Our community values **integrity** in all aspects of life.
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*The Principal reserves the right to vary the application of the Student Wellbeing Policy in exceptional circumstances.*
Introduction

Alstonville High School is committed to providing a safe, respectful and supportive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values essential for their lifelong wellbeing.

This Student Wellbeing Policy has been developed so that students, teachers, parents, carers and members of the wider community can have a common understanding of the school values in the areas of Welfare and Discipline. It also aims to provide an explanation of how these values might be achieved and measured.

This policy is specific to the needs of Alstonville High School. It provides information about the expectations and processes applied in the school so that all members of the school community are aware of their rights and responsibilities. It is an important document that provides us with a way of achieving our school's goals. The policy strengthens the interaction between school and home and ensures social justice (equity, diversity and supportive environments) guides our school community.

The NSW Department of Education and Training supports public schools to recognise, value and develop each student as a total and unique person in the context of society. The purpose of this policy is to meet this important requirement.

1. This policy is to be implemented consistent with Occupational Health and Safety obligations for ensuring a safe and healthy working environment for staff, students and visitors at school.
2. The student wellbeing policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of the students.
3. The Alstonville High School Goal Statement was revised by students, parents, teachers and the wider community in 2010. The Goal Statement underpins learning, influences how people communicate, work together and make decisions. They are reflected in the policies and procedures of our school. The Goal Statement is shown on the front cover of this policy and displayed in the school on posters designed by students.
A. Our Core Values

**Values**

*We value and support:*

- A positive, healthy and safe learning environment
- Respectful attitudes and actions
- Diversity
- Pursuit of personal excellence
- Service to community
- Team work
- Quality learning and teaching
- Initiative, leadership and self discipline
- Resilience

**Learning**

*We aspire to be:*

- Lifelong learners
- Creative and critical thinkers
- Effective communicators
- Skilled in literacy and numeracy
- Independent and organised
- Competent and innovative with technology
- Environmentally, socially and culturally informed
- Caring and compassionate
# B. People, Places and Roles

<table>
<thead>
<tr>
<th>Title</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Front Office</td>
<td>Oversees student welfare</td>
</tr>
<tr>
<td>Mr David Silcock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Front Office</td>
<td>The Deputy Principals manage the Student Wellbeing Policy and liaise with staff, students, parents and outside welfare agencies. Deputy Principal coordinates Years 7, 9 and 11</td>
</tr>
<tr>
<td>David Schein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Front Office</td>
<td>The Deputy Principals manage the Student Wellbeing Policy and liaise with staff, students, parents and outside welfare agencies. Deputy Principal coordinates Years 8, 10 and 12</td>
</tr>
<tr>
<td>Mr Paul Grebert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Teacher (Teacher and Learning)</td>
<td>Front Office</td>
<td>Manages attendance, uniform and lateness. Liaises with staff, students and parents.</td>
</tr>
<tr>
<td>Mr Tony Ridgway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>Between Science and Industrial Arts</td>
<td>Provides counselling to students and support to their families. Also referral to or liaison with other health and welfare support agencies, as required</td>
</tr>
<tr>
<td>Mr Steve Rolliison &amp; Mrs Helen Newton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Teacher Equity</td>
<td></td>
<td>Responsible for providing support through the Learning Support Team and the Welfare committee. Liaisons with outside care agencies when required for individual students.</td>
</tr>
<tr>
<td>Mrs. Stephanie O’Brien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Advisor Girls</td>
<td>Maths Staffroom</td>
<td>Provides advice and guidance for girls. Responsible for programs that especially relate to girls. Coordinates immunisation.</td>
</tr>
<tr>
<td>Mrs Kerri Crethar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Advisor Boys</td>
<td>English Staffroom</td>
<td>Provides advice and guidance for boys. Responsible for programs that especially relate to boys.</td>
</tr>
<tr>
<td>Mr Jack Larrescy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Advisor</td>
<td>HSIE Staffroom</td>
<td></td>
</tr>
<tr>
<td>Mrs. Jillian Farrell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8 Advisor</td>
<td>Maths Staffroom</td>
<td>Organises timetables and class placements.</td>
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</tr>
<tr>
<td>Mr. George Parson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 Advisor</td>
<td>IA Staffroom</td>
<td>Provides advice and guidance for students from that year.</td>
</tr>
<tr>
<td>Mr. Geoff Timms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10 Advisor</td>
<td>Music Staffroom</td>
<td>The year advisor is a welfare role rather than a disciplinary role.</td>
</tr>
<tr>
<td>Mrs Colleen Bowles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 Advisor</td>
<td>Science Staffroom</td>
<td>Year Advisors are members of the Welfare Committee and Learning Support Team</td>
</tr>
<tr>
<td>Mr Stephen Maginnity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12 Advisor</td>
<td>IA Staffroom</td>
<td>Year Advisors are an important contact person for parents</td>
</tr>
<tr>
<td>Mr Geoff Colnan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Religious Educator (SRE)</td>
<td></td>
<td>Religious education, Welfare Committee, Pastoral Care, Peer support, Seasons for Growth.</td>
</tr>
<tr>
<td>Mr. Bruce Fleming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRC Coordinators</td>
<td>Roll 41 Music 2</td>
<td>Patrons of Students Respective Council</td>
</tr>
<tr>
<td>Mrs. Colleen Bowles, Mr. Tim Sawyer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCO</td>
<td></td>
<td>Provides counselling and support in cases of racial discrimination</td>
</tr>
<tr>
<td>Mrs. Jillian Farrell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Support Team</td>
<td></td>
<td>Provides support and resources for students with identified learning needs</td>
</tr>
<tr>
<td>Welfare Committee</td>
<td></td>
<td>Meet each term to review major welfare policy and procedure issues</td>
</tr>
</tbody>
</table>
A. School Rules

