



WALGETT COMMUNITY COLLEGE

Our school community is built on safe, respectful, happy learners, striving for Courage and Excellence.

Student Wellbeing and Discipline Policy

2017

Statement of Purpose

This document has been developed to ensure that the students of Walgett Community College learn in an environment that is safe, happy and educationally focused. It is based on The Values of NSW Public Schools, which includes - love of learning, aiming for high standards, care and respect for ourselves and others, care and respect for families and communities, respect for work and being proud Australians and citizens of the world.

At Walgett Community College all members of the school community are involved in maintaining an environment that aims to provide effective learning and teaching within a secure, well-managed environment in partnership with parents/caregivers and the wider school community based on shared responsibility and mutual respect. Members of the school community aim to meet the needs of students by acknowledging appropriate attitudes and behaviour. Guidelines, expectations and consequences are clearly stated and managed consistently.

The Student Wellbeing and Discipline Policy is divided into five parts:

- The discipline code
- Strategies to promote positive student behaviour and learning
- Practices to recognise and reinforce student achievement
- Strategies for dealing with unacceptable behaviour
- Rights and responsibilities

The Discipline Code

Walgett Community College discipline system incorporates consequences for students whose behaviour is unacceptable and inappropriate. Each student must follow the Department of Education Behaviour Code for Students and the Walgett Community College School and Class Rules.

Walgett Community College expectation's have been developed to meet the needs of the school community and were developed in consultation with students, staff, parents and the Walgett Community.

The Department of Education stipulates that all students in all government schools must follow core rules. These are clearly outlined in the [Behaviour and Expectation Code and Expectations for Students](#).

This document states that in NSW public schools students are expected to:

- respect other students, their teachers and school staff and community members.
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning.
- respect all members of the school community and show courtesy to all students, teachers and community members.
- resolve conflict respectfully, calmly and fairly.
- comply with the school's uniform policy or dress code.
- attend school every day (unless legally excused).
- respect all property and the environment.
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- not bully, harass, intimidate or discriminate against anyone in our schools.

Walgett Community College is guided by the following Departmental policies relating to behaviour and conduct in schools.

- [Core Rules in NSW Schools](#)
- [Values in NSW Public Schools](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [School Attendance Policy](#)

- [School Uniform Policy](#)
- [Suspension and Expulsion of Students – Procedures](#)
- [Anti-Racism Policy](#)
- [Work Health and Safety Policy](#)

Strategies to promote positive student behaviour and learning

Positive Behaviour for Learning

Walgett Community College is a PBL School. PBL promotes improving student academic and behaviour outcomes through the most effective and accurately implemented instructional and behavioural practices and interventions as possible. PBL provides an operational framework for achieving these outcomes.

There are six important principles, which underpin the PBL process;

- Develop a continuum of scientifically based behaviour and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behaviour
- Teach and encourage pro-social skills and behaviours
- Implement evidence-based behavioural practices with consistency, transparency and accountability
- Screen universally and monitor student performance & progress continuously

Walgett Community College has a PBL team. This team is responsible for developing and implementing welfare and discipline initiatives within the school. It ensures that the above principles of PBL are undertaken at Walgett Community College. The PBL team meets regularly and all staff members, students and the community are invited to attend the meetings.

Three core values are reflected at Walgett Community College and these are

SAFE, RESPECTFUL and HAPPY LEARNERS

Student Wellbeing and Discipline Policy

Through consultation with all staff, students and the broader community Walgett Community College have developed a Matrix (below) that outlines the expected behaviours across all settings in our school and to promote good discipline and effective learning in our school.



Walgett Community College Positive Behaviour for Learning Matrix



VALUES	ALL SETTINGS	TOILETS	CANTEEN	ASSEMBLY	OFFICE/ STAFF ROOM	OVAL	CONCRETE	BUS LINES	WALKWAYS	BEFORE/ AFTER SCHOOL
SAFE	Follow WHS procedures Report problems Support yourself & others Keep body to self Keep area clean & tidy Right time, right place	Ask adult for permission to use bathroom Wash hands with soap Turn off taps Clean up after yourself Report unsafe behaviour Keep food outside toilet area Walk whilst in bathroom	Line up Wait your turn	Remain in seat	Use office pass	Wear hat Wear shoes	Walk on hard surfaces	Enter bus one at a time Remain seated on bus	Keep left Use rails	Be on school premise during school hours
RESPECTFUL	Use appropriate language Follow instructions Appropriate use of all equipment Rubbish in bins Be an active listener Use manners Treat others the way you want to be treated	One person per cubicle, at a time Flush toilet after use Allow others privacy	Wait quietly Greet canteen staff	Enter and leave hall quietly Sing school song and national anthem Remove hat	Knock before entering Wait for adult to acknowledge before entering	Be a good sportsperson Return borrowed equipment on time	Return borrowed equipment on time	Go to bus lines quickly Acknowledge bus driver Wear helmet, when riding a bike	Use quiet voice	Greet peers and staff
HAPPY LEARNERS	Attend school every day counts Make healthy choices Participate in learning Allow others to learn & play Ask for help when needed	Return from bathroom promptly Use bathroom at break times Use toilet paper correctly Use taps correctly	Have your order ready Have your money ready	Acknowledge appropriately- applause	Return from office promptly			Take care of belongings Help younger students		



Our school community is built on safe, respectful, happy learners, striving for our motto of *Courage and Excellence*.



Stemming from the Positive Behaviour for Learning Matrix is the Expected Behaviour for all settings that are explicitly taught and displayed across both sites for teachers and students to refer to when dealing with school behaviour.



Walgett Community College
Wellbeing Matrix



VALUES	<u>ALL SETTINGS</u> EXPECTED BEHAVIOURS
SAFE	<p>Follow expectations that keep us healthy and safe at school</p> <p>Report problems</p> <p>Support yourself & others</p> <p>Keep body to self</p> <p>Keep area clean & tidy</p> <p>Right time, right place</p>
RESPECTFUL	<p>Use appropriate language</p> <p>Follow instructions</p> <p>Appropriate use of all equipment</p> <p>Rubbish in bins</p> <p>Be an active listener</p> <p>Use manners</p> <p>Treat others the way you want to be treated</p>
HAPPY LEARNERS	<p>Attend school – every day counts</p> <p>Make healthy choices</p> <p>Participate in learning</p> <p>Allow others to learn & play</p> <p>Ask for help when needed</p>



To further promote good discipline and effective learning a number of posters have been developed to support both staff and students around the school in a variety of settings.

VALUES	CANTEEN EXPECTED BEHAVIOURS
SAFE	Line up Wait your turn
RESPECTFUL	Wait quietly Greet canteen staff
READY TO LEARN	Have your order ready Have your money ready

VALUES	ASSEMBLY EXPECTED BEHAVIOURS
SAFE	Remain in seat
RESPECTFUL	Enter and leave hall quietly Sing school song and national anthem Remove hat
READY TO LEARN	Acknowledge appropriately- applause

VALUES	OFFICE/ STAFF ROOM EXPECTED BEHAVIOURS
SAFE	Use office pass
RESPECTFUL	Knock before entering Wait for adult to acknowledge before entering
READY TO LEARN	Return from office promptly

Practices to Recognise and Reinforce Positive Student Behaviour

Students who display positive behaviour may be rewarded using a variety of the following methods;

- In class rewards
- Contact with parents and caregivers
- Deadly postcards
- Receiving 'Deadlies' stickers in the classroom or the school

Deadly Stickers

At Walgett Community College we believe in acknowledging students who show appropriate behaviour and choices. To acknowledge positive behaviour in the playground, all school settings and classrooms students will receive 'Deadly Stickers'. These 'Deadlies' are then placed on large A3 Dragons. Each year level has a Dragon. Once this Dragon is full of 'Deadly' stickers the class receives a class reward. The reward is decided on by the class and consists of lunches, parties, movies etc. This achievement is promoted and advertised during weekly assemblies and around the school.

A3 Dragon



Deadly Sticker



Strategies for Dealing with Unacceptable Behaviour

Unacceptable behaviour is defined as any behaviour which:

- prevents students from enjoying their right to learn;
- prevents teachers from performing their right to teach or maintain effective supervision of other students; and /or
- places either students or staff in unsafe and/or threatening situations.

At Walgett Community College strategies are implemented which are designed to:

- assist students in using appropriate behavior;
- assist students in accepting responsibility for their behaviour and actions;
- assist students in developing strategies to use in similar situations and circumstances; and
- providing other students and staff respite from the disruption to their learning environment.

Classroom Rules and Expectations

Classroom rules are our avenue to protect everyone's right to ensure active enactment of each person's responsibilities whilst at school.

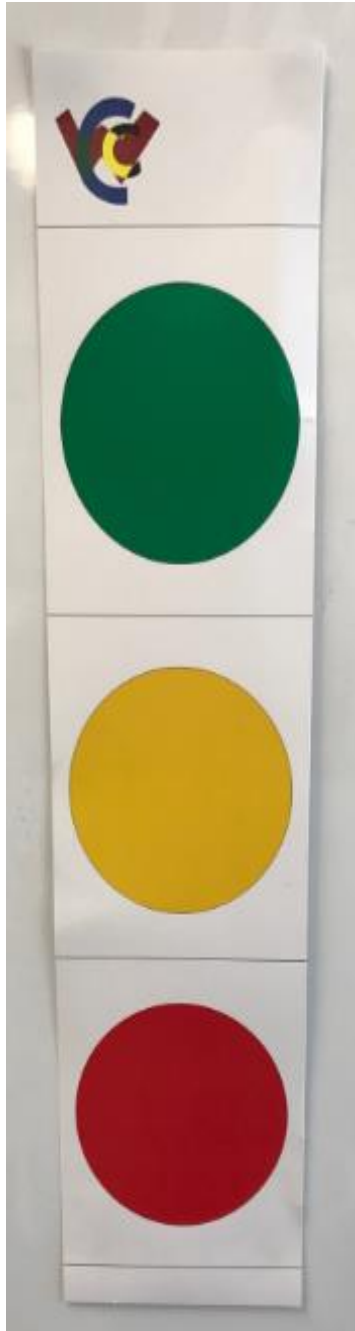
All teachers, at the commencement of the school year are to negotiate their classroom rules with the students. Consequences for breaching these rules are also to be negotiated. Classroom rules and consequences are to be prominently displayed in the classroom and continually referred to.

Teachers are responsible for maintaining consistency and fairness when implementing their classroom expectation and rules.

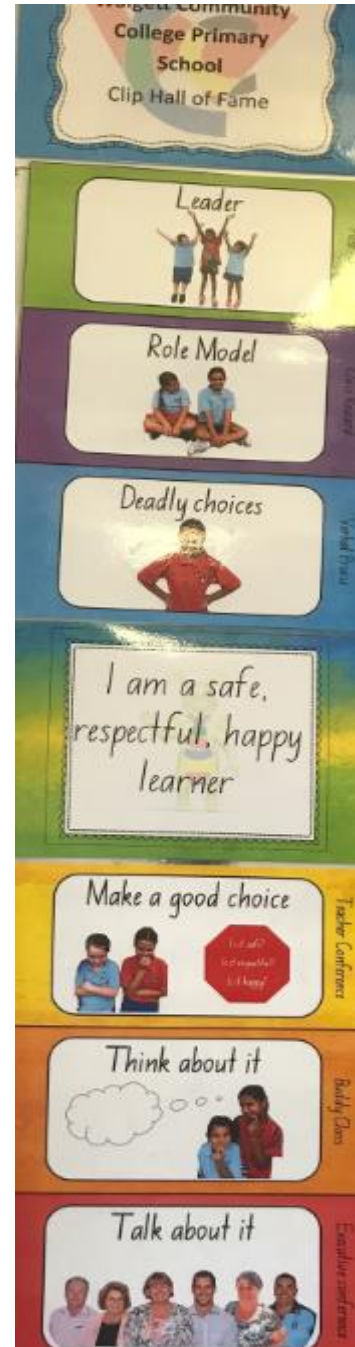
The staff are committed to an assertive discipline strategy where students are provided opportunities to reflect upon their behaviour and consider more appropriate ways of dealing with issues. This will be enhanced by the regular review of classroom rules and consequences for inappropriate behaviour. These opportunities are provided through a Clip Chart Hall of Fame at our primary site and the traffic light system at the high school.

For example:

Traffic Lights (High School)



Clip Hall of Fame (Primary School)



Responding to Problem Behaviours (Minor/Major)

At Walgett Community College positive behaviour and consistently following school expectations is encouraged by teachers using classroom reward systems. In instances where school expectations are not followed the following will occur:

WCC Responding to Problem Behaviours (Minor/Major) June 2017				
Teacher + feedback	Teacher can manage the incident (re-teach the skill)		Teacher requires support to re-teach skill/performance deficit	
- Free and frequent descriptive feedback for correct behaviours.	- Teacher managed (e.g. during class) - No Sentral Entry	- Action required after class - Sentral Entry with actions recorded	- Sentral Entry with action "Referral to HT/AP" - Notify HT/AP in person too	DP action * CALL for executive
Expected Behaviours	Managed Behaviour	Minor Incident	Major Incident	Executive Action Incident
SAFE Hands and feet to self Right time right place Be healthy Look after property of self & others Move safely Report problems	FIRST OCCURRENCE OF THE FOLLOWING Slow to line up/enter classroom Minor disrespectful language/aggressive tone to adult Not following instructions Littering	Truanting- late to class less than 5 minutes) Repeated physical contact with peers-rough play Repeated not following instructions Verbal disruption of learning to self & others Physical disruption of learning to self & others	Truanting – teacher not able to supervise Repeated direct swearing at others Repeated Verbal disruption of learning to self & others Repeated Physical disruption of learning to self & others Repeated Inappropriate use of electronic devices	IMMEDIATE RISK OF HARM Repeated Verbal threats/intimidation to others Repeated damage/destruction of property Repeated throwing objects with intent to harm
RESPECTFUL Encourage positive behaviour Speak calmly Use nice talk Use manners Wear uniform Active listening Rubbish in the bins Respect personal space	Inappropriate use of property Disrupting the learning of others- verbal Disrupting the learning of others- physical Inappropriate use of electronic device Negative comments to peers Low level indirect swearing	Repeated negative comments to peer (bullying) Damage to property that can be cleaned/fix by student Refusal to pick up rubbish Inappropriate use of property	Verbal threats/intimidation to peers (first occurrence) Verbal threats/intimidation to adults(first occurrence) Damage/destruction of school property – student unable to repair Repeated Inappropriate use of property	Directed spitting Repeated use of objects as weapons
HAPPY LEARNER Do your personal best Follow instructions Use calm space Come to school	Off task/refusal to participate – after support offered Throwing objects- without intent to harm Indirect spitting	Inappropriate use of electronic devices Repeated low level indirect swearing Out of bounds – within sight and sound Throwing objects without intent to harm Indirect spitting	Low level physical violence to peers – first occurrence Low level physical violence to adults – first occurrence Throwing objects with intent to harm Directed spitting Inciting others to fight Using objects as weapons Theft/stealing others property	Repeated physical violence to peers Repeated physical violence to adults Risk taking behaviour – putting self of others in imminent danger Suspected under the influence of drugs/alcohol Sighted drugs/alcohol on person
AGREED ADULT STRATEGIES TO TEACH AND SUPPORT STUDENTS				
Free and frequent, descriptive feedback for correct behaviours	1.Rule reminder 2.Re-direct 3.Re-teach the + skill	Essential skills - CM		
		Teacher to follow up and re-teach the skill before exit class or during break		

Detention - Reflection Room

- Students who have been issued with a detention and recorded on Sentral, will spend some of their lunch time in the Reflection Room.
- A student who fails to turn up to detention will have their detention doubled.

Withdrawal from Extra-Curricular Activities

If a student receives 3 detentions within one school week, this will result in privileges being withdrawn, such as involvement in extra-curricular activities. The student may also be placed on an individual Monitoring Card to be monitored by the Deputy Principal.

If the unacceptable behaviour continues, the Deputy Principal/Principal will then issue a 'Warning of Suspension' note.

Continually disruptive, unsafe, illegal, violent or aggressive behaviour will be dealt with by the Principal and will result in parent notification, counselling, and/or involvement in other behaviour programs.

In certain circumstances involving the threat or use of violence, possession of suspected illegal drugs, possession of a prohibited weapon, instances of persistent disobedience or engaging in criminal behaviour related to the school, suspension from school will occur in accordance with the "Procedures for the Suspension and Expulsion of School Students" issued by the DoE 2015.

Prohibited Items

At Walgett Community College, the following items must not be brought to school.

- chewing gum
- knives, weapons of any description
- illegal drugs (medications to be taken to office)
- matches and lighters
- toy guns, swords, toys with sharp edges
- mobile phones – to be taken to office during school hours
- expensive toys
- electronic toys
- other items that cause problems to students and teachers at the discretion of the Principal

Not to be Worn

At Walgett Community College the following must not be worn.

- thongs
- short clothing including singlets and shorts of an inappropriate length
- clothing depicting drugs/alcohol logos.

Sport Expectations (Code of Conduct)

The following code of conduct is designed to highlight:

- the principles of enjoyment, satisfaction and safe play in sport
- that students participate for their own enjoyment and development and not to fulfill the desires of others.

Participating students will follow a code of conduct at the commencement of each PSSA season.

- I will remember that the goals of the game are to have fun and improve my skills.
- I will compete by the rules and always abide by the referee / umpires decision.
- I will be a good sport and be modest in success and generous in defeat.
- I understand that representing my school, on the sports field, is a privilege and therefore inappropriate behaviour at school or in the classroom could lead to suspension or exclusion from the team.

Suspension and Expulsion Policy

Suspension allows children the time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour that led to the suspension and to act positively to change their behaviour in order to meet the school's expectations in the future.

The procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school-endorsed activities e.g. excursions and sporting activities.

It is the Principal's responsibility to exercise judgement based on the student's record, the degree and length of support given to the student, the response of the student & the circumstances of the misbehaviour.

A process of procedural fairness will ensure:

- the student's right to know about the allegations and actions, and the right to respond to them
- the student's right to an unbiased decision.

Suspension may be "short" (up to and including 4 school days) or "long" (up to and including 20 school days).

A 'short' suspension may be imposed for:

- Continued disobedience including defiance, disruption to other students, minor criminal behaviour, use of alcohol or the persistent use of tobacco
- Aggressive behaviour including, but not limited to, hostile behaviour directed at any member of the school community such as verbal abuse or sending abusive electronic messages

A 'long' suspension will be imposed immediately and consistently for:

- Physical violence
- Being in possession of a firearm, prohibited weapon or knife without reasonable cause
- Use or possession of an illegal substance (not alcohol or tobacco) or supplying a restricted substance
- Persistent misbehaviour
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour relating to the school

All students who return from suspension must participate in a successful return from suspension meeting with the Principal or their delegate and a parent/carer. Following this meeting students will return to school and be placed on Monitoring Card (primary school)

or attend the re-engage center (high school) to participate in personalised programs designed to support students return to class.

Expulsion:

In serious circumstances of misbehavior the principal may expel a student of any age from their school. The Principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning. The Principal may expel students in line with the NSW DoE's Suspension and Expulsion Policy.

This directly aligns with the [Departments Suspension and Expulsion of School Students – Procedures](#). (**Appendix 1**)

[Preventing and Responding to Student Bullying in Schools Policy](#)

[Anti-Racism Policy](#)

Learning and Support Process

Walgett Community College is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

An Individualised Education Plan (IEP) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. It is required to provide additional support or an alternative or modified program, environment or curriculum. Students requiring an ILP are selected by teachers and are updated each semester and signed by the parent/carers and classroom teacher.

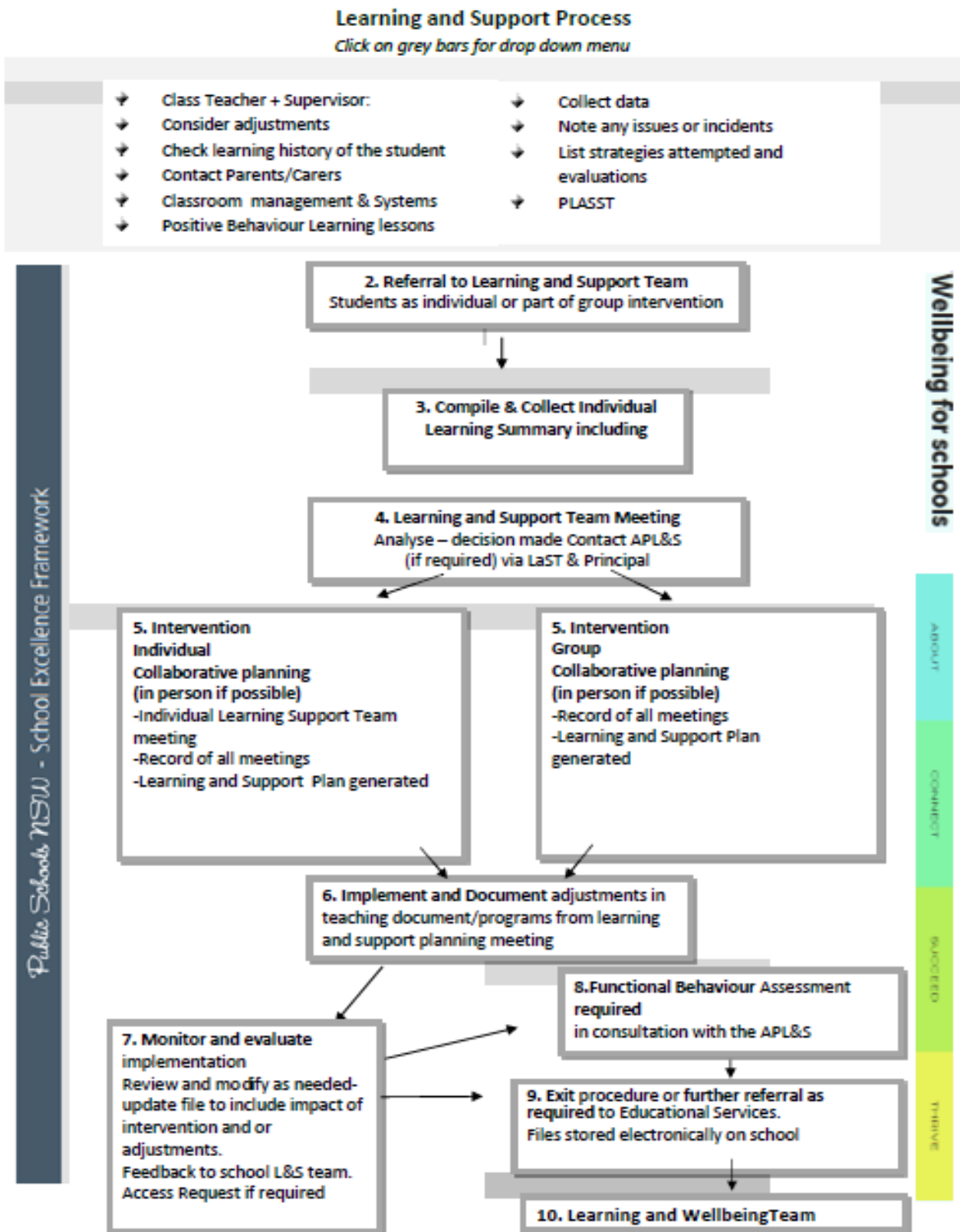
All Aboriginal and Torres Strait Islanders have an individualised Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carers and classroom teacher.

Students with identified **health care** needs are required to have an individualised health care plan. The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs. This is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent.

This must be provided to the school by the parent/carers and updated at least annually. Health care plans are required for students:

- diagnosed with asthma, type 1 diabetes, epilepsy or anaphylaxis.
- diagnosed as being at risk of an emergency.
- who require the administration of health care procedures.

Learning and Support Team Referral Process Flowchart



Attendance Policy

It's Cool to be at School

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options.

Schools in partnerships with parents are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences.

This document supports the [School Attendance Policy](#) (2015)

RESPONSIBILITIES OF THE SCHOOL WHEREVER POSSIBLE:

- Provide a safe learning environment enabling students to achieve the best possible outcomes
- Work with parents, carers and the local community to increase student attendance
- Monitor all student attendance and work with students and parents/carers to improve attendance where a concern has been raised
- Provide support through the school Welfare Team to address concerns leading to poor attendance
- Promote the benefits of regular school attendance
- Deliver quality curriculum based lessons
- Implement a reward system for 100% attendance and improved attendance
- Provide parents/carers timely feedback on all daily absences and fractional truancy

RESPONSIBILITIES OF THE STUDENT:

- Attend school consistently and actively participate in learning opportunities
- Whilst present at school attend all lessons promptly
- Attend school wearing the correct school uniform
- To comply with the school's welfare and discipline code

RESPONSIBILITIES OF THE PARENTS/CARERS:

- The *Education Act 1990* requires that parents (including carers) ensure that children are enrolled at and regularly attend school.

Student Wellbeing and Discipline Policy

- Provide written or verbal confirmation regarding student absences. If a student has more than 3 unexplained/unjustified absences in the previous 5 week period, that student will be placed on the Attendance List and will be unable to participate in extra-curricular activities until attendance improves.
- Work alongside Walgett Community College to promote 100% attendance.

WHAT IS A JUSTIFIED REASON FOR BEING ABSENT FROM SCHOOL?

Justified reasons for absences may include the student:

- Having an unavoidable medical or dental appointment (preferably, these should be made after school or during holidays)
- Being required to attend a recognised religious holiday
- Being required to attend an exceptional or urgent family circumstances (such as attending a funeral)
- Being sick, or having an infectious disease
- Any other leave permitted by a doctor or psychologist for ongoing mental health or general health concerns (documentation must be provided to the school to support this leave)

ABSENCES FOR REASONS SUCH AS SOME OF THE FOLLOWING MAY NOT BE JUSTIFIED:

- Shopping
- Sleeping in
- Working around the house
- Minor family events such as birthdays
- Hair cuts

LATE ARRIVAL NOTICE TO PARENTS:

Walgett Community College sends out mobile text messages to primary carers when students arrive late to school. This is to ensure parents/carer's are aware of their child's late attendance on any given day.

Parents and carer's can now promptly respond to explain their child's late arrival to school.

Mobile text messages will also be sent to primary carers indicating a student's absence if communication has not been received by the school that morning explaining the absence.

We thank all parents and carers for their ongoing support of the Walgett Community College Attendance Program and our efforts to provide positive learning outcomes for our students.

KEEPING THE SCHOOL INFORMED:

If your child has to be absent from school, it is important to tell the school and provide a reason for the absence. To explain an absence the **student's primary carer may:**

- Send a note or email to the school
- Telephone the school's Front Office
- Visit the school and speak to someone in person
- Respond to the text message sent by the school

The Principal (or delegate) of the school has the right to question an explanation given for a child's absence from school. Where a pattern of absence is identified, the Principal (or delegate) may request parents/carers to submit documentation justifying absences in the future. If documentation can't be presented to the school, the absences may be recorded as unjustified.

HOLIDAYS:

Parents and carers are encouraged not to withdraw their children from school for family holidays. If this is necessary parents should discuss these absences with the Deputy Principal at which point an Attendance Exemption from attendance at school may be put in place. This will ensure that these absences are not permanently recorded as unjustified.

ARRIVAL ON TIME:

Arriving at school and class on time:

- Ensures that students don't miss out on the important learning activities scheduled early in the day when the students are most alert
- Helps students learn the importance of punctuality and routine
- Gives students time to greet their friends before class and therefore,
- Reduces the opportunity for classroom disruption

Lateness is recorded as partial absence and must be explained by parents or carers in the same way as other forms of absence.

MUST MY CHILD ATTEND ALL ACTIVITIES (INCLUDING SPORT)?

YES. Sport and other physical activities help the healthy physical and mental development of children. Sport and sports carnivals are normal school activities and students must attend.

Students are NOT encouraged to use sport afternoon to attend appointments. Participation in sport is an important part of their development and education.

CONSEQUENCES:

At Walgett Community College the consequences or impacts of unexplained or unjustified absences might include the following:

- Ineligibility to represent school in sporting teams
- Ineligibility to represent school in extra-curricular activities
- Exclusion from non-mandatory excursions, and;
- Exclusion from school functions such as school discos.

ATTENDANCE EXPECTATIONS:

All students should:

- Aim for 100% attendance
- When absent, provide a justified reason for the absence
- Be on time and ready for all school activities and lessons
- When late, make sure you sign in at the Office
- Ensure they sign out through the Office if sick and need to go home early

To further support attendance at Walgett Community College MPREC provides services associated with the Remote School Attendance Strategy (RSAS) in our school.

The Remote School Attendance Strategy (RSAS) is designed to lift school attendance levels in selected remote communities through employment of local School Attendance Supervisors (SAS) and School Attendance Officers (SAO) who work with our school, families, and students to ensure they go to school every possible day.

MPREC employs local community members in the role of school attendance supervisors and school attendance officers to help students get to school.

The RSAS teams work with Walgett Community College to help parents and families make sure students have what they need to go to school each day and also work closely with teachers, parents and the community to develop a community plan to identify ways to ensure all children in the community go to school every day.

The RSAS initiative is proudly funded/supported by the Australian Government.

Our RSAS team in Walgett help with things such as:

- Talking to children and families about the importance of regular school attendance.
- Working with families where children are not attending school to find out why and what can be done to help them get there.
- Providing practical support like driving children to school or helping to organise school lunches, uniforms, homework and after-school care.
- Working with the school to monitor attendance and follow up on student absences.
- Celebrating and rewarding improved attendance.
- All school attendance team members have current Working With Children checks and participate in work-related learning activities.

Please see the Compulsory School Attendance policy developed by the Department **(Appendix 2)**.

[Remote School Attendance Strategy](#)

Rights and Responsibilities

Rights

At Walgett Community College everyone has rights.

- Students have a right to maximise learning opportunities and to work and play in a secure, encouraging environment.
- Staff have a right to teach quality programs in a safe and supportive environment and to be treated with respect.
- Parents have a right to participate in the learning partnership.
- Visitors have a right to feel welcome in the school and be treated with respect.

Responsibilities

At Walgett Community College everyone has responsibilities.

Students have a responsibility to:

- Be responsible for their own actions.
- Work together to solve problems.
- Act in a safe and responsible manner.
- Bring credit to and have pride in their school.
- Complete set tasks punctually, seek guidance when needed and demonstrate pride in performance.
- Maximise benefits from learning programs through regular attendance.
- Respect others' right to learn.

Staff have a responsibility to:

- Develop, implement and monitor quality programs for all students.
- Provide collegial support for peers and work as a team towards identified school goals.
- Encourage student self-esteem and achievement.
- Fairly allocate and use resources.
- Provide for student safety through punctual and visible disciplined playground supervision.
- Adhere to the profession's code of conduct.

Parents have a responsibility to:

- Support the school's rights and responsibilities charter.
- Develop a cooperative bond with teachers to enhance student learning and social wellbeing.
- Actively pursue relevant student and school information.
- Ensure their child is at school at the appropriate time and leaves school at the appropriate time.

- Send their child to school with appropriate equipment that won't cause harm (no glass bottles, knives, can openers etc)

Walgett Community College Anti-Bullying Policy

In accordance with the Statement of Purpose, Walgett Community College is an inclusive environment where diversity is affirmed and individual differences are respected. Every student has the right to come to school and feel safe and as such harassment and victimisation is prohibited. This includes students who have disabilities, or any student who has an associate with a disability.

What is Bullying?

Bullying can be:

- Physical - punching, hitting, pushing, tripping, and damaging property, taking peoples' things, even for a joke.
- Verbal - teasing, name calling, demanding money or goods, using words, eg "I'm gonna get you", "You're dead", intimidation of others, racist comments.
- Social/Psychological - threatening looks, shutting people out of groups, ignoring others, making rude gestures, spreading rumors, playing nasty jokes, mimicking others, including others to join in.
- Cyberbullying - harassing and or threatening mobile phone or email messages, fake profiles on websites, threatening or bullying statements on Facebook or any other Social Media website.

Why we have an anti-bullying policy.

Bullying is harmful to all people involved. This includes the victim, the person or people doing the bullying, and those who see it happen (the bystanders).

It can cause victims to refuse to come to school, interferes with learning, and can affect the ability of a victim to form friendships with others. Bullying may also cause depression in some students.

FOR STUDENTS:

What can you do if you feel you are being bullied?

- Look the person in the eye and make an assertive statement such as “I would like you to stop that” or “Leave me alone”. Say this firmly and clearly.
- If you still feel threatened, talk to someone about it: Tell a teacher, parent, Year Adviser, a friend or the school counsellor.
- If bullying persists continue to report it to staff, so that it can be stopped.

What can you do if you see someone being bullied?

- Tell the bully to leave the person alone and / or
- Talk to a teacher about what you have seen.

FOR STAFF:

If a student reports bullying or you witness bullying incidents yourself, it is suggested that:

1. You listen and acknowledge the seriousness of the report, no matter how trivial it may at first appear and undertake immediate and appropriate action.
2. You put the incident on SENTRAL, and follow it up with the student’s Year Adviser. Inform the student/s of this action.
3. For persistent bullying the Year Adviser will then inform the Learning Support Team of the incident and formal interviews will follow so that the incident is not repeated.
4. Students who persist in bullying may be suspended.

FOR PARENTS / CAREGIVERS:

Encourage your children to discuss bullying as much as possible. A thorough reading of this policy with your children is recommended. Encourage them to follow the procedures outlined above if they report bullying.

If your child reports bullying, it is suggested that:

- 1) Contact the school if your child’s efforts to deal with the bullying do not appear to be working.
- 2) When the school’s attempts to deal with reported bullying and victimisation do not appear to be working, please contact the school. In cases of serious physical bullying you will be automatically involved.
- 3) Never attempt to deal with the bullying issue by confronting the bullies yourself. This will not solve the problem. If you are concerned, please contact the Deputy Principal to discuss the matter.
- 4) If you are unsure if your child has reported the incident to the school, please do not hesitate to phone the Deputy Principal. Children are more likely to tell their parents about difficulties at school before they tell a teacher.
- 5) If your child reports bullying, please let us know so we can deal with it before it becomes a larger issue.

Student Wellbeing and Discipline Policy