Quandialla Central School

STUDENT WELFARE POLICY

Our Mission: Together we provide opportunities to succeed.

Our Student Welfare Policy forms the foundations of our school- in that it reflects the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social and emotional well being of each child.

Every teacher has the responsibility for the welfare of all students enrolled at our school.

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the students and enhance their well being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

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Quandialla Central School Welfare Policy
Beliefs

At Quandialla Central School we believe that everyone:

- has the right to be safe, valued and happy
- has equal rights and responsibilities in work and play
- should act responsibly and accept responsibility for their own actions
- accepts responsibility for their own learning
- strives to achieve their personal best
- supports each other with a spirit of friendship and co-operation

Rationale

- Parents and families have the prime responsibility for the welfare of their children.
- The community shares the responsibility for the welfare of young people.
- It is the function of the Department of Education and Communities and other agencies to support the school in ensuring the welfare of students.
- Schools, as part of the general community, have a fundamental role in student welfare.
- Student Welfare is basic to education and is a responsibility of all members of staff.
- The school community will develop, implement and regularly evaluate the Student Welfare Policy.

Aims

The Student Welfare Program at Quandialla Central School will support students to develop:

- an enjoyment and satisfaction from learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- personal and social responsibility for their actions and decisions
- confidence, self-worth and dignity
- self-reliance
- a sense of cultural identity
- a feeling of belonging to the wider community
- a caring and responsible attitude towards others
- an ability to form satisfying and stable relationships

Outcomes

Through the structure, practices and courses and the relationships formed within the Student Welfare Policy, Quandialla Central School will contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement.
- develop understandings and skills in communication and inter-personal relationships.
- develop a realistic and comprehensive self-concept.
- enhance their self-esteem.
- develop their interests and abilities.
- develop their personal values within a framework of accepted school community values.
- develop their skills in decision making.
- positively value cultural differences.
- be caring and supportive of others.
- contribute positively to the life of the school community.
The Roles and Responsibilities of:

The Principal

- provide leadership and direction
- provide staff support and opportunities for professional development
- encourage a caring climate within the school
- liaise with parents and community regarding educational policy and program

The Staff

- provide challenging and engaging learning experiences
- seek to enhance the self-esteem of all students
- be sensitive to the welfare needs of all students
- provide support and guidance for all students

The Parent

- support the School's Student Welfare Policy
- encourage the student's interest in all aspects of schooling
- participate in revisions of the Student Welfare Policy

The Student

- actively participate in all aspects of school life
- be sensitive to the needs of others
- support and comply with the school's Positive Behaviour for Learning - Expected Behaviours
- support and comply with the schools' Student Welfare Policy

DISCIPLINE is the system of relationships, rules, rewards and sanctions designed to facilitate learning and progressively develop self-discipline.

SELF - DISCIPLINE allows the child to develop a capacity for initiative and mature judgement, so that he/she accepts responsibility for his/her own actions and decisions and practises a caring attitude towards others - PBL Core Values of Respectful, Responsible, Learners

Aims

- to provide a safe school environment which maximises opportunities for learning
- to promote self-esteem and respect for others
- to encourage students to accept responsibility for their own actions and decisions
- understand that effective education and behaviour management are facilitated when the home and school work together and complement each other's approach
- understand and accept the consequences of appropriate and inappropriate behaviour.
- understand that a flexible approach is needed to take account of age, individual and cultural differences
Process: The school will:

- negotiate the formation of Core Values and Expected Behaviours with the school community
- expect high standards of behaviour
- be consistent in enforcing rules and code of conduct
- encourage self discipline, independence and initiative, by providing appropriate choices for students.
- ensure that the students are aware of the consequences of unacceptable behaviour
- develop open communication between home and school

Outcomes

- improved student behaviour towards one another
- increased student confidence and self esteem
- improved staff-student-parent relationships and mutual respect
- increased parental confidence in the school's Student Welfare Policy
- a positive school tone and culture.

Management Strategies for Student Behaviour.