All students in NSW Government Schools are expected to:

- Attend school each day, unless they are legally excused, and be in class on time and prepared to learn.

- Maintain a neat appearance, including adhering to the requirements of the school’s uniform policy.

- Behave safely, considerately and responsibly, including when travelling to and from school.

- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

- Treat one another with dignity and respect.

- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.
B. Accepted Standards of behaviour

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Alstonville High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

A set of behavioural expectations in specific settings has been attached to each of our three General Expectations. The Behaviour Expectations Matrix below outlines specific behavioural expectations in all school settings in the context of our school rules.

### Behaviour Expectations Matrix

<table>
<thead>
<tr>
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<th>RESPECT</th>
<th>RESPONSIBILITY</th>
<th>PARTICIPATION</th>
</tr>
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|           | • Listen to and follow instructions  
• Respect rights and opinions of other, even if it is different to yours  
• Be courteous and respectful to all school community members  
• Listen to others  
• Speak politely and appropriately | • Leave prohibited and illegal items at home  
• Wear uniform/appropriate clothing  
• Always have correct equipment  
• Be accountable for your own actions  
• Follow instructions  
• Be honest  
• Go to toilet during breaks | • Listen, watch & learn  
• Be an active and positive part of groups and activities  
• Be aware of and seek out opportunities  
• Eat during breaks |
| Playground | • Care for environment  
• Treat equipment and areas respectfully  
• Respect feelings of other | • Keep area clean of rubbish and graffiti  
• Behave appropriately in passive/active areas | • Make sure you follow the rules of the passive/active area and play appropriate games there:  
• oval – soccer/football, basketball courts – hand ball games  
• Play fairly and safely |
| Classroom & Library | • Allow others to learn  
• Listen to others when they are speaking  
• Switch off phones and iPods | • Be on time  
• Use technology in line with contract and school rules  
• Do your best  
• Bring correct equipment  
• Attend all classes  
• Keep classroom/learning area tidy  
• Have a ‘buddy’ to help you catch up missed work | • Complete and submit activities; class, homework and assessments on time  
• Contribute to discussions and group work  
• Put your hand up when you wish to speak |
| Non Classroom Setting  
• Excursions  
• Sport  
• Assemblies  
• Bus Bay  
• Bus  
• Hallways | • Respect members of public and public spaces  
• Be attentive to special guests and speakers | • Behave appropriately  
• Be safe  
• Applaud when appropriate  
• Provide note if arrive late/leave early  
• Move smoothly and safely between classes  
• Move into assemblies quietly and safely | • Return notes and payments when due  
• Set a positive example for the school and others |
C. Strategies to Promote Effective Learning and Behaviour

The following strategies have been devised in accordance with the school’s Goal Statement and Department of Education and Training policies and procedures. Alstonville High School is committed to:

Providing a stimulating and secure learning environment by

- ensuring classroom activities are varied and appropriate to each student’s level of ability and interest
- ensuring that all student effort is valued
- encouraging a positive classroom environment
- respecting ourselves and others

Encouraging a positive home-school relationship through

- discussing when appropriate with parents and students their roles in promoting acceptable student behaviour
- providing opportunities for two way communication between parents and the school in the form of interviews, information nights, the School Council and the P&C
- inviting community involvement in decision making on committees, P&C and School Council and in other capacities deemed appropriate in the school
- valuing the diverse backgrounds of students

