



Student Wellbeing and
Discipline
Procedural Implementation
2020

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Statement of purpose

Student Wellbeing at Bundarra Central School includes all things the school community does to meet the personal, social, and learning needs of students. The components of our Wellbeing program are suited to all students regardless of cultural background, ability, religion, age, gender, sexual identity, or socio-economic status. This Wellbeing and Discipline Procedural Implementation is in evolutionary development, using extensive consultation with staff, students, and community members.

Bundarra Central School utilises school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment. This is known as PBL – Positive Behaviour for Learning. A continuum of positive behaviour support for all students within the school is implemented in areas including classroom and non-classroom settings. Positive behaviour support is an application of a behaviourally-based behaviour systems approach to enhance the capacity of the school community to improve the environments in which teaching and learning occurs. Attention is focused on creating and sustaining systems of support that improve lifestyle results for all members of our school community by making problem behaviours less effective, efficient, and relevant, and desired behaviours more functional. The purpose of school-wide PBL at Bundarra Central School is to establish a climate in which appropriate behaviour is expected and demonstrated every day.

Everything within this procedural implementation document is designed to help nurture students to develop and demonstrate the attributes specified in our **three focus areas: Respect, Involvement, and Responsibility**.

Although the details of these procedures are explicit in relation to the daily implementation of Student Wellbeing and Discipline processes, it is understood that ongoing training and development will occur for staff in developing a repertoire of effective behaviour management strategies to complement this. Concurrent Student Wellbeing initiatives and other programs across the school will assist students in enhancing their understanding of behaviour in that all behaviour choices lead to either positive or negative outcomes.

Underpinning these procedures are the Department of Education's guidelines including *Student Wellbeing, Good Discipline and Effective Learning 1996*, *Procedures for the Suspension and Expulsion of School Students 2011*, the *National Safe Schools Framework (revised 2015)*, and the *Wellbeing Framework 2015*.

As a school community we expect that all staff will firstly take a proactive approach to managing school behaviour by providing a supportive school environment where all students are valued and challenged by an appropriate learning environment and classroom curriculum that is exciting, meaningful, and engaging.

Parents have joint responsibility with the school for the education of their children. They are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understanding and attitudes about acceptable behaviour, and looking after the physical, social, and emotional needs of their children so that they are ready and able to maximise learning when at school.

NSW public schools have the following requirements of all students:

- Sustained application to learning
- Respect for individuals and their property
- Courtesy to other students, to teachers and to community members
- Due respect for teachers
- No violence, discrimination, harassment, bullying, or intimidation
- No weapons
- No illegal drugs, alcohol, or tobacco
- Peaceful resolution of conflict
- Adherence to the standards of dress determined by the school community
- Compliance with the school's Wellbeing and Discipline Procedural Implementation

(excerpt from the *Student Wellbeing, Good Discipline and Effective Learning 1996*)

The information in this booklet forms the basis of the partnership between the school and parents. This partnership is based on shared responsibility for achieving good discipline and thus a productive and harmonious school environment.

Evaluation will be undertaken annually and extensive revision will occur every three years. The evaluation process will incorporate data that will be collected from a variety of sources. This data will be used to determine the effectiveness of our Student Wellbeing and Discipline Procedural Implementation and will determine which elements, if any, require modification and review.

Positive Recognition of Student Achievements

Award System

PBL Raffle Tickets:

Green PBL raffle tickets were implemented as a 'free and frequent' reward for students during Term 2. These tickets are awarded by all members of the staff in any/all settings as a means of instantly rewarding favourable behaviour. At each assembly (both primary and secondary) a raffle ticket from each class is drawn out and the winner receives a \$5 canteen voucher. All other tickets are entered into the school computer as a positive event against the students name for future reference.

PBL Certificates:

The certificate merit system is accumulative throughout the year and is restarted at the beginning of the next year. These certificates are awarded during weekly assemblies. When a student receives a Merit Certificate it is worth 1 point, a Commendation is worth 2 points and a Principals Award is worth 3 points. When they have accumulated 5 points they will need to bring their certificates back to their classroom teacher to be signed and they will receive their bronze, silver, gold or platinum certificate at the following assembly.

PBL Certificate Overview:

5 Points = **Bronze Award**

10 Points = **Silver Award**

15 Points = **Gold Award**

20 Points = **Platinum Award**

PBL Reward Day:

Students with a Silver Award and above will have the opportunity to be invited to a PBL fun day at the end of each year. This invitation will be based on students' behaviour in all school settings (including school excursions, sporting events and camps). If students have been on a red or yellow monitoring sheet or been suspended will not be invited. Instead they will need to attend a PBL workshop at school to further reinforce our school expectations during that day.



Behaviour Management Overview

System Flowchart

Yellow Plan (Teacher Level)

This is for moderate misbehaviours, persistent disobedience or for failure to follow school expectations and will be issued by an executive member. The parents/caregivers are to be contacted via phone and a letter to indicate their child will be on a plan.

Students are issued with a formal **Check-in/Check-out** monitoring sheet, signed every lesson by staff and to be collected by the executive who will scan the plans at the end of the assigned period. The card will be signed each day by the issuing executive. If the student has demonstrated an improvement in their behaviour the parent/carer will be contacted and notified, likewise if the behaviour has not improved consequences will be put in place to assist the student to modify their behaviour

Red Plan (Executive Level)

This is issued by the Executive/Principal and students will be monitored daily. A suspension may be issued. Parent/caregivers will be contacted by registered post.

This is for serious misbehaviours, persistent disobedience or aggression. Students will be issued with a Red Plan and will be monitored by the principal or delegate. It will be signed every lesson by staff (who will still attempt to use standard classroom management, but will refer student to principal over other executives if assistance required).

Students may be removed from the playground and may be excluded from excursions, sporting events and other privileges.

Suspensions – Short, Long, and Expulsion

The principal makes determination if a suspension is to be imposed and follows DoE guidelines.

Short suspensions are for “Continued Disobedience” and “Aggressive Behaviour”

Long suspensions are for “Physical Violence”, “Use or Possession of a prohibited weapon, firearm, or knife”, “Persistent or Serious misbehaviour”, “Possession, supply, or use of a suspected illegal substance”, “Serious criminal behaviour related to the school”, and “Use of an implement as a weapon” Long suspensions need the Directors approval.

Principal convenes suspension resolution interviews, and the school facilitates those resolutions.

The student is placed on a Red Plan on return.

Monitoring Students who fail to be Respectful, Involved, and Responsible Learners

Yellow Plan	Red Plan
<p>Staff members refer issues to their Head Teacher or AP by requesting assistance and discussing incidents that have occurred, including all Sentral documentation.</p> <p>The HT/AP will consult with the teacher about the incidents and discuss the incidents with the student.</p> <p>Alternatively, a major incident may occur that the executive decide should be dealt with by the HT/AP/P</p> <p>A decision may be made to place the student on Yellow Plan. Where a letter will be sent home, the HT/AP will outline the:</p> <ul style="list-style-type: none"> a) problem behaviour b) consequences issued c) behavioural expectation <p>Restorative Measures will be utilised by the head teacher in line with faculty policies and procedures, PBL strategies, the school’s Student Wellbeing and Discipline Procedural Implementation and the nature of the student’s misbehaviour.</p> <p>The AP will monitor the students on Yellow Plans, using Check-in/Check-out booklets, or any other monitoring methods listed in this or accompanying documents.</p>	<p>Head teachers refer issues to the Principal by collating incident reports from Sentral and from students and passing these on to for action, with a referral slip. The principal will consult with the head teacher about the incident and discuss the incident with the student.</p> <p>Alternatively, a severe incident may occur that the Principal may decide should be dealt with by them</p> <p>A decision may be made to place the student on Red Plan, or to recommend suspension. Where a letter will be sent home, the principal will outline the:</p> <ul style="list-style-type: none"> a) problem behaviour b) consequences issued c) behavioural expectation d) warning of suspension <p>Restorative Measures and consequences will be used by the Principal in line with school policies and procedures, PBL strategies, the school’s Wellbeing and Discipline Procedural Implementation and the nature of the student’s misbehaviour.</p> <p>The Principal will monitor the students on Red Plan, including students who have returned from suspension.</p>

**DECISION-MAKING
MODEL**



ON TASK/APPROPRIATE?

Acknowledgement by:

1. Non-verbal
 - Body language encouraging
2. Verbal
 - Descriptive encouraging
 - Praise
3. Visual representation of feedback e.g.
 - sign work
 - tick work
 - sticker
4. Allocation of Bundy Bucks

NOT SAFE/NOT MANAGEABLE?



NOT SAFE but



Correction Plan:

1. Selective attention
2. Redirect to the learning
3. Redirect, offer of teacher assistance
4. Give 1st choice then follow through
5. Give 2nd choice then follow through
6. Problem solve with student
7. Implement school's Student Wellbeing and Discipline Procedural Implementation for students by placing student on Yellow Plan (HT/AP managed)
8. Red Plan (Principal managed)

**NOT SAFE/NOT
MANAGEABLE?**

**FOLLOW CRISIS
PLAN**

1. Observe for danger
2. Seek assistance via agreed duress card or signal Harm reduction for:
 - other students
 - focus student/(s)
 - self
3. Councillor involvement
4. Restorative justice
5. Functional

Check-In/Check-Out (CICO) Programme

The CICO program is a school-wide monitoring, preventing, and intervention programme for students who are beginning to engage in negative behaviour. The goal of the CICO program is to prevent students who are acting out from escalation and provide them with frequent feedback on their behaviour to prevent future negative behaviour.

Which students do well on the CICO programme?

Students who are causing concern and/or who are beginning to act out but are not currently engaging in dangerous or severely disruptive behaviour would be good candidates for the CICO program. Students who demonstrate negative behaviour across the day and in different settings are good candidates for the programme versus students who have trouble only at particular times such as at recess or during mathematics.

How do staff members participate in the CICO programme?

Staff members participate by providing both verbal and written feedback to students throughout the day. The feedback is meant to be quick and instructional – building the positive behaviour in place of the negative one. Any staff member (they may be teaching, administrative, GA, or any member of Bundarra’s staff that is present at the start and end of every day) may be chosen as the CICO mentor for a student, by the student, with the exceptions of the principal, and any staff member who has a personal, external relationship with the student e.g. family, tutor. This mentor will meet with the student at the start and end of every day, to remind the student of their goals and evaluate their progress towards those goals, and towards behaviour self-management.

Who is responsible for checking students in and out?

A dedicated mentor for each student is responsible for checking students in and out on a daily basis.

What is the family’s role?

A daily report is sent home with the CICO student. The student is encouraged to show the report to their parents and obtain a signature to return to school during the next day’s check-in. Families are encouraged to acknowledge their student’s effort and successes and to refrain from punishment when their student temporarily slips up. A weekly check-in with the student’s teacher is highly encouraged.

How long are students on the CICO programme?

At the end of every week, the staff member responsible will evaluate student progress and establish if the student is to continue on the programme or to be moved to the student managing themselves. Moving off the programme is encouraging as we have a goal of self-management of behaviours. If the student is to be on the programme for more than three weeks, written executive approval is required. If the mentor is already an executive, they must obtain the written permission of another executive member. This written permission must be recorded in Sentral.

How is student’s progress monitored?

The designated staff member will keep a record of the progress of the student. The LaST will collate the data off of Sentral at meetings to obtain an overall indicator of current student behaviours, and student progress toward self-management.

Roles and Responsibilities within the Wellbeing and Discipline System

<p>Students:</p> <ul style="list-style-type: none"> • Are encouraged to RISE: Be responsible, be and strive for excellence, be involved and successful • Use the SRC to bring up issues of concern. • Participate in PBL and wellbeing activities with enthusiasm. • Be familiar with the school’s expectations and follow them. • Allow for all to participate in learning and in activities. • Earn PBL Raffle tickets and strive for PBL Bronze, Silver, Gold and Platinum awards. 	<p>Parents:</p> <ul style="list-style-type: none"> • Provide student with full uniform, sports uniform, and correct equipment. • Provide relevant documentation to the school, where necessary. • Encourage students to be “responsible, involved, successful and to strive for excellence” at all times. • Contact school, where necessary, with any wellbeing or health matters. • Read newsletter and school website to know about current activities. • Assist students with good and bad days, and assisting the school in the making of tomorrow’s leaders.
<p>Teachers & Support:</p> <ul style="list-style-type: none"> • Establish classrooms that have positive learning environments. • Liaise with Head Teacher/ Assistant Principal regarding student issues and use Sentral to document. • Use the language & structure of PBL as a role model for students and the community. • Ensure positive student achievement is acknowledged and rewarded. <p>Issue, supervise and encourage and identify students modelling PBL values including issuing raffle tickets.</p>	<p>Head Teachers and Assistant Principal:</p> <ul style="list-style-type: none"> • Clear, consistent, timely information dissemination to staff about students. • Assist with resolution of complex wellbeing matters in a sensitive manner. • Liaise with staff, students, caregivers and relevant DoE personnel. • Use the language & structure of PBL as a role model for staff & students. • Make contact with caregivers and conduct interviews, where necessary. <p>Issue and support with Behaviour Plans.</p>
<p>Principal:</p> <ul style="list-style-type: none"> • Provide leadership and direction. Be a role model. • Disseminate DoE policy information and training to all staff. • Ensure all procedures are in line with DoE policies and procedures. • Oversee all suspensions and complex wellbeing matters. • Liaise with staff, students, caregivers, and relevant DoE personnel. <p>Issue & monitor Red Plans.</p>	

Classroom Behaviour Management

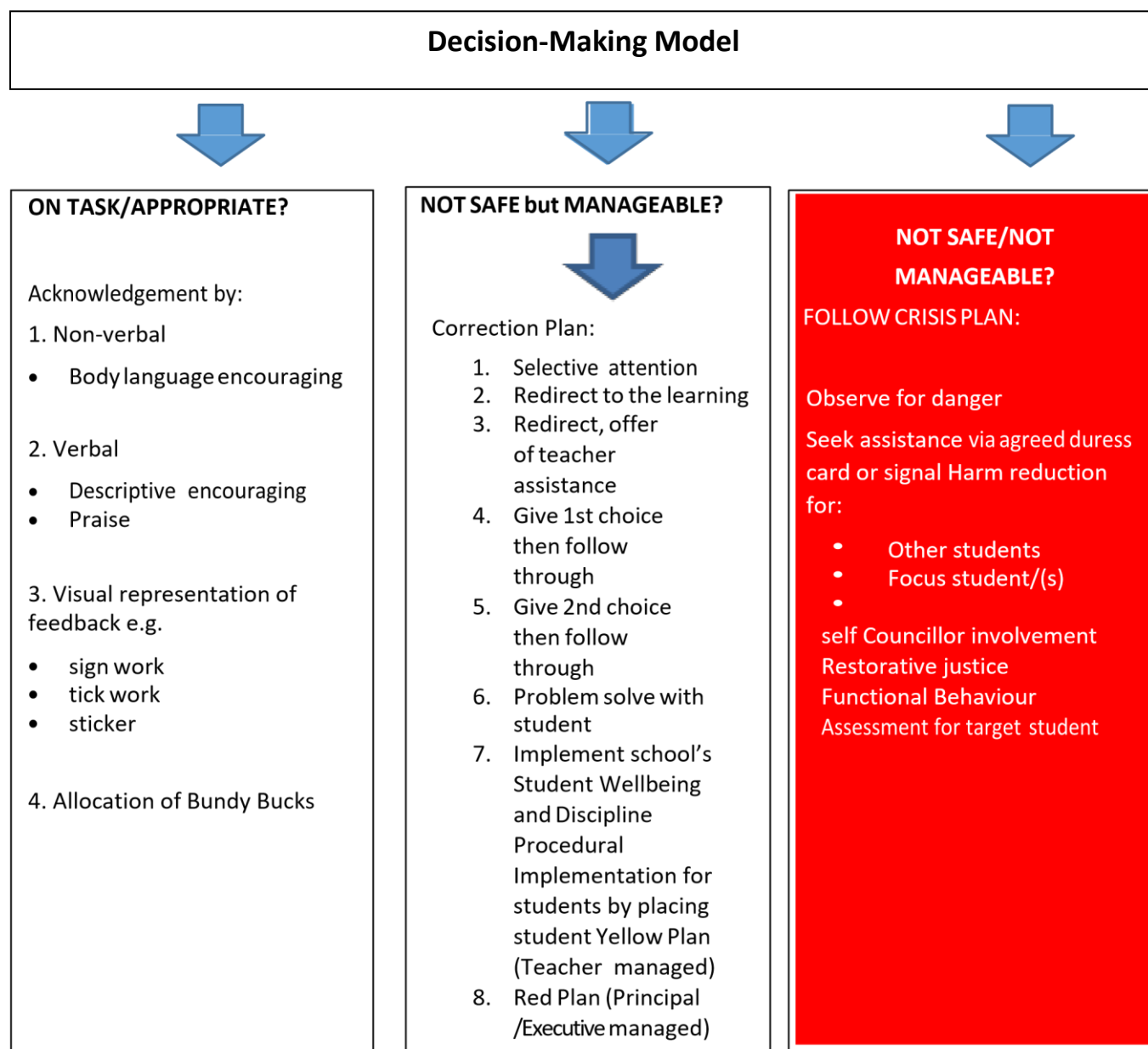
The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007). The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching.

All staff members assume responsibility for implementing our school PBL classroom rules. In each classroom the three Core Values are displayed and these rules form the basis of classroom behaviour management.

Procedure is as follows:

1. Decision-making model implemented down to 1st Choice, which will include a warning of likely restorative measures.
2. 2nd Choice should include the lowest level restorative measure possible but can be placement on Yellow Plan
3. HT or AP to meet with CT to discuss student and CT support strategies if the issues continue

Class teachers record any Yellow Plans in Sentral.



Behaviour Management Strategies

General, non-specific Restorative Measures	Yellow Plan:		Red Plan:	
		<ul style="list-style-type: none"> • Display and refer to PBL Matrix • Verbal reminders and warnings • Half lunch/recess detentions • Student completes reflection sheet • Internal suspension from subject lessons • Escalate to AP/HT if needed • Sentral – Yellow Plan • Student, teacher, and head teacher interview • Contact parents by phone or letter • Parent Interview with student 	<ul style="list-style-type: none"> • Display and refer to PBL Matrix • Written reminders and warnings • Attend detentions • Student completes reflection sheet • Sentral – Red Plan • Student and AP/HT/P interview • Contact parents by phone or letter • Parent Interview with student • No external excursions or sports • N.G.O e.g. Benevolent Society, special school, Careers Advisor or program referral • School/Community Service • LaST Referral 	
Logical, Specific, Restorative Measures	Being disrespectful	<ul style="list-style-type: none"> • Student, teacher, head teacher interview; focus is on respect. • HT to address the class, where appropriate • Have student engage in an activity about being respectful • School/Community Service 	<ul style="list-style-type: none"> • Student and AP/HT/P interview where the focus is on respect. • Have student design and run an activity about being respectful • School/community service 	
	Not being involved	<ul style="list-style-type: none"> • Assist/facilitate a seating plan with teacher • Assign work to be completed • Extra support in class, where necessary • Refer to Learning and Support Team • Check-in/Check-out 	<ul style="list-style-type: none"> • Ensure N-Awards and documentation complete, move to next level, where appropriate. • Refer to Learning and Support Team • Progress Report • Functional Behaviour Assessment • Check medical (including mental health) status. 	
	Not being responsible	<ul style="list-style-type: none"> • School/Community Service • Tasked with caring for something in the school • Review Goals 	<ul style="list-style-type: none"> • Tasked with taking care of something within the school • Functional Behaviour Assessment • Have student engage in responsibility training 	

The philosophy of PBL is that the majority of the students, 80%, respond effectively to consistent school-wide interventions and supports. We have many programs to address the needs of the majority of the students.

Targeted Interventions

The second tier of needs in the school are about 15% of the students, who require one-to-one (CICO) and/or small group intervention and supports. We cater for these students in a variety of ways, primarily via special programs, workshops, and general activities that target small groups of students.

The third tier of students in the school is the 5% who require intensive, individualised programs that specifically meet the needs of each student. We are constantly designing new programs to meet the specific needs of these students based on information gathered during a detailed Functional Behaviour Assessment.

Wellbeing Intervention and Supports for Students

5% - Individual intervention & supports	
Check-In/Check-Out	Peer Mediation
Individual Education/Behaviour Programs (IEP/IBP)	Work it Out Time
Individual Wellbeing Programs (IWP)	Work Placement
Integration Funding	LaST
Itinerant Support Teacher Behaviour referral	Personalised Learning Plans
Monitoring Academic Progress (MAP)	HSLO
Benevolent Society referral	Progress Reports
Life Skills Record of School Achievement and HSC	
15% - Small group intervention & support	
Work Education & Academic Support	Board of Studies Coordinator
Anti-Harassment Officer and Procedures	Peer Reading Program (TAFE accreditation)
Anti-Racism Officer and Procedures	Attendance Monitoring
80% - Whole school consistent school wide recognition & support	
Year 6 into 7 Orientation Program	Weekly Discipline Returns
Year Advisers and Home Room Teacher	Wellbeing Days
Uniform Code	LaST Meetings
Uniform Pool	Student Notification Slips
Gender Coordinators	Student Record Cards - electronic access of Details
Graduation Ceremonies	Student Representative Council
Head Teacher Student Wellbeing	Student Self Discipline via PBL lessons
Sports Assemblies	Student Wellbeing Referral Slips
School Counsellors	RoSA & HSC
Critical Incident Action Plan	Special duties
SenseAbility – Year 8-12 PDHPE program	Peer Support Program
Mentoring program	Primary Links
ELLA / SNAP evening for parents	Motivational Media
EPISL (Effective Partnership in Student's Learning)	Parent/Teacher Evenings
Formal Assemblies	Merit Award System
Gifted and Talented Students	Learning and Support Team

Recording Incidents

Documentation of incidents occurring in our school is a vital part of determining working restorative measures, and in guiding students towards positive behaviours. This document outlines the process of incident documentation.

Pre-Note

As wellbeing is always evolving, some descriptions of information may have had their names changed. Some screen shots may contain out-dated information as a result.

Students Involved

The “Students involved” item allows you to enter the names of all students related to the incident. This includes victims and witnesses, which **must** be included.

Date, Period, etc.

This information is critical for student data to be collated. While only filling out of “Teacher” and “Date” is mandatory, the more details you include the more accurate data can be collated.

Record Details

Checking the boxes next to the relevant descriptions of the incident is vital. This is all inappropriate behaviour demonstrated by the student(s).

Description

This is the description of the incident that occurred. It must be factual and written without prejudicial or personal comments.

An Incident description does:	An incident description does not:
<input type="checkbox"/> Include a verbose detailing of events before any staff member action unless it was involved in the incident e.g. “Jacob threw a stick at Aaron”.	<input type="checkbox"/> Include any actions performed after any staff action e.g. “Jacob threw a stick at Aaron because ‘I wanted to’. I told him to apologise. Jacob did not apologize and continued to taunt Aaron”.
<input type="checkbox"/> Use names of students’ every time they have an event occur for them, unless unavoidable e.g. “Derek knocked Sonya. In retaliation, Sonya slapped Derek.”	<input type="checkbox"/> Use generic pronouns like “him”, “it”, or “she” unless unavoidable e.g. “Derek knocked Sonya. In retaliation, she slapped him”
<input type="checkbox"/> Use the full names of staff members every time they have an event occur for them e.g. “Alexia swore at Mrs Marcia Rogers”	<input type="checkbox"/> Include any students not listed as “Involved”, “Witness”, or “Victim”
<input type="checkbox"/> Give any possible details that occurred e.g. “Samuel struck Jacob across the left cheek of his face, such that a mark was visible in the centre”	<input type="checkbox"/> Speculate e.g. “Samuel struck Jacob. This may be related to recent swearing incidents”

Follow-up actions

Checking the boxes next to actions performed by staff is vital for determining how we can next assist the students to a more positive behaviour in replacement of the negative one.

Comment

This is the comment on the follow-up actions once staff intervened.

An Incident comment does:	An incident comment does not:
<input type="checkbox"/> Include a verbose detailing of events once a staff member performed an action e.g. "After I requested Jacob apologise to Aaron, Jacob continued to taunt Aaron."	<input type="checkbox"/> Include any irrelevant information e.g. "This interrupted my meeting with Mrs Rogers".
<input type="checkbox"/> Use names of students' every time they have an event occur for them e.g. "Derek knocked Sonya. In retaliation, Sonya slapped Derek."	<input type="checkbox"/> Use generic pronouns like "him", or "she" e.g. "Derek knocked Sonya. In retaliation, she slapped him"
<input type="checkbox"/> Use the full names of staff members every time they have an event occur for them e.g. "Alexia swore at Mrs Marcia Rogers"	<input type="checkbox"/> Include any students not listed as "Involved", "Witness", or "Victim"
<input type="checkbox"/> Give any possible details that occurred e.g. "Samuel struck Jacob across the left cheek of his face, such that a mark was visible in the centre"	<input type="checkbox"/> Speculate e.g. "Samuel struck Jacob. This may be related to recent swearing incidents"
<input type="checkbox"/> Detail any strategies used to resolve the incident e.g. "I gave the choice between Jacob apologising or spending lunch time sitting on the veranda."	<input type="checkbox"/> Include a stream of consciousness

A good comment also will:

- Include the name of the staff member making the action
- Include the date and time of the action (If it spans over more than 30 mins/goes over a day)

Status

The status flag at the bottom of the incident informs other staff members as to the state of the incident. Please ensure you have set this correctly.

Learning and Support Team

Members of LaST

Principal

Assistant Principal

Head Teacher Administration

Last Teacher

Year Advisor

School Counsellor/ Wellbeing
Officer

The role of LaST is to:

- meet the wellbeing and learning needs of all students
- discuss specific referrals made by staff
- support long suspension students and plan their return
- seek and implement solutions to learning issues
- make referrals to specialist agencies
- make referrals to gain integration funding
- access the support of District Office personnel/services
- review IEPs and make recommendations
- communicate with and provide guidance for staff
- maintain consistency throughout the school
- initiate and coordinate staff training in learning support
- make links with caregivers about special programs
- collect, collate and analyse the data from Sentral
- coordinate Wellbeing Days for each year group
- review, write, and oversee student Wellbeing procedural implementations and program development
- promote student achievement and talent
- initiate and coordinate staff training in wellbeing skills
- meet weekly in order to facilitate the above

The LaST meets regularly to plan programs specifically designed to meet the needs of students within each year group.

Throughout the year the LaST incorporates activities specifically related to the specific needs of students with Learning Difficulties for those who attract Integration funding and support.

Life Skills, Individual Education Plans, Applications for Integration funding and the development of specific programs for targeted students with special needs are discussed and implemented via the Wellbeing Team.

The Learning and Support Team meets regularly to plan programs specifically designed to meet the needs of students who are referred to the LaST.

All information is to be recorded electronically.

Appropriate use of electronic and communications devices

Mobile Phones and other electronic devices

Bundarra Central School understands that consideration must be given to the permissible use of electronic devices which are providing an increased sense of safety and security and parents.

- Bundarra Central School advises that mobile phones and electronic devices are not to be used at school unless under teacher direction.

Unauthorized use of such devices is not permitted at any time while at school. It is a breach of the child Protection Act to take unauthorised photographs or video of students whilst in school care.

- This applies to students, staff, parents/caregivers, volunteers, service providers and all visitors to Bundarra Central School.

- Staff will notify students and parent/caregivers in cases of emergency.

- When not permitted for use, all electronic devices must be turned off and out of sight while on school grounds.

- Staff may confiscate any electronic device when permission has not been given for use. A phone call by classroom teacher will be made. If this behaviour continues the phone will be placed in the front office for parent collection.

- Parents/caregivers need to contact the front office directly concerning alternate arrangements.

Should your child bring a mobile phone to school, the following arrangements will in in place

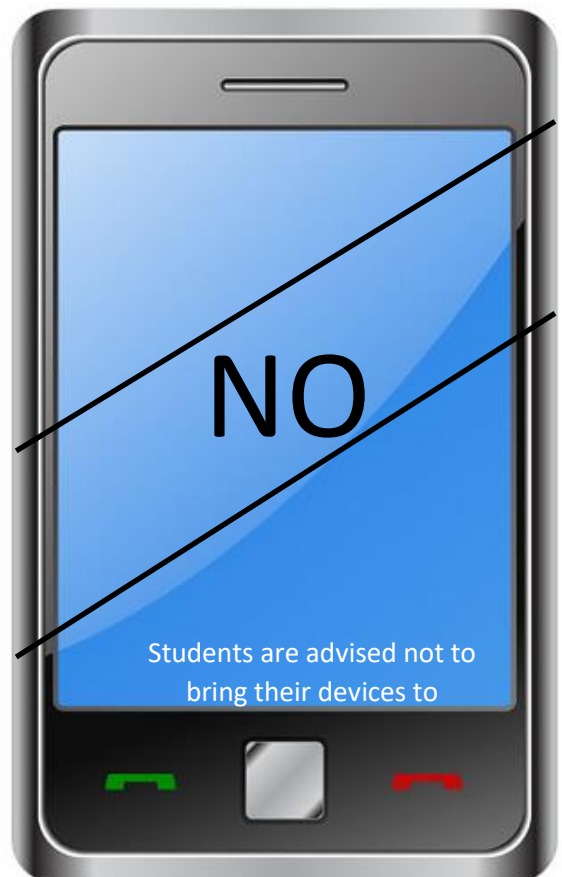
- * K-8 hand phones to homeroom teacher

- * 9-12 remain in bags

- If a student, staff member or other visitor to the school uses the internet or other technologies to threaten, harass or demean another member(s) of the school community they may be subject to disciplinary procedures. Parents may be contacted in the case of a student. Police will be contacted.

Bundarra Central School personnel are not responsible for lost, stolen or damaged electronic devices.

Bundarra Central School believes in creating and maintaining a sense of safety



ANTI-BULLYING

At Bundarra Central School bullying is taken seriously and is not acceptable in any form. Our students have the right to spend their school day free from the fear of bullying, harassment and intimidation.

At Bundarra Central School teachers, students, parents, caregivers, and members of the wider school community work together to address bullying. Any inappropriate behaviour that affects teaching and learning, and interferes with the wellbeing of students will not be accepted.

What is bullying?

Bullying is 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 and can involve all forms of harassment, discrimination, humiliation, domination and intimidation of others.

Bullying behaviour can be verbal, physical, social, or psychological, and can occur directly, via the internet, mobile phone, or other forms of electronic or written communication.

Some examples of bullying behaviour include:

- Physical violence (pushing, hitting, spitting, throwing objects, etc.)
- Offensive name-calling, rumours, teasing, insults, and/or gossip.
- Writing offensive notes or graffiti about other people.
- Hurtfully excluding someone from a group.
- Offensive messages or conduct toward or about another person using electronic digital means such as the internet, messenger programs, chat rooms, and social networking sites.
- Being racist, sexist, homophobic, or making comments about physical appearance or a person's disability.
- Damaging, tampering with or stealing another person's property.