Students are aware of and abide by the school rules.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Minor Incidents</th>
<th>No</th>
<th>Major Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal praise &amp; encouragement</td>
<td>Warning - Teacher refers and reminds student of the Positive Behaviour for Learning Expectations</td>
<td>refer to member of Executive</td>
<td></td>
</tr>
<tr>
<td>Class awards – Fish Awards</td>
<td>Loss of privileges</td>
<td>refer to Principal</td>
<td></td>
</tr>
<tr>
<td>Give Free or Special time</td>
<td>Loss of free time</td>
<td>make contact with child's parents to outline concerns</td>
<td></td>
</tr>
<tr>
<td>Privileges-excursions, sporting events</td>
<td>Writing an apology</td>
<td>A more serious incident can lead to a Behaviour Monitoring Program or Pre-Suspension Warning.</td>
<td></td>
</tr>
<tr>
<td>Recognition in Newsletter, media</td>
<td>Student completes behaviour reflection sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stickers etc</td>
<td>Develop behaviour plan with teacher</td>
<td>Arrange parent teacher meeting/interview</td>
<td></td>
</tr>
<tr>
<td>Parental contact eg letter, phone call etc</td>
<td>Placed on Behaviour Monitoring Program (green card)</td>
<td>Refer to School Counsellor</td>
<td></td>
</tr>
<tr>
<td>Special Awards</td>
<td>In class isolation</td>
<td>Suspension (following Department Policy – Suspension and Expulsion of School Students – Procedures).</td>
<td></td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>Lunch detention</td>
<td>Develop Behaviour Plan with teacher and Executive</td>
<td></td>
</tr>
<tr>
<td>Morning Tea with Principal / Principal's award</td>
<td>When rules or Expected Behaviours are not followed, a RISC record is completed for the incident.</td>
<td>When a student receives a number of RISC records, he/she is referred to the Learning Support Team or placed on a Behaviour Monitoring Program (green card)</td>
<td></td>
</tr>
<tr>
<td>Merit Certificates</td>
<td></td>
<td>Students receiving a number of Behaviour Monitoring Programs will be placed on a Pre Suspension Warning.</td>
<td></td>
</tr>
<tr>
<td>Special Awards – Silver and Gold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send to Executive for acknowledgement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AWARDS POLICY

Rationale

The achievements of students deserve recognition through praise, encouragement, approval and the presentation of awards. There is a need for teachers to focus on, recognise and reward positive behaviour, in a consistent manner.

Aims

- To deliver an Awards System that recognises and rewards appropriate student behaviour and actions.
- To develop the self-image and esteem of students within a school culture that emphasises the Positive Behaviour for Learning of all students.

Outcomes

- Reduction in inappropriate student behaviour in all settings – including the classroom, playground and activities outside school.
- Increase in positive student behaviour and recognition of the behaviour through the Awards Policy.
- Development of a positive school tone.
- Reduction in the number of students referred to the School Counsellor, other teachers and the Principal for their inappropriate behaviour.
- Teachers recognise and reward expected student behaviour – Positive Behaviour for Learning.

Merit Awards: How the system works.

- All staff award School Awards to students for demonstrating the Positive Behaviour for Learning Expected Behaviours.
- Merit certificates are presented at whole school assemblies every 5 weeks.
- Students who receive 5 School Awards are awarded a Merit Certificate at a school assembly.
- SILVER Award: When a student achieves 20 Merit Certificates, they are eligible to be presented with a Silver Certificate.
- GOLD Award: When a student receives 50 Merit Certificates they are eligible to be presented with a Gold Medallion and Certificate at annual Presentation Ceremony.
- Merit certificates accumulate over the school life of the child. There is no time limit.
- Students present their Merit Certificates to the school Office SASS staff for processing.
- Merit Certificates records are maintained on a database by the SASS office staff and stored on staff server/Group Data.
- Silver Certificates and Gold Certificates and Medallions are presented at the annual Presentation Ceremony.
- Principal's Award / Morning Tea. During a term period, any student who receives 10 Merit Certificates will be presented with a Principal's Award and join with other recipients for a Principal's Morning Tea to be held in Week 10 of each Term.
Quandialla Central School Discipline System

Teachers have the right to teach and students have the right to learn in a mutually respectful, safe and happy environment.
1. The teacher is primarily responsible for supporting students to manage their own behaviour.
2. Teacher employs a variety of strategies to provide the student with opportunities to help them manage their behaviour. eg warnings or X’s on board – refer to strategies.
3. If the teacher is not satisfied with a student’s attempt to follow the Code of Conduct – PBL Expected Behaviours, a RISC Record may be completed and the student notified of the procedure. The student will be informed if a RISC Record has been completed for their behaviour.
4. The Principal / HT / AP / Learning Support Team will meet to determine the consequences for RISC Record notifications.
5. The HT/AP/Principal will be immediately informed if the incident is of a serious nature and threatens the safety of students or teacher.
6. The Principal has final discretionary authority regarding disciplinary consequences.

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RISC Record</strong></td>
<td>Initial Notification Breaching the Code of Conduct – PBL Expected Behaviours</td>
<td>AP Primary or HT Secondary discussion with class teacher and /or interview with student. AP / HT and teacher negotiated consequences. Possible Behaviour Monitoring Program, Pre Suspension Warning or Suspension process related to each incident.</td>
</tr>
<tr>
<td><strong>Behaviour Monitoring Program</strong></td>
<td>Behaviour causing concern Repeated RISC Records for minor behaviours</td>
<td>HT / AP interview student Warning letter sent home Parent communication – HT/AP/P Possible isolation Behaviour Monitoring Program for a period of time Privileges removed for a period of time, up to two weeks. Fun Day / Big Day Out privileges removed – may be appealed or re-negotiated.</td>
</tr>
<tr>
<td><strong>Pre-Suspension Warning</strong></td>
<td>Major misbehaviour or Repeated Behaviour Monitoring Program is unsuccessful or no improvement in behaviour is demonstrated</td>
<td>Principal Interview Letter sent home – Pre Suspension Warning issued Parent interview – P/HT/AP Negotiated isolation Behaviour Monitoring Program sheet for further two weeks Privileges removed for 2 weeks Fun Day / Big Day Out privileges removed – may be appealed/re-negotiated.</td>
</tr>
<tr>
<td><strong>Suspension - Short - Long Consistent with DEC Policy and Guidelines</strong></td>
<td>Suspendable offence • Is violent or threatens serious physical violence • Is persistently disobedient • Is in possession of a suspected illegal drug • Is in possession of a prohibited weapon</td>
<td>The Principal investigates the situation and activates the suspension procedure according to DEC Policy and Guidelines. • Parents immediately contacted • Student suspended (short or long suspension as appropriate) • Suspension Resolution Meeting is a condition of Student’s re entry to school. • School Counsellor intervention • Individual behaviour management plan implemented. • When a student returns from suspension, they are required to successfully complete a Behaviour Monitoring Program.</td>
</tr>
</tbody>
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School Code of Conduct:

The students, staff and parents of our school have developed the following set of Positive Behaviour for Learning Expected Behaviours.

School community members are expected to follow the code of conduct whist attending Quandialla Central School.

Our Positive Behaviour for Learning includes the following Core Values for all students:

- RESPECTFUL
- RESPONSIBLE
- LEARNERS

QCS CODE OF CONDUCT: Positive Behaviour for Learning - Core Values and Expected Behaviours.
### Quandialla Central School - Positive Behaviour for Learning

#### Expected Behaviours

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Play Areas</th>
<th>Transitions</th>
<th>Assembly</th>
<th>Excursions</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>Speak politely to everyone</td>
<td>Communicate positively</td>
<td>Invite others who want to join in</td>
<td>Keep my hands and feet to myself</td>
<td>Respect our flags, National Anthem and Acknowledgement of country</td>
<td>Listen respectfully</td>
<td>Walk quietly to and from toilet</td>
</tr>
<tr>
<td></td>
<td>Care for own property, others and school</td>
<td>Respect myself and others</td>
<td>Share materials and equipment</td>
<td>Walk quietly to myself</td>
<td>Represent my school with pride</td>
<td>Respect the privacy of others</td>
<td>Respect the privacy of others</td>
</tr>
<tr>
<td></td>
<td>Be fair to everybody</td>
<td>Show pride in myself and the school</td>
<td>Use polite language</td>
<td>Others can continue to learn</td>
<td>Care for myself and others</td>
<td>Leave toilet area tidy</td>
<td>Leave toilet area tidy</td>
</tr>
<tr>
<td></td>
<td>Wear school uniform</td>
<td></td>
<td></td>
<td>Stay in line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Move safely around the school</td>
<td>Do my personal best</td>
<td>Keep areas clean and pick up rubbish and place in bin</td>
<td>Walk calmly and quietly</td>
<td>Enter and exit in an orderly manner</td>
<td>Prepared and organised</td>
<td>Go to toilet at recess and lunch</td>
</tr>
<tr>
<td></td>
<td>Stay in bounds</td>
<td>Co-operate with others</td>
<td>Follow rules of areas</td>
<td>Follow teacher instructions</td>
<td>Be polite and courteous</td>
<td>Think and act calmly and sensibly</td>
<td>Wash hands after going to toilet</td>
</tr>
<tr>
<td></td>
<td>Solve problems calmly</td>
<td>Be ready for work</td>
<td>Use equipment for intended purpose</td>
<td>Watch where I am going</td>
<td>Sit with my buddy</td>
<td>Stay in bounds</td>
<td>Leave toilet area to play</td>
</tr>
<tr>
<td></td>
<td>Follow teacher instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner</strong></td>
<td>Doing your best quality work</td>
<td>Make good choices</td>
<td>Be a problem solver</td>
<td>Return to class promptly</td>
<td>Raise your hand to share</td>
<td>Follow all instructions</td>
<td>Follow teachers’ instructions</td>
</tr>
<tr>
<td></td>
<td>Seek assistance when needed</td>
<td>Complete all tasks</td>
<td>Learn new games and activities</td>
<td>Co-operate and help others</td>
<td>Keep comments and questions on the topic</td>
<td>Actively involved</td>
<td>Return to class promptly</td>
</tr>
<tr>
<td></td>
<td>Complete all tasks</td>
<td>Allow others to learn</td>
<td>Participate and co-operate with others</td>
<td></td>
<td></td>
<td>Complete all tasks</td>
<td></td>
</tr>
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Parent return slip:

I have read and discussed the Quandialla Central School Student Welfare Policy including the School Discipline System, Award Policy and Positive Behaviour for Learning with my child/children:

___________________________________________________________________________.

Name: ______________________________________________________________________

Signature: __________________________________________________________________

Date: ______________________________________________________________________
Procedures that are fair and will keep us all safe:

- The PBL Expected Behaviours are displayed in all rooms.
- Students discuss problems and solutions with teachers.
- Students must stay within the school grounds at all times unless they have written parent permission to leave for lunch and sign out and in at the front office.

Transferring information to the data base and staff.
Each week and during Muster, staff members receive information regarding students on Behaviour Monitoring Program, Pre-Suspension Warning or Suspension.
Suspensions: Are to be recorded in the Suspension Register by Executive staff.
School Awards are tallied and added to the data base and letters generated by the SASS staff member responsible for the awards.

Fun Days.
- At the end of Terms 2 and 4 a fun day will be held for all students who have not been on a Behaviour Monitoring Program or Suspension in that term.

Big Day Out: How this works.
- Big Day Out (BDO) is a school funded celebration day to reward students who have adhered to the code of conduct throughout the year.
- Any student who has been on Suspension may be ineligible to participate in a for ‘Big Day Out’.

Excursions: Any student who is on a Behaviour Monitoring Program, Pre-Suspension Warning or Suspension prior to the date of an excursion may be required to remain at school and participate in appropriate class activities, and have privileges withdrawn.

Student Behaviour Plans.
Students who persistently breach the Positive Behaviour for Learning Expected Behaviours will be referred to the Learning Support Team, District Behaviour Program and may be placed on an individual Behaviour Plan. The plan will be developed by the Learning Support Team in conjunction with the parents to meet the needs of the student.

CLASSROOM MANAGEMENT STRATEGIES

Minor offences and low level irritant behaviours are to be managed by the classroom teacher initially. The school behaviour policy is based on Glasser’s 10 steps to effective discipline.

GLASSER’S 10 STEPS TO DISCIPLINE

William Glasser, as an effective approach to classroom management strategies developed the following 10 steps for students. It is important that the steps are followed in order and are not rushed. It is a process that will take time and will mean the development of a better relationship between the student and the teacher.

This process is based on the premise that:

- All students have a right to learn
- One student cannot be allowed to prevent the rest of the class from learning
- That time-out and withdrawal are not to be used as punishment
- The teacher must remain calm and in control
- That all involved in the process must be treated fairly and with equity.
STEP. 1. WHAT AM I DOING?
Recognise what you are doing and what the student is doing and then assess the problem.

STEP. 2. IS IT WORKING?
Are the strategies you are using successful? If not stop using it

STEP. 3. MAKE A PLAN.
If what you are doing is not working do something different and be positive

STEP. 4. WHAT ARE WE DOING?
Establish in a non-confronting manner why a student is behaving in such a manner

STEP. 5. IS IT WORKING? IS IT AGAINST THE RULES?
Ask the student "Is it against the rules?" If the student does not admit the disruptive behaviour you declare; "This is what I saw. It is against the rules." Do not enter into an argument.

STEP. 6. WE MUST WORK IT OUT?
Say and mean "We have to work it out," The behaviour cannot continue and the teacher and the student must reach a solution

STEP. 7. WITHDRAWAL
Remove the student to a safe but designated withdrawal area within the classroom. Movement back to the body of the class is dependent upon agreement with the teacher. The parents may be notified of the disruptive behaviour and the management strategies to be implemented

STEP. 8. TIME-OUT
If disruption continues to occur the student is excluded from class to a pre-arranged area until such times that the student agrees to behave in an acceptable manner and gives a commitment

STEP. 9. Formal Discipline Procedures including RISC RECORD, BEHAVIOUR MONITORING PROGRAM, PRE-SUSPENSION WARNING and SUSPENSION.

The Principal is informed of the student's behaviour with accompanying documentation of the behaviour and appropriate action is taken in accordance with Departmental guidelines.

STEP.10. REFERRAL.
Referral to an outside agency is requested.
CHILD PROTECTION PROGRAM

Rationale

It is the role and the function of the school to assist in the identification of abused or at risk students and to provide preventative programs, which aim to help students protect themselves from sexual assault and any other forms of abuse, and to develop positive relationships. It is also mandatory that teachers are required by legal process to notify the Principal of any disclosure of child sexual assault and for the Principal to take appropriate action as outlined in Departmental guidelines.

Aims

- To introduce the child protection curriculum throughout the school
- To reduce the incidence of child sexual assault in society by assisting students to learn how to protect themselves

Process

1. Teachers have been trained in the implementation of the Child Protection Procedures and Curriculum. Trained teachers will provide further professional development to all members of staff through a School Development Day and staff meetings.
2. Parents informed of the program through a Parent Information Evening and articles in the school's Newsletter.
3. At the conclusion of the program an evaluation of the program is undertaken so as to provide for both school community and professional feedback.

Outcomes

- The implementation of the Child Protection Curriculum for all students K-12
- The awareness raising of the Child Protection Curriculum for parents by the introduction of a Parent Information Evening
- Professional development of staff for the implementation and teaching of the curriculum and for an awareness of their legal responsibilities
- The school and community to have developed trusting and supportive relationships through structured teaching practices

SUN SAFE POLICY

Rationale

Constant and excessive exposure to the Sun and in particular the ultra-violet rays is considered by medical experts to be a major health issue for our society. The School Community believes that students must be made aware of sun protection procedures.

Aims

- To develop the awareness, within the school community, as to the need to wear hats during peak sun exposure times.
- To increase the awareness, within the school community, of the dangers associated with exposure to the sun.
Process

All students will be encouraged to wear a school hat during all outdoor activities. This will be monitored through the Uniform Policy that supports the wearing of the school hat for all outdoor activities. Any child, particularly during Terms 1 and 4, who does not wear a school hat will be asked to play in the areas that provide shade within the playground. Teachers are reminded of the need to act as role model for the students and wear a hat while doing any outdoor school activities.

Outcomes

- Wearing of hats by all members of the school community.
- Increased awareness of sun safety issues.
- Implementation of a "no hat, play in the shade" policy.
- The school hat to be a part of the school uniform.
- All students will wear a school hat on all school activities.

SCHOOL UNIFORM POLICY

Rationale

Students, parents and staff at Quandialla Central School support the wearing of the correct school uniform. Standards of dress and the wearing of the school uniform form part of our school code of conduct.

Aims

- To develop pride in the students by the wearing of the school uniform.
- To encourage all students to wear a school uniform.
- To foster in students a respect for and care of their school uniform.
- To further promote the image of the school in the community.

Process

All students will be encouraged to wear the full school uniform for all school activities unless otherwise directed. The wearing of the school uniform will be monitored at morning assemblies by staff. If a student does not support the wearing of the school uniform he/she will be counselled and if required his/her parents will be notified seeking their support.

Outcomes

- All students wear the school uniform.
- The school community is supportive of the Uniform Policy.
- The school uniform is attractive, functional, and comfortable.
- The school uniform enhances the school image.
Anti Bullying Policy

Quandialla Central School provides a caring and stimulating environment aimed at presenting a range of quality educational programs and associated services to meet the needs of its students and community.

At our school we have zero tolerance towards students that bully and harass others. The following policy outlines the processes that we have put in place to deal effectively with bullying.

What is Bullying?
- Bullying is an act of aggression causing embarrassment or discomfort to another;
- It can take a number of forms: physical, verbal, gestures, extortion and exclusion;
- It is an abuse of power;
- It can be planned and organised;
- It may be intentional/unintentional but still hurtful to the victim
- It may involve an individual or groups

Behaviours that are considered to be bullying may include:

Physical Bullying:
- Any form of physical violence such as hitting, pushing or spitting on others.
- Interfering with another individual’s property by stealing, hiding, damaging or destroying it.
- Rude gestures.
- Extortion of goods or money.
- Writing offensive notes about others.
- Forcing others to act against their will.

Verbal Bullying:
- Using offensive names,
- Teasing
- Spreading rumours about others and their families.
- Using put-downs, belittling others’ abilities and achievements.
- Making degrading comments about another's culture, religious or social background.
- Ridiculing another's appearance.
- Hurtfully and intentionally excluding others from social groups.

Our School Anti Bullying Code

Our school code concerning bullying is displayed in every classroom to demonstrate our commitment to prevent bullying:

**Bullying**
- Is not allowed.
- No one likes it.
- No one deserves it.
- No one needs it.
- We must report it.
- We want it to stop.
- It will not be tolerated or accepted.
Our Anti-Bullying Policy requires Staff to:
- Be observant to signs of distress or reported incidents of bullying.
- Make efforts to remove occasions for bullying by actively supervising students during playground supervision duty.
- Take steps to help victims without placing the victim at further risk.
- Report suspected incidents to appropriate staff members.

Our Anti-Bullying Policy requires Students to:
- Refuse to be involved in any bullying situation.
- Be positive and pro-active bystanders.
- Report the incident or suspected incident by telling a teacher or filling in an incident report.
- Encourage students to report incidents of bullying behaviour to staff.

Our Anti-Bullying Policy requires Parents to:
- Watch for signs of distress in their child - e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- Advise their child to report incidents to a staff member, preferably when they occur.
- Inform the school if bullying is suspected.

Procedures at Quandialla Central School for dealing with bullying:
In line with the whole School Student Welfare Policy the following action will be undertaken to address bullying or harassment:

- Bullying incident reported to playground duty teacher or class teacher. Encourage the use of written or verbal reporting. (Proforma)
  - Investigating teacher interviews students concerned.
  - Policy is outlined to offending student/s (Education process)
  - Attempt to have student acknowledge and accept responsibility for behaviour (reflection sheet)
    - Outline consequences of continued bullying behaviour  ➔ School Discipline Policy
      - Where appropriate the incident is recorded in the RISC Records.
        - Monitor behaviour.
          - Follow up with student who has been bullied.
            - If student re-offends, Principal to conduct a meeting with Parents.

If our school community works as a team we will be able to prevent bullying occurring at our school.

Updated: 14th February, 2012