Catering for the interests, needs and attitudes of individual students by

- providing a diverse range of opportunities and resources throughout the school
- teacher assessment and planning which caters for the needs and learning styles of individual students within each class
- providing appropriate support programs and personnel (see below)
- applying all areas of policy and procedures where appropriate

Clearly establishing and communicating expectations through

- parent meetings, newsletters and policy documents
- roles and responsibilities being clearly established and adhered to in the classroom
- rewarding and valuing student effort and success
- our staged system of behaviour management
- support of the school discipline committee

Providing programs that develop self discipline, self esteem, self evaluation and communication by

- accepting the notion that making mistakes is a normal part of learning and encouraging students to accept this on their way to achieving their goals
- developing in students the skills to take responsibility for their actions through the use of such strategies as restitution and mediation
- including classroom and group learning experiences such as Peer Support, Peer Mediation, Anti-bullying Day, Spirit Week and other Personal Development lessons and programs
**Programs Provided at Alstonville High School**

- PBL – a program that aims to develop a respectful and responsible school community.
- Outlines of student expectations regarding standards and rules are easily accessible.
- Merit Certificates - mechanisms to reward positive behaviour (further information is included in the merit scheme outline on page 12)
- Year 11 Mentors - trained senior students providing support to younger students. Peer Support is comprehensive programme of support for students starting high school and Year 7 Camp
- Study Skills workshops - aiding students with strategies to help cope with their final years of high school
- Learning Support Team - devising individual learning programmes for students
- Integration -
- Student Representative Council - encouraging and incorporating participation in decision-making
- Gifted and Talented Program - providing support for our more gifted students (for more detail refer to our Gifted and Talented Students policy)
- Student Support Scheme - financial support for those most in need
- Excursions - sporting and cultural experiences
- Seasons for Growth (Grief Support) - help for students in times of grief or loss
- Leadership Training - opportunities for students to develop leadership skills
- Mentor Programme – Senior students link up with a nominated mentor to help with reaching potential
- Regular communication with parents/carers including Parent/Teacher meetings, regular reporting of student achievement, school newsletter, web page, School Council, P&C meetings, Year 7 welcome BBQ, Year 12 breakfast, assemblies and award functions, warning letters
- Weekly school welfare meetings
- Boys Club for social support networking for special needs students
- Rock and Water for the development of social and emotional skills
- Peer Mediation
- Duke of Edinburgh
- Shift – Christian Social Group
- School To Work Program
- Work Experience
- Youth Pathways
- Motivational Media presentation assisting students making appropriate life choices
D. Strategies and Practices to Recognise and Reinforce Student Achievement

Merit Scheme Outline

The aim of our merit scheme is to encourage all students to achieve and develop a sense of pride in their achievements. Student effort is recognised by award of a Merit Certificate. EFFORT in areas of sport, study, citizenship, culture and leadership are recognised. These awards are not purely academic awards and should be available for all students who work to the best of their efforts on a consistent basis.

The cumulative outcome of consistent and repeated effort is illustrated by the following flow chart:

*All merit certificates to be handed to Janita Gordon for processing

*All certificates are redeemable in the calendar year they are issued
E. Strategies and Practices to Manage Inappropriate Student Behaviour.

a. Alstonville High School Behaviour and Outcome Guide

Teacher intervention allows students to make a choice between right and wrong. It also recognises that they are young people growing up and are subject to normal ups and downs.

### BEHAVIOUR - STUDENT

#### Low Level Misbehaviour
- Involved in setting standards, students are encouraged to take responsibility for their learning and behavior
- Disrupting class, calling out, silly noises, talking, interruption the learning of others
- Lateness to class
- Failure to complete work/homework
- Disrespect, failure to follow instruction, arguing
- Not following classroom rules, chewing gum, hats
- Small amounts of inoffensive graffiti

#### Mid Level Misbehaviour
- Repeating any low level behaviour
- Disrespect of staff
- Harassment / bullying
- Anti social behavior; spitting, swearing, gestures
- Dangerous conduct
- Leaving school grounds
- Out of uniform, no note
- Inappropriate internet use
- Truancy / poor attendance

### OUTCOME

Teachers will utilize one or more of the following:

#### TEACHER
- Establish clear boundaries to help students identify acceptable and unacceptable behaviours.
- Warning
- Moved in class, sent to another class
- Detention or Playground clean up
- Contact parent
- Record Behaviour – purple slip if deemed necessary
- Discuss behaviour/Restitution
- Repeated offences refer to Head Teacher
- RISC entry

