sending students to the team leader, sending students to the Principal etc.
**The Classroom Book**

The classroom book will contain the following:

- a class list;
- pages for recording details of misbehaviour; and
- blank pages.

Teacher action is taken for misbehaviour if a student has multiple offences, either classroom or playground, in a floating five week period.

The Assistant Principal with responsibility for the Playground Books should regularly check the playground book and transfer offences onto Red Cards so that classroom teachers can transfer the offences to the classroom book. These should be coded: P for playground, C for classroom offences. When a student has 3 offences in a five week period the class teacher consults with relevant welfare coordinator to activate the next level.

All team leaders should regularly check the playground books as a general monitoring exercise.

**The Playground Book**

The playground book will contain the following:

- sheets for each week of the school year, divided into class sections;
- list of school values;
- Bronze Awards;
- playground duty roster; and
- a pen on a string.

Two playground books operate. Where possible teachers should take the book out on duty or alternatively send students to the staffroom for the book when it is needed.

**Levels**

1. Three offences in either the classroom or the playground book in a floating five week period - the student is referred to the relevant welfare coordinator for counselling and a stern warning. A letter is sent home alerting parents to the existence of a problem.

2. Five offences in either the classroom or the playground book in a floating five week period - the student is referred to the relevant welfare coordinator, a letter is sent home requesting an interview with the parents and the student is placed on a behaviour monitoring card on return to class/playground, depending on the area of the problem.

**Behaviour Monitoring Cards**

A behaviour monitoring card is a A4 sheet in size which contains room for a teacher comment on behaviour at various intervals during the day.

If the Behaviour Monitoring Card is the result of poor classroom behaviour, the card will contain area for comment on behaviour in the morning session, mid morning session and afternoon session.

If the card is implemented because of poor behaviour on the playground the card will provide space for teacher comment at the end of recess, Break 1 and Break 2.

If a student is placed on a behaviour monitoring card the student is:

- responsible for collecting a card from the relevant coordinator before school;
- responsible for getting the comment from the teacher and the card signed;
responsible for taking the card home, discussing the day with their parent, getting it signed and;

responsible for returning the card to the relevant welfare coordinator the following day.

A behaviour monitoring card indicates that there is a serious problem with the student's behaviour. It provides a means of daily communication between school and home. Parents are encouraged to discuss the teacher comments with their child.

Where students avoid taking cards home to parents then the cards will be collected and either hand delivered if the parent visits the school or posted home at the end of each week so the parents are fully aware of their child's behaviour and level of cooperation.

When a student is placed on a behaviour card the appropriate welfare coordinator and the parents will discuss the effect of this behaviour modification program on the student's participation in PSSA sport, on excursions, in social activities and in extra curricular activities such as choir, dance, debating, public speaking, chess etc.

**PLAYGROUND**

**Playground Areas**

*Morning* – Children sit on the COLA steps until the teacher arrives on duty. At the commencement of duty the children play in the COLA area and the area near the hall.

*Recess* – three areas are supervised. These are the COLA, the handball area next to the hall and the games court.

*Lunch* - three areas are supervised. These are the COLA, the games court/silver seats and the grassed playground behind the games court.

**Sun Safety**

All students are expected to wear a hat at all times while outside.

All teachers are requested to wear a hat and therefore provide a role model.

Teachers are expected to reinforce the No Hat No Play rule. Students without a hat should use the COLA area.

Fully shaded areas are provided in the COLA and under the walkway next to the hall. Shade is also provided by trees adjacent to the silver seats.

**Playground Rules**

※ No hat - No play.

※ Play in a manner that is safe for both yourself and other students.

※ Play in the designated playground areas and not near neighbouring houses, toilets or out of bounds areas.

※ Place litter in the bins provided.
Playground Misdemeanours

Teacher Warning

Teacher warning issued for:

- reported swearing on the playground;
- interfering with or annoying others.

Time Out

When time out is required the teacher on playground duty will determine an appropriate place near their duty which can be adequately supervised. The amount of time out will be at the discretion of the teacher, depending on the misdemeanour.

Time Out Offences

- littering (or instigate a clean up)
- interfering with games
- abuse of equipment
- spitting on another person
- teasing
- climbing trees
- repeated fence loitering
- pushing and shoving
- out of bounds
- toilet loitering/misbehaviour

Behaviours For Recording in the Playground Book

The following behaviours should be dealt with and recorded in the playground book and the student should spend the maximum amount of time in the time out area,

- bullying
- tripping
- kicking
- throwing objects
- disobeying teacher direction
- back chatting a teacher
- stealing
- serious aggressive behaviour
- hitting others with objects
- swearing witnessed by a teacher
- repeated out of bounds
- racism
- physical abuse

Immediate Removal From The Playground

Any serious or violent behaviour, such as fighting or bullying, should be immediately referred to the relevant welfare coordinator and the student removed from the playground.

The welfare coordinator will investigate the underlying issues and determine the course of action to be taken. This will include counselling, letters being sent home to inform parents of the incident, parent interviews, and in extreme cases suspension.
Our School Context
Beverly Hills Public School is an inclusive environment, where diversity is affirmed and individual differences are respected.
Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment.
The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.
The wellbeing, safety and health of students is a cornerstone of all school policies, programs and practices.
Partnership with parents and the wider community is considered central to the success of addressing bullying when it occurs in our community.

Our values and expectations
Bullying must be taken seriously and is not acceptable in any form.
Students and teachers have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.
Bullying
※ devalues, isolates and frightens
※ affects an individual’s ability to achieve
※ has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.
Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. Teachers, parents and other adult members of our school community have a responsibility to model positive behaviour for their children and other students in our school community. Such modelling involves positive interaction on a daily basis but also appropriate reactions when bullying occurs.
Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Identifying bullying
Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.
Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.
Bullying behaviour can be verbal, physical, social or psychological.
Types of Bullying:
There are many forms of bullying but those listed below are identified as the most common.

**Physical**
- Hitting
- Kicking
- Spitting
- Throwing stones
- Throwing sticks
- Branding
- Tripping
- Pushing

**Verbal**
- Insults
- Name Calling
- Teasing
- Sarcasm
- Swearing

**Gestures**
- Pulling faces
- Obscene gestures
- Staring
- Dismissal

**Isolation**
- Exclusion from games or activities
- Group secrets
- Note passing

**Extortion**
- Demanding money or goods

**Intimidation**
- Threatening
- Overt threatening
- Covert threatening
- Note Passing
- Email & text messages
- Picture text messages

**Damage to Property**
- Hiding property
- Damaging property
ANTI-BULLYING - SCHOOL PROGRAMS AND PROCEDURES

Our School Position

Students, teachers, parents and the community will be aware of the school’s position on bullying which is zero tolerance.

The school will adopt a four-point plan to anti-bullying, which includes:

✻ Primary Prevention
✻ Early Intervention
✻ Intervention
✻ Post Intervention

Primary Prevention

The primary was of preventing bullying is the maintenance of a positive school climate that acknowledges that while bullying does occasionally happen, it will not be tolerated within the school community. Key strategies to achieve this are:

✻ classroom posters that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs.
✻ social interaction posters will be rotated with DEAR trays. These posters can form the basis on social discussion in the DEAR group or classroom.
✻ Restorative practices training on an annual basis for students and staff K-6
✻ Restorative practices cards for each student and large signs on the playground
✻ lessons that focus on bullying conducted at the beginning of each term to reinforce forms of bullying and how to deal with issues that arise.
✻ the Peer Support Foundation program Together We Can Work It Out used regularly as part of the school peer support program cycle.
✻ Professional development for staff related to bullying and the strategies to counteract it.
✻ Community awareness and input relating to anti-bullying, its characteristics and the schools’ programs and response. (e.g. weekly newsletter, parent forums)
✻ Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills, e.g. School Social Skills Program/Values Education Program (Term 1), Peer Support (Term 2), Child Protection (Term 3) and Drug Education (Term 4).
✻ Staff supervision of set area in playground.
✻ Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules displayed in the school)
✻ Bullying Surveys conducted on a class basis in Years 2 – 6 – in Week 5.or Week 6 each term This survey identifies bullies and the types of behaviour being experienced so that all issues can be investigated and action taken where appropriate. In particular results are analysed for ongoing incidents of bullying behaviour that are evident over a longer period of time.
✻ Maintenance of staff commitment to acknowledge victims of bullying and deal with bullying incidents.
Early Intervention

- Students are encouraged to try to use Restorative Practices to address incidents if they occur.
- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours.
- Teachers use a class and playground management plan if an incident of bullying occurs.
- Executive are alerted to incidents of bullying.
- Bullying Surveys conducted on a class or stage basis as the need arises.

Intervention

- Consideration as to why the bullying occurred will be investigated e.g. the bigger picture or contributing factors.
- Both bully and victim are to be offered school based assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary).
- A meeting of relevant persons is to be convened following identification of on-going bullying behaviour. (Principal, class teacher, parents, students, Learning Support Team, School Counsellor) All issues relevant to the behaviour of the student are considered.

Post Intervention

- Beverly Hills Public School’s Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.
- Incidents of bullying will be noted in playground or classroom behaviour books. When an incident involves bullying the word ‘bullying’ should be used. Details of bullying incidents will be communicated to parents when behaviour letters are sent home.
- Possible consequences may involve:
  - Warning
  - Removal to the class supervisor or Principal
  - Parental contact
  - Negotiated contract
  - On-going monitoring
  - Timeout from the class/ playground
  - Community service
  - Mediation sessions with the victim to reconcile differences
  - Development of an Individual Behaviour Program
  - Referral to external agencies
  - Class/group changes
  - Behaviour guidance programs (e.g. anger management, social skills)
  - Detention
  - Suspension
RESPONSE TO AND ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED

The initial response of a teacher when a child reports that they are being bullied is to acknowledge how the student is feeling and to assure the student that it is not their fault.

The student should be encouraged to –

✻ Tell the bully to stop. State quite clearly that the behaviour is not wanted, unwelcome, unacceptable and/or offensive – STOP, MOVE, TELL strategy.
✻ Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, class teacher, DEAR teacher, Assistant Principal, Principal, parent, peer).
✻ Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.
✻ Use Restorative practices techniques to reach a satisfactory resolution.

Other ‘self protective’ strategies that might be suggested include:

✻ Staying away from the bully, or places where bullying occurs.
✻ Be with friendly, supportive friends.

ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED

Students should be made aware that witnesses to bullying have a very powerful role to play. Early intervention can defuse conflict situations before bullying sets in or gets out of hand. Therefore, the following suggestions should be made:

✻ If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
✻ Refuse to join in with the bullying.
✻ Support students who are being bullied – just standing by them can be enough.
✻ Tell an adult if you are concerned about the bullying.
✻ It is every student’s right and responsibility to report bullying whether it happens to oneself or to someone else.
### THE ROLE OF PARENTS

The following suggestions are made to parents through print materials and at Parent Information meetings.

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<th><strong>Take an active interest</strong></th>
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<td>✻ in your child’s social life</td>
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<td>✻ in what is happening at school</td>
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<tr>
<th><strong>Encourage your child</strong></th>
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<tr>
<td>✻ to bring friends home</td>
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<td>✻ to accept and tolerate differences in others</td>
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<table>
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<tr>
<th><strong>Build your child’s self-confidence</strong></th>
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<tr>
<td>✻ by recognising and affirming his/her positive qualities</td>
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<td>✻ by valuing him/her for who he/she is.</td>
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<tr>
<th><strong>Discuss with your child</strong></th>
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<tr>
<td>✻ the school’s expectations about behaviour</td>
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<td>✻ ways to respond if their rights are infringed</td>
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<tr>
<th><strong>Encourage constructive responses</strong></th>
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<td>✻ physical bullying or persistent teasing should be reported</td>
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<td>✻ hitting back or retaliating with name-calling won’t solve the problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Set an example</strong></th>
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</thead>
<tbody>
<tr>
<td>✻ be firm, but not aggressive in setting behaviour limits</td>
</tr>
<tr>
<td>✻ be positive in things you say and do</td>
</tr>
<tr>
<td>✻ be positive in responding to bullying – don’t overreact</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Be alert for signs of distress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✻ unwillingness to attend school</td>
</tr>
<tr>
<td>✻ dropping off in academic performance</td>
</tr>
<tr>
<td>✻ damaged clothing and frequent loss of personal property</td>
</tr>
<tr>
<td>✻ loss of confidence and uncharacteristic mood changes</td>
</tr>
<tr>
<td>✻ withdrawal from social activities.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Act</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.</td>
</tr>
</tbody>
</table>
RESOURCES TO SUPPORT THE ANTI-BULLYING PLAN

www.bullyingnoway.com.au

The Bullying. No Way! website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia. NSW schools are featured on this site.

www.det.nsw.edu.au/antibullying

The NSW Department of Education and Training provides information and examples of what schools are already doing to address bullying behaviour on its website. The content is located under Public Schools NSW – Supporting Students – Student Wellbeing – Anti-bullying.

www.kidscape.org.uk/

Kidscape provides practical skills and resources to prevent bullying for children and young people under the age of 16.

A Fair Go for All

(NSW Department of Education and Training, 1996).

A set of resources for Kindergarten, Year 1 and Year 2 designed to assist schools in effective teaching about positive relationships and personal safety.

Bullying Among Young Children

The following resources provided by the Australian Government are directed towards addressing bullying among younger children and are intended to help teachers and parents. Two booklets are provided:

- Bullying Among Young Children - A Guide for Parents
- Bullying Among Young Children - A Guide for Teachers and Carers

A Partnership Encouraging Effective Learning (APEEL).

APEEL is a program to help build a positive partnership between home and school. APEEL focuses on the acquisition of interpersonal skills by students in their early years of schooling. It consists of three modules:

1. APEEL: Teacher Training Module – a workshop to inform teachers about the program.
2. APEEL: Student Lesson Module – lesson plans for Stage 1 students to develop social skills, with assessment proforma and parent observation records.
3. APEEL: Parent Module – a series of four workshops for parents of students in the early years, and three workshops for parents of primary students.

Complaints Handling Policy

(NSW Department of Education and Training, 2006).

Responding to Suggestions, Complaints and Allegations Procedures sets out a framework for a professional response to suggestions, complaints and allegations leading to improvements and creating confidence in the outcome. It applies to complaints about discrimination and racism. It does not apply to appeals against suspension and expulsion.

MindMatters: A mental health promotion resource for secondary schools

A nationally developed program which uses a whole school approach to mental health promotion.
Appendix 1

ATTENDANCE POLICY - 2008

Policy Context
The Education Act 1990 requires the parents of children of compulsory school age to enrol them at a government school, or registered non-government school or to register them with the Board of Studies for home schooling. The Act also requires parents to ensure the regular attendance of their children at school. It is an offence for parents to fail to meet these obligations unless they can show they have a defence (for example, illness or accident). Parents convicted of this offence, may be fined up to $1,100 for each offence.

The Department undertakes legal action in the case of parents who do not fulfill these obligations despite all reasonable measures being undertaken by school and regional staff to support them.

Maintenance of Attendance Rolls
Classroom teachers mark an attendance sheet each day with the school rolls being maintained on the administration computer system.
Partial absences are recorded at the school office and then transferred to the computerised roll system. Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded centrally.

Monitoring
Regular roll checks will be made by both the Principal and the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable attendance pattern.
If a classroom teacher is concerned about lack of attendance or consistent lateness they should seek advice from their team leader or the Principal so that rectification measures can be taken or a referral made to the Learning Support Team (LST).

Procedures for Dealing With Unacceptable Attendance
School Measures
BHPS implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. These strategies include letters, phone calls, interviews and family support.

In the case of a student who has been identified with unacceptable attendance (an attendance pattern of less than 90%), it is necessary to document the measures taken to monitor and improve attendance. The school is required to provide documentary evidence of its interventions before making a HSLO referral. This documentation will take the form of the Sydney Region Attendance Checklist for Schools. See Appendix One.
For students with an unacceptable level of attendance this checklist is kept in the class roll for the easy access of the classroom teacher, stage leader and Principal.
When classroom teachers feel a student has an unacceptable attendance pattern and the student is not already being monitored, they should make a referral to the LST. The LST will discuss and implement strategies to improve attendance. This MUST include the use of monitoring with the Sydney Region Attendance Checklist for Schools so that appropriate documentation is available if a referral needs to be made to the HSLO.
**HSLO Intervention and Investigation**

Where the school has taken all reasonable action to support the regular attendance of a student of **compulsory** school age but the student continues to attend erratically, the matter should be referred to the Home School Liaison Program for investigation. Investigation, including a review of school documentation, must be completed within five school days of referral.

If appropriate and within five school days of completing the investigation, home school liaison officers must develop an attendance improvement plan for the student. The plan will be developed in consultation with the school and will identify targets, strategies and timelines.

If the investigation indicates that home school liaison intervention is not warranted, the home school liaison officer must, within five school days, provide the school with advice on additional strategies to be implemented by the school.

**Legal Action**

It is important that legal action to resolve attendance issues is not delayed unnecessarily. School education directors must, as soon as possible and within five school days, refer the matter for legal action if:

- the student’s attendance remains poor **and**
- the parents have not meaningfully engaged in the attendance improvement plan within 20 school days of the commencement of the plan.

Conciliation conferences are currently convened prior to referral for consideration of prosecution. However, these conferences have rarely been successful in resolving matters quickly. While attendance meetings may continue to be convened if appropriate, it is now recommended that formally convened conciliation conferences occur as a result of a decision by the court. Any attempt to convene a conciliation conference after a court appearance notice has been issued, should only be done in consultation with the lawyer dealing with the prosecution case, and subject to any orders or recommendations a court makes in any particular case.

**Referral to Department of Community Services**

If at any stage any officer of the Department suspects a child is at risk of harm, the officer must make an immediate report to the Department of Community Services.

**Parent Awareness of the Importance of Attendance**

Throughout the year there are several opportunities to raise parent and community awareness of the need for excellent attendance and the impact of poor attendance on academic performance. These include:

- Inclusion of a session on attendance at the Parent Information Evening in Term 1;
- Weekly publication of attendance rates and patterns in the *Chalkboard*;
- Publication of Attendance Census data when compiled in Terms 2 and 4;
- Letters to specific years, such as Kindergarten; and or
- Letters and attendance reports for parents of children with an attendance pattern of less than 90% at the end of Terms 1, 2 and 3.
- Parents also need to made aware of:
  - the need to provide a written explanation of all absences; and
  - the need to apply for a Certificate of Exemption for when students require leave for extended periods of time i.e. for overseas travel.
Recognising Excellent Attendance

Students with excellent attendance will be recognised and rewarded using the school merit system. Attendance awards will be given to students at the beginning of the term for 100% attendance in the previous term.

To establish a good attendance habit, stickers are given to Kindergarten students by the Principal each Friday to recognise a week of perfect attendance.

Recognising Improved Attendance

In some circumstances the HSLO will recognise an improved attendance pattern. This recognition will form part of an attendance behaviour modification program.
OVERVIEW OF WELFARE PROGRAMS