St Euphemia College is an environment in which respectful relationships are fostered between teachers, students, peers, parents and caregivers. The School is committed to the development of each student as a caring, respectful and active member of the School and the wider community. It provides opportunities and continued support for students to help them realise their academic, social and spiritual capabilities.

SECTION 1: STUDENT WELFARE POLICY

1. Policy Statement
Student Welfare encompasses everything that the School community does to meet the personal, social and learning needs of students and enhances their wellbeing. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

The Student Welfare Program is the sum total of all of the procedures, structures and activities which are planned and implemented by our School to promote student welfare.

Through the student welfare program the School aims to:

- create a safe and supportive School environment in which students are nurtured as they learn
- incorporate effective discipline
- develop a sense of enjoyment and satisfaction from learning
- develop the ability to communicate effectively with others
- establish a coherent set of values to guide behaviour
- promote a sense of responsibility for student actions and decisions
- encourage a sense of personal dignity and worth
- develop a feeling of belonging to the wider community.

This Policy must be read in conjunction with other policies related to the students’ wellbeing.

2. Definitions
Discipline is about understanding the rules (of the School and the community) and understanding what happens when the rules are broken (consequences). It is about learning to be responsible.

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

3. Applicability
All students, staff and parents/caregivers of St Euphemia College.

4. Context
In cooperation with parents and caregivers, the School can work towards realising these aims through learning programs and support services in three major areas:

- effective learning and teaching
- positive climate and good discipline
- community participation.
Effective Learning and Teaching
To enhance effective learning and teaching the School aims to:

- encourage students to take responsibility for their own learning and behaviour
- cater for individual learning needs
- provide a well managed teaching and learning environment
- promote an appreciation of the Greek Orthodox Faith, Greek culture and language
- provide opportunities for students and their parents or caregivers to discuss learning programs, student behaviour and progress.

Positive Climate and Good Discipline
To enhance a positive School climate and good discipline the School aims to:

- provide, model and reinforce positive qualities and values
- value students and listen with empathy to their cares and concerns
- establish a firm code of School behaviour which is known and understood by all School community members
- take appropriate disciplinary action when necessary
- recognise the relationship between student and staff welfare.

Community Participation
To enhance community participation the School aims to:

- build learning communities in which the staff, students, parents or caregivers work together
- encourage parents or caregivers to participate in the education of the students and share the responsibility for shaping appropriate student behaviour
- recognise students’ families, cultures, languages and life experiences.

5. Roles of the School Welfare Network

Roles and Responsibilities
Students have the right to quality education in a positive and supportive environment which provides opportunities for personal development.

Students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination and victimisation. To achieve this, our School will maintain high standards of student behaviour and staff professionalism.

Responsibilities of the Principal/Director of Primary
The Principal/Director is expected to ensure:

- that a commitment to student welfare underpins all the policies and activities of the School
- the School’s Student Welfare Policy encompasses the areas of behaviour management, values education, anti bullying and protection guidelines and are regularly evaluated and adjusted to meet emerging needs
- there is a relevant, diverse and challenging learning program within the School
- all staff accept their responsibilities in relation to student welfare
- there are appropriate structures to enable the Student Welfare Program of the School to function effectively
- the support services of the community welfare agencies are utilised effectively by the School. Eg School Liaison Police and or Home School Liaison Officers.
Responsibilities of the Executive Staff and the Welfare Coordinator

The Executive Staff and Welfare Coordinator are expected to:

- treat others with courtesy and respect
- ensure that the school environment is safe and secure
- enhance the self esteem of teachers
- oversee the collaborative development of the Student Welfare Policy including its compilation, distribution to the staff and relevant updates
- ensure all staff members have had the chance to have an input into the policy
- solicit feedback from other staff regarding concerns about the policy
- convene a committee meeting as the need arises
- support the School’s ethos, policies and procedures
- help foster the professionalism of all staff including appropriate behaviour and mutual respect.

Responsibilities of the Teachers

The Teachers are expected to:

- work at creating a positive school environment and building positive relationships
- be a role model and demonstrate the responsible values expected of students
- provide appropriate, challenging and interesting learning experiences
- enhance the self esteem of students
- be sensitive to the welfare needs of students and provide support when necessary
- show appreciation for the religious, linguistic and cultural background of the students
- actively support other staff members who may be having management problems including relief teachers
- be punctual to class and be well prepared
- be vigilant when on playground duty and ensure that the students follow playground rules
- ensure that the students dress in accordance with the School dress code
- support the School’s ethos, policies and procedures
- keep accurate records of the attendance of students in their class
- monitor and encourage the educational progress of each student in their care.

Responsibilities of Other School Support Staff

- the Parish Priests are available for spiritual guidance and support
- the School Counsellor is available to discuss any social or behavioural issues and help students with learning difficulties.

Responsibilities of Parents or Caregivers

Parents or Caregivers are expected to:

- support the School’s Student Welfare Program
- be supportive and treat all teachers and staff with courtesy and respect
- ensure that their children attend School and have appropriate materials needed for learning
- encourage student interest in all aspects of schooling
- monitor their children’s progress
- take part in the Student Welfare Program
- share responsibility for shaping their children’s understanding about acceptable behaviour
Responsibilities of the Students

Students are expected to:

- use school time and behave in a manner that does not disrupt the learning of others
- be punctual and well prepared for class
- develop a sense of responsibility for their actions
- treat others with courtesy and respect and display other positive values
- greet the Reverend Fathers and all staff in a respectful and appropriate manner
- complete class and homework assignments
- help make School an enjoyable experience
- care for their own property, other people’s property and the School’s property
- listen and adhere to the instructions given by all teachers and staff
- follow the safety, playground and classroom rules
- take all School messages home to parents or caregivers
- practise good health habits
- move quietly and quickly to lessons at changeover times
- respect our School environment
- ensure their actions do not discredit the School
- dress in accordance with the School’s dress code.

Responsibility of Community Health and Other Welfare Organisations

These organisations are expected to:

- make resources available to support School initiatives regarding the wellbeing of students.
SECTION 2 - DISCIPLINE AND BEHAVIOUR MANAGEMENT
GUIDELINES

Teachers are reminded that they are endeavouring to uphold the values of a Christian school and that each child must be treated with respect as befits his or her dignity as a human being. Sarcasm towards students is to be avoided at all times. Students are not to be sent to stand outside the class, to another teacher’s classroom or the Principal’s/Director’s office. In extreme cases however, the student may be accompanied by the class teacher and asked to see the Principal/Director. Humiliation and the threat of demotion should not be used in any way. Reprimands are to be given in a sensitive though firm voice.

If a teacher feels that further discipline is needed with any student, he/she should notify the Principal/Director. No child is to be sent unsupervised to stand outside the class or office.

The School expressly prohibits the use of corporal punishment as a form of discipline within the School and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

The following suggestions may be of assistance in establishing positive teacher-student relationships and reducing behavioural misdemeanours in the classroom and playground:

- let the students know you expect cooperation. Insist on attention and refuse to continue until this is given
- be friendly and approachable as well as understanding, but not familiar. Teachers are not to discuss their personal relationships with students and they are not to contact students by phone, SMS, or email at any time including out of school hours. Teachers are also not to contact students on Facebook or other social media
- be interested in listening to student's personal problems. Some students have problems at home – placing greater responsibility on the teacher and school. The teacher needs to be sensitive to the issues that their students may be experiencing and offer guidance and advice on where to get further assistance.
- ignore, when possible, slight offences which may be annoying to the teacher but not a disturbance to the class
- preparation is important. Pauses between lessons and indecisive periods are major causes of poor control.
- follow up all promises of reward or consequences
- **BE JUST, ABOVE ALL ELSE.** Children resent injustice. Always check circumstances before consequences are issued.

**a) Aims:**

At St Euphemia College we aim to develop in all students:

- self discipline
- self reliance
- self motivation
- socially acceptable behaviour in all situations
- respect for self and others
- positive attitudes
- cooperation
- religious awareness
- Inter cultural awareness.
To maintain positive and cooperative behaviour, teachers have two tasks:

- to establish acceptable behaviour
- to change or reduce unacceptable behaviour.

In order for any plan to be effective we need:

- time (for discussion, modification, evaluation)
- commitment and consistency
- clear and easily understood procedures.

**b) School Rules**

Students must abide by the following school rules. Disciplinary measures will be taken for misconduct or breach of rules. Consequences will vary depending on the severity of the action.

### Respect yourself to fulfill your potential

**Learn all you can**

- pay attention in class
- raise your hand to talk
- complete all set work
- work carefully and do your best
- attend school regularly
- be involved in school activities
- learn to be independent.

**Earn our school a good name in order to be proud of belonging to it**

- dress in accordance with the school dress code
- be polite and well behaved at school and on excursions
- play sport fairly and demonstrate respect and courtesy to others
- do your best at all times
- always be truthful
- hand in all lost property.

### Bring the correct equipment

- leave things you don't need at home eg. toys, electronic devices, games, etc. Mobile phones are not permitted. If a student is caught with a mobile phone, it will be handed to the Principal/Director. The student's parents/caregivers will need to make an appointment with the Principal/Director to retrieve the phone. If the phone is required for travel security on the day, it may be collected by a parent or caregiver.
- be prepared for your lessons.

### Respect others

**Respect others and they will respect you**

- be courteous and considerate to your fellow students
- avoid anything which might cause injury and embarrassment
- show respect to visitors
- play fair in sport
- listen when others are speaking
- treat others as you expect to be treated.


Respect Property

Care for your belongings and you will display a sense of responsibility
- be responsible for your own belongings
- bring a small amount of money for yourself.

Care for the property of others and you will be trusted
- always ask permission before borrowing things from someone
- always return borrowed articles
- give found articles to a teacher
- always use equipment correctly
- return equipment in the same condition as it was borrowed
- pack up carefully.

Look after your school in order to maintain a pleasant environment
- keep our buildings free of graffiti
- keep the playground clean by putting litter in the bin
- do not vandalise any equipment or furniture.

Keep within the boundaries

- never enter areas other than those supervised by teachers
- do not enter a classroom without a teacher present
- do not wander through the corridors during recess or lunch
- play only in the designated playground areas.

Be punctual

- be in the right place at the right time to show that you are mature, sensible and organised
- move to assembly lines quickly and quietly
- be at school on time. Latecomers are required to enter their name into the class late book and entries are recorded on the student’s report.

c) Positive Steps

Positive steps develop within students an understanding of the appropriate behaviours they need to engage in, in order to achieve maximum progress and success. The following are suggestions that can be used to encourage students to perform to the best of their ability.

- Weekly Merit Certificates (2 English/2 Greek). These are awarded to students for a variety of class and School community achievements and activities. These provide positive recognition to students for:
  - outstanding academic achievement
  - consistent class work / homework
  - consistent and commendable behaviour
  - outstanding participation
  - willingness to assist teachers / students
  - improvement in tests / class work
  - sporting involvement
  - improvement in behaviour
  - community service.
• Values Awards (scheduled throughout the year)
• Principal’s Awards – This award represents outstanding achievement and participation by a student. The Principal’s Award is presented at the end of term assembly.
• Non-verbal praise (gestures, smiles)
• Display of work – either in the classroom or at the weekly assembly
• Verbal praise
• Stamps - stickers
• Encouragement
• Responsibility (Student roles within class)
• Use of equipment (music, computer time)
• Attention from others: peers, teachers, parents and caregivers.

d) Award System

The following award system is implemented to reward and encourage positive behaviour. Teachers will award student commendations when displaying exemplary behaviour at School activities such as:

• all class lessons (mainstream, Greek, IT, Music, Religion, Library)
• playground
• school/PSSA sport
• excursions and camps
• school representation (IPSHA carnivals, Greek Orthodox Carnivals, Debating)

All behaviour cards will be displayed in the classroom. Commendations are indicated on the student’s positive behaviour card.

Students accumulate commendations during the School year. At the end of the year, the highest three totals from each class will receive a Gold, Silver and Bronze Medallion respectively. These medallions will be presented at an assembly at the end of the year.
e) **Values Awards**

The following ‘Values Awards’ will be presented at assembly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 24</td>
<td>Participation</td>
<td>Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.</td>
</tr>
<tr>
<td>March 17</td>
<td>Fairness</td>
<td>Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.</td>
</tr>
<tr>
<td>May 12</td>
<td>Respect</td>
<td>Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.</td>
</tr>
<tr>
<td>June 16</td>
<td>Excellence</td>
<td>Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.</td>
</tr>
<tr>
<td>August 18</td>
<td>Responsibility</td>
<td>Being accountable for your individual and community’s actions towards yourself, others and the environment.</td>
</tr>
<tr>
<td>September 15</td>
<td>Cooperation</td>
<td>Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.</td>
</tr>
<tr>
<td>October 13</td>
<td>Care</td>
<td>Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.</td>
</tr>
<tr>
<td>November 17</td>
<td>Integrity</td>
<td>Being consistently honest and trustworthy.</td>
</tr>
<tr>
<td>December 1</td>
<td>Democracy</td>
<td>Accepting and promoting the rights, freedom and responsibilities of being an Australian citizen.</td>
</tr>
</tbody>
</table>
**PROCEDURAL FAIRNESS**

Procedural fairness, also known as natural justice, applies in situations where a decision is to be taken which could have a detrimental effect on the rights, interests or legitimate expectations of an individual. Any person who might suffer detriment as a result of a decision (be they the complainant or the respondent) should be afforded procedural fairness.

Procedural fairness refers to a process that provides fairness to all parties. It includes the right to be heard, the right to be treated without bias, the right to be informed of allegations being made and to be provided with an opportunity to respond to them and the right to information regarding the status of the complaint.

At St Euphemia College, a student has the right to respond to any incident that they have been alleged to have committed. Once all the information is collected, a decision will be made based on procedural fairness.

**DISCIPLINARY MEASURES**

**Verbal Reprimand**
Liaise with the student, encouraging them to reflect on their inappropriate behaviour.

**Time Out**
When disciplining students, teachers have the option of putting a student on 'time-out' during recess or lunch. This prevents the student from playing. Students will be given time to eat their lunch and go to the toilet.
During ‘time-out’, teachers are to supervise their own students in their own classroom. The whole class is not to be put on ‘time-out’.

**Behaviour Modification Room – (BM Room)**
If the need arises, and in an effort to modify the student’s behaviour, a ‘Time Out Room’ will be used. This room operates during lunch only. The teacher will complete a ‘Behaviour Room’ attendance slip, which will be sent with the student. Whilst in the BM Room, the students will be required to complete a report and reflect on his/her behaviour. If a student accumulates more than five entries, he/she will be issued with an entry into the ‘Behaviour Book’ and parents or caregivers will be notified. A record of all student behavioural misdemeanours will be documented and kept with the Principal/Director.

**Exclusion from the Playground**
Depending upon the severity of the incident, the Principal/Director may instruct a student to be removed from the playground for the safety of the other students. The student will be required to sit in the Office Area.
**Behaviour Book**

The ‘Behaviour Book’ should be used for **severe** instances only. The number of times a student appears in the ‘Behaviour Book’ is reflected on their record cards. Teachers should use their professionalism and the following guidelines when recording students in the ‘Behaviour Book’.

- **Violent behaviour, eg.**
  - hitting
  - bullying (verbal/physical)
  - throwing rocks.

- **Anti Social behaviour, eg.**
  - spitting
  - stealing
  - inappropriate behaviour on school excursions, incursions, sport and camps
  - swearing
  - damaging school property/other people’s property.

- **Disrespect, eg.**
  - answering back
  - disobeying instructions
  - lying to the teacher.

Entries into the ‘Behaviour Book’ may be completed by any of the student’s class teacher/s, eg. Mainstream/Greek, ICT, the teacher on duty where the incident occurs or the teacher who witnesses the incident.

The teacher reporting the incident must consult with the class teacher and:

- investigate the incident immediately
- have students/witnesses complete an incident report form
- discuss and follow up the action that needs to be taken.

If students receive their first entry into the ‘Behaviour Book’, parents or caregivers are notified of their children’s inappropriate behaviour. The teacher must make an appointment to discuss the incident with the parents or caregivers and a Teacher/Parent Contact Form must be completed.

*Note: Completed forms must be handed into the Principal/Director.*
**Behaviour Discipline Levels**

**Level A**
- everybody is placed on this level at the beginning of each year
- students on Level A are eligible for incentives such as Merit Certificates, excursions and participation in other School activities.

**Level B**
- students are placed on this level if they receive two entries in the ‘Behaviour Book’.
- parents or caregivers are notified that their child has been placed on Level B – *teacher sees parents or caregivers,*
- students on level B are ineligible to receive Merit Certificates.
- students remain on this Level for two weeks.

**Level C**
- students are placed on this level if they receive three ‘Behaviour Book’ entries.
- parents or caregivers are notified that their child has been placed on Level C – *coordinator sees parents or caregivers,*
- they are ineligible for Level A incentives.
- students *may not be allowed* to take part in PSSA sport and they *may be excluded* from excursions at the Principal’s/Director’s discretion.
- students in Years 5 and 6 will not be allowed to attend the scheduled end of year camps.
- students remain on this Level for two weeks.
- an interview may be arranged with the student and the School Counsellor.

**Level D**
- if the student receives a fourth ‘Behaviour Book’ entry, the Welfare Coordinator will meet with the parents or caregivers.

**Level E**
- if the student receives a fifth ‘Behaviour Book’ entry, the Principal/Director will meet with the parents/caregivers. The Principal/Director has the authority to remove privileges or suspend a student at any stage if necessary.
- behaviour books will be kept with the Principal/Director.

**Detention**
- Students with two entries in the ‘Behaviour Book’ are placed on Afternoon Detention on Tuesdays between 3.10 p.m. and 3.45 p.m.
- Supervision is conducted by a teacher as instructed by the Welfare Coordinator.
- Only students from Years 2 to 6 can be placed on Afternoon Detention.
- During detention, students complete a reflective piece of writing about their behaviour. This needs to be shown to the Principal/Director before being placed in the student’s record card. They may also read a book when they have completed their writing but they are not allowed to complete homework.
- Every subsequent entry in the Behaviour Book will result in an afternoon detention.
- When students are informed about their detention and return their detention note, the student’s details are entered in the Detention Register which will be kept by the Principal/Director.
Note: Parents or Caregivers must be informed of their children’s entry in the Behaviour Book in each instance. Dependant on the level mentioned above, an appointment is made for the parents/caregivers to discuss the issues of concern with the relevant person. A Parent/Teacher Contact Form must be completed and signed by the Principal/Director. A copy will be filed into the student’s record card.

**Parental Consultation Procedures**

If a student’s name appears in the ‘Behaviour Book’ as a first entry, the teacher must contact the parent/caregiver and then complete a report. A copy of the report will be signed by the Principal/Director.

If a student’s name appears in the ‘Behaviour Book’ twice, the student will be put on After School Detention.

A letter will be sent to the parent/caregiver informing them of the day and time detention will take place. The parents/caregivers are responsible for signing and returning the detention letter. The teacher will then meet with the parent/caregiver and then complete a report. A copy of the report will be signed by the Principal/Director.

If the student is put on After School Detention a second time – (i.e. third entry), the coordinator will send a letter to the parent/caregiver informing them of the day and time detention will take place. The coordinator and the class teacher will then meet with the parent/caregiver and complete a report. A copy of the report will be retained by the class teacher and one will be given to the Principal/Director.

If the student is put on After School Detention a third time – (i.e. fourth entry), the Welfare Coordinator will meet with the parent/caregiver. The Principal/Director will be given a copy of the teacher’s and coordinator’s reports regarding the student.

If the student is put on After School Detention a fourth time – (i.e. fifth entry), the Principal/Director will meet with the parent/caregiver. The Principal/Director will have copies of all the reports relevant to the student.

**Suspension**

Suspension is one strategy within our school’s student welfare policy. It is most effective when the parents/caregivers, in partnership with the School, try to modify the inappropriate behaviour of the student.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to suspension and to accept responsibility to change the behaviour in order to meet the School’s expectations. The decision to suspend will be taken by the Principal/Director or in the Principal’s absence, the person performing the Principal’s role. In most cases, a range of welfare and discipline strategies will have been implemented and documented before a suspension is imposed. In some circumstances the Principal/Director may suspend a student immediately if it concerns the safety of other students or staff.

An interview with the student must be held prior to making the decision to suspend. The Principal/Director must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to respond. (Procedural Fairness) The key features of the interview must be recorded in writing.
Short Suspension – If measures have been unsuccessful in resolving inappropriate behaviour, the Principal/Director may choose to impose a short suspension for up to and including four days. A short suspension can be either an In-School Suspension or an Out of School Suspension. The Principal/Director will make this decision depending on the student’s family circumstances. In either case the student is to be provided with school work so that he/she does not miss out on any learning activities.

A suspension resolution meeting with the parents/caregivers and the student will be convened by the Principal/Director at the earliest opportunity. This meeting should include a plan to assist the student to modify his/her behaviour.

Immediate Suspension - In some circumstances the Principal/Director may determine that a student should be suspended immediately. The Principal/Director can suspend students immediately for:

- physical violence which results in pain or injury to themselves, other students and staff. The matter may need to be reported to the NSW Police Force
- use or possession of a prohibited weapon, firearm or knife. The matter must be reported to the NSW Police Force immediately
- possession and use of a suspected illegal substance
- illegal substances must be handed to the police by the Principal/Director
- for other incidents as appropriate.

Notification of suspension must be made to the parent/caregiver in writing within 24 hours following immediate verbal notification.

Exclusion

If a student's behaviour continues without change and following a second suspension the student’s enrolment at St Euphemia College may be terminated. This decision will be made by the Principal/Director in consultation with the School Board.
SECTION 3  ANTI-BULLYING POLICY AND GUIDELINES

1. Rationale

St Euphemia College does not tolerate bullying behaviour. Bullying of any kind is unacceptable at our school. We believe that it is every child's right to experience safety and freedom from violence, abuse or any form of intimidation.

A sense of security is fundamental to emotional wellbeing. In order to feel connected to others within the school environment and to schooling itself, young people need to feel safe, not just safe from physical harm or threats of physical harm, but also safe to have and express opinions, safe to be themselves, whatever their gender, ethnicity, family background and interests. They also need to feel that they are able to take part in school and class activities without being left out or isolated.

2. Definitions

Bullying is when a person or group of people repeatedly act in ways that deliberately causes hurt, fear or embarrassment to another person, even though they have been asked to stop.

Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated, excluded or offended. Harassment can be seen as one form of bullying. The terms are often used interchangeably.

3. Guidelines for Implementation

St Euphemia College is committed to providing a caring, friendly, safe and supportive environment for all of our students so they can learn in a secure atmosphere. If bullying occurs, students should be able to disclose this and be assured that the incident will be dealt with promptly and effectively.

Challenging bullying effectively will improve the safety and happiness of students, show that the school cares and make clear to bullies that the behaviour is unacceptable. This will be done with due thought to procedural fairness.

4. Documentation

This policy must be read in conjunction with other St Euphemia College policies.
5. Procedures

What Actions are Classified as Bullying?
This occurs when a person receives repeated threats or actions that are unwanted from an individual (or group) who is more powerful than he/she is. Bullying is unacceptable anti-social behaviour because the victim is intentionally and frequently caused either physical or emotional pain and misery by the bully.

Possible signs of bullying for parents/caregivers and/or teachers:
Students may:
- be frightened of walking to and from school
- beg you to drive them to school
- be unwilling to go to school
- feel sick in the mornings
- start truanting school
- achieve deteriorating grades
- come home with books or clothes damaged or missing
- become withdrawn, start stuttering, suffer lack of confidence
- ask for money or start stealing (to pay the bully)
- cry themselves to sleep
- refuse to talk about what's wrong
- become aggressive or unreasonable
- give unlikely excuses for any of the above
- lose their appetite.

Negative Social Situations which are not Bullying
- **Conflict** – Bullying is not the same as conflict. Conflict has mutuality to it and there is usually an issue at the core of the disagreement.
- **Social rejection** – Bullying is not the same unless it is intended to distress. If a student is left out or not wanted in a game, then strategies such as classroom activities about social values, requests for cooperation, and skills training need to be implemented.
- **Random acts of aggression or intimidation** – If a student who uses aggression or intimidation has no preference for one specific victim and there is no repeated pattern then in the school context this is not referred to as bullying. Aggression and intimidation are antisocial behaviours that are unacceptable and must be dealt with strongly.

The Effects of Bullying
A person who experiences these deliberate, persistent threats or actions from an individual or a group can become lonely, isolated, very depressed and in extreme cases emotionally scarred. Their schoolwork and health can suffer serious consequences, as well as loss of confidence and self-respect.

Bullies who are allowed to go unchallenged in their anti-social way of relating to others are also at risk because cowardice, cruelty and selfishness flourish in them. This can lead to unhappiness and anti-social behaviour in the future.

**Both the bully and the person being bullied need counselling, but the bully has violated the rights of another and must change his/her behaviour.**
**Rights and Responsibilities of Students, Teachers and Parents/Caregivers**

**Teachers have the right to:**
- expect parent, caregiver and executive support when dealing with antisocial or bullying type behaviours.

**Teachers have a responsibility to:**
- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying.

**Parents and Caregivers have the right to be:**
- kept informed and involved in any issues that involve bullying or antisocial behaviour.

**Parents and Caregivers have a responsibility to:**
- support their children in all aspects of their learning
- be aware of the School’s Anti-bullying Policy and assist their children in understanding bullying behaviour
- support their children in developing positive responses to bullying.

**Students have the right to:**
- be part of a caring, safe and supportive School environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognised and respected
- be listened to if they are experiencing difficulties
- have appropriate skills taught and reinforced which help them deal with social situations.

**Students have a responsibility to:**
- behave appropriately, respecting individual differences and diversity
- follow our school’s Anti-bullying Policy
- treat others appropriately with dignity and respect
- respond to incidents of bullying according to our school’s Anti-bullying procedures.

**Types of Bullying**

Bullying can take on various forms including:
- physical (hitting, pushing, tripping)
- damage to personal property
- name calling, verbal insults
- non-verbal put downs such as finger signs, laughing at comments or mistakes
- practical jokes where the victim is humiliated
- insulting SMS or phone calls
- cyber bullying eg. insulting emails, chat forums, Facebook etc
- spreading rumours or stories designed to damage reputation
- forming a group against someone, or persuading others to exclude someone
- unwanted touching or sexual remarks
- discrimination – racial, physical, gender and age.
**Procedures for Dealing with Bullying Behaviour (K-6)**

Students will be taught to use the ‘1, 2, 3 Go Tell’ method to resolve issues. It involves taking these actions in the following order.

1 = Ignore them and move away
2 = Say politely ‘leave me alone’
3 = Say ‘stop annoying me’
**Go tell** = Ask a teacher for support

Students, staff and parents/caregivers at St Euphemia College seek to create an environment that totally rejects all forms of bullying behaviour. The following procedures will help bring this about:

1. If a student is being bullied, he/she should be encouraged to indicate to the person(s) involved that he/she objects to his/her behaviour. He/She should say how he/she feels, describing the other person's behaviour, describing the effect of his/her behaviour and say what could make the situation better. In some circumstances, the use of a mediator may be necessary.

2. Who can a student approach?
   - Parents/caregivers
   - class Teacher, Coordinator or a Sports Coach
   - Welfare Coordinator, Student Counselor or School Priest
   - friends, Prefects or any senior student
   - The Principal/Director

3. Disciplinary Procedures to be Undertaken
   Any report of bullying will be treated seriously and followed up. Once the facts are evident, the following action may be undertaken to resolve the incident:
   - all parties involved will be counselled as to how to deal with the situation
   - all parties involved will meet in a safe environment in the presence of a teacher. This allows the bully to reflect on his/her actions and change his/her behaviour
   - both sets of parents/caregivers will be contacted to discuss the issue. The appropriate disciplinary action will be taken
   - depending on the severity of the next offence the bully may be counselled or perhaps suspended if the behaviour cannot be rectified
   - disciplinary action may be necessary and where a bully refuses to change his/her anti-social behaviour of relating to others, he/she may be excluded in extreme or repeated cases. These serious incidents are to be kept in a central register, kept by the Principal/Director.

**Whole School Strategies**

The following strategies are suggestions which can be used:

- making bullying ‘uncool’ by highlighting the long term effects and portraying it as a sign of weakness, cowardice and abuse
- adopting a ‘Zero tolerance to bullying’
- adopting a clear policy on bullying, clearly outlining specific strategies for reporting, procedures, appropriate disciplinary action, parent/caregiver notification and counselling
- providing staff support and professional learning
- reporting bullying and monitoring situations - students should be encouraged to feel comfortable in reporting bullying
- teaching appropriate playground activities and values education
- teachers need to be vigilant and proactive on playground duty and respond to all students’ concerns and complaints and identify students who are using bullying behaviour
- actively identifying students requiring intervention
- developing a whole school bullying and friendships program for Term 1 – to be incorporated into the Interpersonal Relationship Strand of the PDHPE Key Learning Area and also incorporating other activities from other KLAs such as Drama, Music, English and Art.
- disseminating information about bullying at school assemblies and discussing issues in the classroom throughout the year.
- hiring an acting company to perform a production based on anti-bullying and conflict resolution strategies - such as Bully Busters or Brainstorm Productions.

**Classroom Strategies**

Social skills including conflict resolution and resilience are taught through the PDHPE lessons. Students are taught how to play games in the playground, how to play fairly and sensibly and how to use the playground space more effectively.

Even instances that occur outside of school must be reported.

**Strategies could include:**

- class survey on bullying
- discussions, before and after surveys
- class training in anti-bullying strategies as part of PDHPE
- anti-bullying poster contest – Chosen posters will be laminated and displayed around the school
- peer support system/ Buddy system set up - K with Year 6
- role-play situations using conflict resolution.

**Buddy Systems**

Buddy systems can help to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.

The key characteristic of most buddy systems is the participation of older students in positive, supportive, structured and facilitated one-on-one relationships with younger students. Buddy systems can create feelings of connectedness that enable both older and younger ‘buddies’ to bond more closely with their school within a psychologically safe environment, thereby increasing the likelihood of more positive school behaviour and less bullying.

After a few weeks of Kindergarten, and once the teachers have evaluated the needs of their students, the Kindergarten students are teamed up with their Year 6 buddies. Activities could include:

- An Art lesson
- Teddy bear’s picnic
- Reading / Mathematics afternoon
- Sports lesson, etc.

**Evaluation**

The School’s Anti-bullying procedures will be monitored throughout the year and will be evaluated annually to ensure incidences of bullying remain at a minimum.
SECTION 4  SUN PROTECTION GUIDELINES

Australia has the highest incidence of skin cancer in the world with two out of three Australians developing some form of skin cancer during their lifetime. Over exposure to the sun during childhood and adolescence is known to be a major cause of skin cancer.

The aims of these procedures are to promote:

- an awareness of the dangers of exposure to the sun and the need for protective measures
- the need for positive attitudes and responsible behaviours towards skin protection
- practices which can reduce the incidence of skin cancer.

Protective behaviours and practices

Hats
- all children must wear their hat when outdoors. It must cover the face, back of the neck and ears
- due to the risk of children becoming entangled in hat cords and choking, it is recommended that the cords be removed from hats
- teachers must enforce the School’s sun hat policy of ‘No hat, no play’. Students who do not have a hat will be asked to stay out of the sun and stay under cover. All students must wear a hat while playing sport.

Sunscreen
- sunscreen will be readily available on sporting activities such as swimming and athletics carnivals. Students will be encouraged to reapply sunscreen after two hours. A water-resistant sunscreen should be used for outdoor swimming lessons and swimming carnivals.

Eye protection
- the school supports the use of sun protective glasses to protect eyes from UV radiation
- close fitting wraparound sunglasses provide the best protection against the sun. Students are allowed to wear sunglasses during recess and lunchtime breaks.

Maintaining hydration levels
- infants and children’s body/water ratio mass is significantly different from that of adults, therefore the risk for dehydration from outdoor play and hot weather is high and can be dangerous.
- water will be offered to the students throughout the day regardless of indoor or outdoor play settings.
- students are required to bring in water bottles from home and are encouraged to access water to drink throughout the day.
SECTION 5  SCHOOL COUNSELLOR

The School Counsellor works with the students, parents, caregivers and teachers in a variety of ways.

Her work includes:

- counselling students
- assisting parents or caregivers to make informed decisions about their child's education
- assessing students' learning and behaviour
- assisting the School to identify and address disabilities that affect students’ learning
- liaising with other agencies concerned with the well-being of students.

The School Counsellor is a member of the School’s student welfare and learning support teams. With the agreement of parents/caregivers, the School Counsellor will pass on to teachers, information that will assist them to better meet the needs of their students.

A student's reason for seeing a School Counsellor may include worrying about school work, conflict with friends, family issues, being in trouble at school or just feeling ‘down’.

Parents or caregivers may seek advice from the School’s Counsellor about their child's school progress, educational options, including access to special education services, behaviour and for information about help available from other agencies.

The consent of parents or caregivers is required before any psychological testing is undertaken.

Students experiencing behavioural, emotional or learning problems may be referred to the School Counsellor through the Principal.

Teachers must complete a referral form and discuss the referral with the Principal/Director. The forms available are –

1. **An Integration Form** – this form is specifically for students experiencing difficulty with academic learning.

2. **A Behavioural Modification Form** – this form is specifically for students who may be experiencing social or behavioural issues.
Detention Notification - Issued by the Class Teacher

Date:_____________________________

Dear Parent / Caregiver

You are advised that your child ________________________________________________ of _________
has been placed on afternoon detention set for ________________________________
between 3.10 pm and 3.45 pm.

As a requirement of the Student Welfare Policy of St Euphemia College, you are requested
to liaise with_________________________________________ regarding your child’s
behaviour.

It is your responsibility as per Policy Guidelines to sign and return this letter and also make
an appointment to see the Class Teacher.

Yours sincerely,

______________________________________  Class Teacher

…………………………………………………………………………
……………………………………………………………………

(Parent / Caregiver’s signature)

(Date signed)
APPENDIX 2: DETENTION NOTIFICATION

St Euphemia College

Detention Notification - Issued by the Grade Coordinator

Date:_____________________________

Dear Parent / Caregiver

You are advised that your child ____________________________ of ________ has been placed on afternoon detention set for ____________________________ between 3.10 pm and 3.45 pm.

As a requirement of the Student Welfare Policy of St Euphemia College, you are requested to arrange an appointment with the class teacher ____________________________ and the Grade Coordinator ____________________________ in order to discuss your child’s behaviour.

It is your responsibility as per Policy Guidelines to sign and return this letter.

Yours sincerely,

______________________________________  Grade Coordinator

........................................................................................................................................................................

________________________________________ (Parent / Caregiver’s signature)

__________________________ (Date signed)
Detention Notification - Issued by the Welfare Coordinator

Date:____________________________

Dear Parent / Caregiver

You are advised that your child __________________________ of __________
has been placed on afternoon detention set for __________________________
between 3.10 pm and 3.45 pm.

As a requirement of the Student Welfare Policy of St Euphemia College, you are requested

to arrange an appointment with Ms Stamos, the Welfare Coordinator, in order to discuss

your child’s behaviour.

It is your responsibility as per Policy Guidelines to sign and return this letter.

Yours sincerely,

Ms Stamos
Welfare Coordinator

(Parent / Caregiver’s signature)

(Date signed)
DETENTION NOTIFICATION

Detention Notification - Issued by the Principal/Director

Date:__________________________

Dear Parent / Caregiver

You are advised that your child ____________________________ of ____________

has been placed on afternoon detention set for ____________________________

between 3.10 pm and 3.45 pm.

As a requirement of the Student Welfare Policy of St Euphemia College, you are requested
to arrange an appointment with Ms Xanthoudakis, the Director of Junior School, in order to
discuss your child’s behaviour.

It is your responsibility as per Policy Guidelines to sign and return this letter.

Yours sincerely,

Ms Xanthoudakis
Director of Junior School

........................................................................................................

________________________________________ (Parent / Caregiver’s signature)

_________________________ (Date signed)
St Euphemia College

Student Incident Report

Name: ____________________________  Class: _________  Date: __________

Date of Incident: __________________  Time of Incident: ________________

Area where incident occurred: _____________________________________________

Please explain clearly what happened.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Witnesses:
1. _______________________________________
2. _______________________________________
3. _______________________________________

Teacher investigating the incident: _________________________________________

Principal’s/Director’s Signature: ___________________________________________
Teacher Incident Report

Parties involved:

Date of Incident: ________________            Time of Incident: _______________

Area where incident occurred:

Description of Incident:

Action taken:

Teacher: ____________________________________________  Date: _________________

Principal/Director: _________________________________  Date: _________________

APPENDIX 7: TEACHER/ PARENT CONTACT
Teacher/Parent Contact Form

Teacher’s Name: _________________________________ Class Taught: ______

Parent’s/Caregiver’s Name: __________________________________________

Student’s Name: ___________________________________________ Class: __________

Date: _____________________________ Time: ______________

Topic: ________________________________________________

Parent’s/Caregiver’s Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher’s Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ___________________________ Date: __________________

Principal/Director: ___________________________ Date: ______________
APPENDIX 8: REFERRAL FOR INTEGRATION TESTING

St Euphemia College

Referral for Integration Testing Form

Name: ______________________________________________________________________________________

D.O.B.: _______________________________ Class: ___________________

Reasons for Referral:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Ranking class order
1. Maths ________________________
2. English ________________________

Name of referring teacher: ___________________________ Date: ________

Principal/Director: ______________________________________________________
APPENDIX 9: REFERRAL FOR BEHAVIOUR MODIFICATION

St Euphemia College

Referral for Behaviour Modification Form

Name: _____________________________________________________________

D.O.B.: ___________________________ Class: _______________________

Date of Referral: ____________________________

Reasons for Referral:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please indicate which of the following periods on a Tuesday you are available to discuss the student’s progress with the School Counsellor.

☐ Period 1  ☐ Period 2  ☐ Period 3  ☐ Period 4  ☐ Period 5  ☐ Period 6

☐ Other (Please specify time/s):
________________________________________________________________________

Name of referring teacher: __________________________________ Date: __________

Principal/Director: __________________________________________ Date: __________
APPENDIX 10: BEHAVIOUR MODIFICATION FORM

St Euphemia College

Student Reflection for Detention

1. Why are you on detention?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What can you do to improve your behaviour?

"STOP" doing and what you should "START" doing.

<table>
<thead>
<tr>
<th>TO STOP DOING</th>
<th>TO START DOING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

3. What will happen if I do this again?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4. On a separate piece of paper, write an apology to the person you hurt.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Student __________________________ Welfare Coordinator __________________________ Date __________________________
Student Reflection for BM Room - Years 2 to 6

Name: ____________________________________________   Date: __________________

Teacher on Detention Duty: ___________________________________________________

Why were you sent to the Behaviour Modification Room?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What did the teacher say you were doing?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What should you have been doing?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

How did your behaviour affect your teacher and the other students?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I understand that 5 visits to the BM Room will result in an entry into the Behaviour Book and my parents will be notified of the incidents that have occurred.

Student’s signature: __________________________________________________________