#### HEAD TEACHER (Purple Slip)
- Any of above plus
- Head Teacher interview
- Temporary withdrawal from class
- Serious incidents reported to Deputy Principal
- Incident report requested
- Faculty conduct card (Blue)
- Attendance (HT Teacher Learning)
  - Refer to Discipline Committee
- Detention
  - Contact home
- Restitution
  - RISC Entry

#### DISCIPLINE COMMITTEE (Green Card)
- Any of above plus
- Placement on conduct card
- Parents informed
- Privileges withdrawn; socials, excursions
- Student counseling
- Detentions
- Exclusion from playground areas
  - Refer to Deputy Principal

#### DEPUTY & PRINCIPAL (Orange Card)
- Any of above plus
- Afternoon detention
- Parent interview
- Placed on Personal Improvement card
- Placement with Head Teacher
- Time Out
- Short suspension
- Long Suspension
  - Expulsion
  - Police Referral
  - Privileges withdrawn

Only for serious offences: assault/drugs/abuse/sexual harassment etc.
Description of Terms used in Behaviour and Outcome Guide

(Under Development)

Green Card
This is introduced when there have been ongoing classroom problems and is a method of monitoring classroom behaviour. The book covers a set period of time and is to be signed by each teacher and by the parent each night. The green card will be issued by the Discipline Committee.

Blue Card
Students who request assistance in supporting their own behaviour will be monitored with a Blue Card. The blue card is issued by the Year Advisor.

Orange Card (School Individual Behaviour Plans)
Individual Behaviour Plans are developed to support a positive re-entry to the school for students when they return from suspension. These will be developed by the Deputy Principal in consultation with the behaviour support team.

Faculty Classroom Individual Behaviour Plans
Classroom individual behaviour plans will be developed by individual teachers and head teachers to identify specific classroom behaviours. These will be signed every lesson by the classroom teacher and signed each evening by the parent or caregiver.

RISC
Register of Individual Student Contact (RISC). Record of acceptable and unacceptable student behaviour on a data base. This is a record of behaviour which can be requested when students transfer between government schools.

b. Other Discipline Strategies

Special Discipline Strategies
Special discipline strategies will be implemented, where possible, for students with special behavioural needs. The Principal reserves the discretionary right to vary policy should the needs of a student so require.

Withdrawal of Privileges
Any student regarded as not demonstrating acceptable standards of behaviour may, at the discretion of the Principal or Deputy Principal, have all privileges withdrawn, e.g. not allowed to attend excursions, sporting visits, school socials or any other activities additional to normal lessons.

Restitution
Under an amendment to existing legislation, from 1997 schools may include in their discipline codes a requirement that students who have caused property damage, or have seriously misbehaved, are to perform reasonable work or service for the school.

Where a student causes damage to school property, or otherwise is responsible for losing property or equipment, the student can be asked to repair or replace the property or equipment or in some other appropriate way carry out works or services to repair or compensate for the damage or loss they have caused.

Where someone else (student or staff member) is offended in some way by a student's remarks or behaviour, the student causing the offence will be expected to make amends in an appropriate manner.

Information regarding the procedures for resolution of complaints is available from the school.

This document should be read in conjunction with the NSW Department of Education and Training Policy "Procedures for the Suspension and Expulsion of School Students".
Appendix 1

Anti-bullying Plan

This plan sets out how Alstonville High School deals with bullying behaviour in our school. It includes specific strategies for identifying, reporting and dealing with bullying behaviours. This Plan is a key part our school’s planning for student wellbeing and effective learning.

Alstonville High School’s Values state that

“We aspire to be caring and compassionate”

Bullying and Harassment in Context

Public schools are inclusive environments, 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 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. Partnership with parents, caregivers, students and the wider community is central to the success of this process.

Plan Statement

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

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 community have a shared responsibility to create safe and happy environment, free from all forms of bullying.

Definition - Bullying Behaviour

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, intimidation and victimisation of others.

Bullying behaviour can be;

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
• psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Responsibilities

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:
• Actively support the Alstonville High School’s Values through words and actions
• Promote positive relationships that respect and accept individual differences and diversity within the whole school community
• Actively support the Anti-bullying Plan through words and actions
• Actively work together to resolve all incidents of bullying behaviour when they occur

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to:
• Know that their concerns will be responded to by school staff
• Be provided with appropriate support (for both the subjects of and those responsible for the behavior)
• Participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to:
• Behave appropriately, respecting individual differences and diversity
• Follow the school Anti-bullying Plan
• Respond to incidents of bullying according to our school Anti-bullying Plan

Parents and caregivers have a responsibility to:
• support their children in all aspects of their learning
• be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
• support their children in developing positive responses to incidents of bullying consistent with our school Anti-bullying Plan.

Alstonville High School has a responsibility to:
• develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
• inform students, parents, caregivers and the community about the School Wellbeing Policy and Anti-bullying plan
• provide students with strategies to respond positively to incidents of bullying behavior, including responsibilities as bystanders or observers
• provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behavior
• communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behavior involving their children
• follow up complaints of bullying, harassment, intimidation and victimisation.
Teachers at Alstonville High School have a responsibility to:
- respect and support students in all aspects of their learning
- model appropriate behavior
- respond in an appropriate and timely manner to incidents of bullying according to our school Anti-bullying Plan.

**Strategies to Prevent Bullying**

Strategies used at Alstonville High School to teach the skills and understandings that will lead to eliminating bullying behaviour are included in the Student Wellbeing Policy – Strategies to Promote Positive Behaviour for Learning and Programs provided at Alstonville High School.

These strategies are:
- taught across key learning areas
- reinforced consistently through school practices that promote respectful relationships.

These strategies will:
- empower the whole school community to recognize and respond appropriately to bullying, harassment and victimisation
- contribute to the general health and wellbeing of all students.

**Strategies to Deal with Bullying and Procedures for Handling Bullying Complaints**

Refer to Flowchart below

**Evaluation:**
- Annual bullying survey.
- Seek feedback through P&C and SRC.
- Monitor and review frequency and seriousness of bullying notifications.
- Consultation with various student groups to monitor and evaluate bullying issues in the playground.
- Ongoing teacher and staff review re bullying programs.
What to do if you witness Bullying
1. Encourage the victim to tell a teacher &/or parent.
2. Support your friend with an “I” statement. (eg. “I do not like the way you are treating Mary.”) Be firm but do not yell or argue.
3. Support any student being bullied.
4. Students in a group or individually talk to the bully and encourage bully to see victim’s point of view/feelings.
5. Refuse to join in their bullying or give them positive recognition when they are bullying.
6. Report the incident to a teacher.

Strategies to Deal with Bullying
Alstonville High School's strategies for handling bullying complaints are based on the *Restorative Justice Approach* described by the Australian Institute of Criminology. That is the handling of bullying complaints makes it clear to the offender that their behaviour is not condoned within the school community and at the same time provides respectful support for the individuals involved. There are five principles that underpin this approach:
1. Students who bully can change their behavior
2. Bullying behaviour is the problem, not the person
3. Harm caused must be acknowledged
4. Reparation is essential
5. Bullies and the bullied require support and care

Summary of Strategies and Procedures to Deal with Bullying

**What to do if you are Bullied**
If you are bullied ask yourself,

- IS THIS REALLY A PROBLEM?
- Remain neutral to others.
- Self-Manage and Monitor

- Ask yourself, CAN YOU MANAGE IT? CAN YOU TELL THEM TO STOP?
- Yes
- No

**Serious Incidents**
Serious incidents of bullying should always be reported to teachers. These include:
- Physical violence
- Intimidation
- Verbal abuse
- Racism
- Sexual misbehaviour
- Theft

**WHAT HAPPENS WHEN A REPORT HAS BEEN MADE? LEVEL 1 – DEALT WITH BY ALL TEACHERS AND HEAD TEACHER**
- The teacher will provide you with coping strategies and the incident is referred to a Head Teacher.
- The HT & CT will discuss the bullying complaint with both the victim & the alleged bully.
- The victim & HT will complete a Bullying Incident Report once bullying behaviour has been confirmed.
- The HT will complete an Interview Sheet Bullying Behaviour with bully/bullies & ask them to complete & sign a Student Agreement to Cease Bullying Behaviour. Bully is on first level of anti-bullying program.
- Incidents are recorded on RISC & a letter will be sent home (Bully & Bullied student).
- Year Adviser & DP will be informed & further incidents of bullying behaviour will be handled by the DP.

**WHAT HAPPENS IF THE BULLYING DOES NOT STOP OR THE BULLY BULLIES ANOTHER STUDENT A SECOND/THIRD TIME OR SERIOUS BULLYING OCCURS? LEVEL 2 – DEALT WITH BY HEAD TEACHER AND DEPUTY PRINCIPAL**
- Report the repeated bullying to the same HT that handled the first report or the DP.
- Students interviewed & reports written.
- If continued bullying is confirmed, the bully will receive an official warning of suspension for aggressive behavior. Bully is on second level of anti-bullying program.
- Incidents are recorded on RISC & a letter will be sent home (Bully & Bullied student).
- A third confirmed bullying report or serious bullying will result in suspension.
Appendix 2

Suspension and Expulsion of School Students

New South Wales Department of Education and Training Procedures for the Suspension and Expulsion of School Students can be found at: