Blackheath Public School’s Vision Statement:
Blackheath Public School aims to provide, in partnership with the community, quality teaching and learning in an inclusive, nurturing and supportive learning environment which maximises individual outcomes and ensures students of all ability levels are able to reach their full potential.
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Blackheath Public School is a strong and vibrant learning community where the energies, expertise, abilities and resources of staff, students and parents combine to create a culture of excellence. Our enthusiastic, dedicated, experienced and innovative teaching staff is highly qualified and the outstanding parental involvement in all aspects of our school is testimony to the hard-working, supportive community within which we teach and learn. Our school prides itself on being a significant educational, cultural and social hub within the wider Blackheath community.

Our school motto is “Strive with Honour” and this underpins all aspects of school life at Blackheath Public School. All students are expected to be safe, responsible and respectful learners in order to realise their potential as self-directed, life-long learners, to become contributing members of an ever-changing society and to develop a strong sense of individual worth. It is our aim to encourage our students to achieve their full potential academically, emotionally, socially, physically and creatively.

As a supporter of the National Safe Schools Framework, we endeavour to ensure that Blackheath Public School is a safe and happy place for students, teachers, parents and members of our school community. We strive to develop and maintain effective student safety, welfare and well-being policies by creating a positive, nurturing learning environment for each and every student that has, at its core, the essence of Quality Teaching and Learning practices. Our commitment to student welfare and well-being is the foundation of all policies and activities in our school.

The Department of Education and Communities (DEC) has a set of core values for all students in NSW Government Schools. These are as follows:

All students in NSW Government Schools are expected to:
Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
Behave safely, considerately and responsibly, including when travelling to and from school.
Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
Treat one another with dignity and respect.
Care for property belonging to themselves, the school and others.

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

Blackheath Public School’s Student Welfare Policy incorporates and reflects these core values. **All enquiries regarding the implementation of this policy should be directed to the Principal. Any issues arising will be addressed following the DEC’s Procedures for Responding to Suggestions, Complaints and Allegations.** This policy will be reviewed every **three years** in order to refine the processes and procedures and to address suggestions and issues which have arisen.
Building a Positive School Climate and Effective Learning Environment

At Blackheath Public School, we are committed to providing a caring, well-managed, safe and happy environment for all students, staff, parents and community members. It is our aim to create an effective learning environment where excitement, exploration, scholarship and learning are encouraged and where everyone is treated fairly and with dignity.

We endeavour to build a positive school climate by promoting and encouraging positive behaviour management. This is supported by the following practices:
- The provision of appropriate curriculum content to meet the needs of each and every student;
- The desire for all children to achieve success in learning;
- The modelling of consistent and caring behaviour by school staff;
- The monitoring of attendance and ensuring that students attend school regularly;
- The development of a small number of easily-understood school rules which are fair, clear and consistently applied;
- The development of classroom goals to ensure that all students within a class know what behaviours are expected;
- Ongoing, regular contact with parents to ensure that they are kept up-to-date with their child’s progress;
- The provision of appropriate support programs e.g. counselling, integration support, for those students who have special needs;
- The participation in appropriate training and development programs to assist staff in understanding ways in which positive behaviour management can be promoted and maintained;
- The commitment to a whole-school approach to supporting students with special academic / emotional / social needs through the weekly Learning Support Team meeting attended by the Principal, all Assistant Principals and the School Counsellor;
- The commitment to early intervention in order to assess any potential learning difficulties and, if necessary, to begin a support program in order to minimise any long-term learning problems;
The identification of “Students at Risk” at weekly Staff Communication Meetings and the recognition of the importance for all staff to be aware of particular children who may be experiencing difficulties;

The teaching of the mandatory Child Protection units that assist students to develop skills in recognising and responding to unsafe situations, to seek assistance effectively and to establish and maintain relationships, attitudes and values related to equality, respect and responsibility;

The implementation of the B.P.S. Anti-Bullying Policy which ensures procedures are in place to deal with bullying should it occur;

The provision of programs that develop self-discipline, self-evaluation, communication and conflict resolution skills e.g. the Peer Support Program;

The recognition that transitioning to Primary School and High School can be a time of great change. We provide both a well-developed Transition to School Program for pre-school children and a diverse and interesting High School Transition program for our Year 6 students;

The election of the School Leadership Team which has a significant role to play in the running of the school through assemblies and a range of other school activities and events;

The maximising of student participation in decision-making in the school and the opportunity to gain leadership experience using a range of mechanisms e.g. Student Representative Council, Public Speaking Club, Inter-school Debating Teams, Class Stars of the Week, House Captains, Peer Support leaders;

Stage 3 students undergo training in effective Peer Support leadership;

The provision of opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem-solving and dispute resolution developed through our K – 6 Personal Development programs;

The effective teaching of Cyber-safety and Anti-Bullying skills across all year levels and the integration of these skills in the daily life of the classroom;

Stage 3 students participate in the Super Clubs Plus program to enable them to make safe decisions regarding the use of social networking;

The undertaking of authentic, real-life and inquiry-based learning projects (including the use of higher order thinking approaches) to explore Cyber-safety issues;
Class Buddy Systems which allow older children to offer support to younger children;
The participation of parents in many classroom programs e.g. Home Reading, Maths Groups, Visual Arts projects;
The use of whole-school programs, celebrations, fun events and ceremonies which affirm the identity of the school community and each child’s membership of that community; and
Three-Way conferences in Semester 1 that involve students, teachers and parents in the assessment and reporting process.

At Blackheath Public School, we also endeavour to implement positive practices that are designed to regularly recognise and reinforce student achievement. Some of these practices include:
The use of principal awards, merit certificates and other school-based awards;
Commendations at assemblies and special school activities;
K-2 end-of-year Presentation assemblies provide recognition for every child’s achievements;
Recognition of achievement in the weekly school newsletter;
Provide opportunities for students to participate in external competitions e.g. writing competitions, UNSW competitions. Achievements in these competitions are recognised at whole school assemblies and in the school newsletter;
Positive and encouraging class-based incentives (which reflect the developmental age and interests of the children) to ensure the regular acknowledgement of all students within the class; and
Sports lunches for those students who have received regular sports recognition awards.
Areas of Responsibility

AREAS OF RESPONSIBILITY

Students

Students are expected to follow school rules and comply with staff directions regarding appropriate behaviour. They will show respect for teachers, students, staff and visitors of the school.

Parents

Parents are expected to support the school in the implementation of the school’s policy. They share the responsibility for student discipline. Parents ensure students attend school daily unless ill or otherwise excused. They support students in their learning. Parents provide school uniforms for students to wear. They follow school procedure and communicate concerns to the class teacher in the first instance. They may then wish to make an appointment to discuss concerns with Stage Coordinators before approaching the Principal.

Class Teachers

Teachers are expected to contribute to the development of the policy and support its effective implementation. They are also provided with training and development opportunities in behaviour management. Teachers demonstrate professionalism and commitment to teaching. They develop and maintain effective classroom management practices, including plans for dealing with children who persistently misbehave. Teachers support other staff through clear communication and always follow the school’s policies.

Stage Co-ordinators

Stage co-ordinators will assist the principal in developing, implementing and monitoring the policy. They will also support students and classroom teachers in managing and resolving issues. Stage co-ordinators will determine and implement appropriate logical consequences for inappropriate student behaviour and keep a record of incidents. They will supervise students on time out, assisting them to reflect on their
behaviour and consequences of their actions. Stage co-ordinators ensure procedural fairness.

**Principal**

The Principal is accountable for ensuring a safe, secure and harmonious work environment for students and staff. He/She is responsible for the development, implementation and monitoring of policy.

The Principal ensures the policy is reviewed by the school community every three years. He / She provides opportunities for students, staff, parents and carers to contribute to the policy. Copies of the policy are made available to all families of children enrolled.

**School Rules**

At Blackheath Public School, students are expected to be safe, responsible and respectful learners. Students will demonstrate acceptable behaviours by adhering to the rules on the *School Rules Matrix* which follows.
# School Rules Matrix

**BLACKHEATH PUBLIC SCHOOL**

**SCHOOL RULES MATRIX**

<table>
<thead>
<tr>
<th>Learners will</th>
<th><strong>Be Responsible</strong></th>
<th><strong>Be Respectful</strong></th>
<th><strong>Be Safe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td>Listen to and follow all instructions</td>
<td>Listen attentively</td>
<td>Walk on hard surfaces</td>
</tr>
<tr>
<td></td>
<td>Be prepared for each day</td>
<td>Speak politely and clearly and always use good manners</td>
<td>Eat your own food</td>
</tr>
<tr>
<td></td>
<td>Cooperate with others</td>
<td>Be kind and considerate towards others</td>
<td>Act sensibly.</td>
</tr>
<tr>
<td></td>
<td>Do your best at all times</td>
<td>Respect property and belongings</td>
<td>This means sit, move, speak, perform and gesture sensibly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be mindful of personal space</td>
<td>Keep your hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wear your school uniform with pride</td>
<td>Use equipment safely</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stay in the right place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wear your hat outside in Terms 1 and 4</td>
</tr>
</tbody>
</table>

**Classroom**

<table>
<thead>
<tr>
<th>Allow others to learn</th>
<th>Put your hand up to speak</th>
<th>Walk in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use classroom equipment appropriately</td>
<td></td>
<td>Push your chair in</td>
</tr>
<tr>
<td>Ask questions and ask for help</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Playground Areas**

<table>
<thead>
<tr>
<th>In the morning, place your bags in the right place and move</th>
<th>Be kind and considerate to others</th>
<th>Eat and play in the right place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Share friends,</td>
<td>Wear your hat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be seated to eat</td>
</tr>
<tr>
<td></td>
<td>out to the back playground</td>
<td>equipment and space</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Stay in bounds</td>
<td>Play by the rules of the game</td>
</tr>
<tr>
<td></td>
<td>Use fixed equipment with teacher supervision only</td>
<td>Take turns</td>
</tr>
<tr>
<td></td>
<td>Complete eating before playing</td>
<td>Cooperate with others</td>
</tr>
<tr>
<td></td>
<td>Place your rubbish in the bin once you have been dismissed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay in the playground unless issued with an Off-Playground Pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Return equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move on the bell</td>
<td></td>
</tr>
</tbody>
</table>

|                                |                              | Keep the toilets clean and tidy | Flush toilets after use |
|                                |                              | Use the toilets and then leave | Be hygienic - wash hands with soap and water |
|                                |                              | Allow other people privacy | Leave the area once you have finished |
|                                |                              |                                 | Use at recess & lunch |
|                                |                              |                                 | Walk in the area |

|                              | Go to the toilet during break times |                                |                      |
|                              | Return to class or the playground promptly |                                |                      |
|                              | Report any problems to the teacher on duty |                                |                      |

<p>|                              | Toilets                        |                                |                      |
|                              | At first bell, go to the toilet, collect belongings and line up in class |                                |                      |
| Transition to Class Lines    |                                | Stand or sit quietly           | Wait sensibly in class lines until your teacher arrives |
|                              |                                |                                |                      |</p>
<table>
<thead>
<tr>
<th></th>
<th>Canteen Lines</th>
<th>Hall Use e.g. Assembly, Dancing, Sport, Special Performances</th>
<th>Paths / Walkways / Hallways</th>
<th>Bus &amp; Bus Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know what you want and how much it costs</td>
<td>Only spend your own money Order your healthy lunch before school</td>
<td>Use good manners and wait your turn Speak politely and clearly</td>
<td>Line up quietly and sensibly Only line up if you are buying or collecting food Leave the area after you have been served</td>
<td>Be at the right bus line at the right time Bring your bus pass</td>
</tr>
<tr>
<td></td>
<td>Line up quietly and sensibly Only line up if you are buying or collecting food Leave the area after you have been served</td>
<td>Applaud and respond sensibly Stand and sit quietly Remember your manners Participate positively</td>
<td>Act sensibly Keep aisles clear Only two people on the steps of the stage at any time Put equipment away in the right place Keep all doorways clear</td>
<td>Line up sensibly in order of arrival Wait for the signal to walk out of the school grounds Follow</td>
</tr>
<tr>
<td></td>
<td>Walk calmly and quietly in lines</td>
<td>Stand aside for others Move quietly during class time Take care with displays</td>
<td>Look where you are going and keep to the left Keep to the left on stairs Keep corridors clear</td>
<td>Make your way to the bus lines promptly Wait in lines at the designated assembly point Wait sensibly for the teacher and</td>
</tr>
<tr>
<td>Location</td>
<td>Instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervising teacher’s directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show good manners to the bus driver</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| \*
| Walk behind teacher on the footpath |
| Observe road rules |
| Follow the bus driver’s instructions |

<table>
<thead>
<tr>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and work quietly</td>
</tr>
<tr>
<td>Borrow books</td>
</tr>
<tr>
<td>Ask for help when needed</td>
</tr>
<tr>
<td>Use a quiet voice</td>
</tr>
<tr>
<td>Look after books and equipment</td>
</tr>
<tr>
<td>Return things to where you found them</td>
</tr>
<tr>
<td>Walk inside the Library</td>
</tr>
<tr>
<td>Use the Internet safely, carefully and responsibly</td>
</tr>
<tr>
<td>Push your chair in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver and distribute messages calmly and sensibly</td>
</tr>
<tr>
<td>Sickbay is for recovery / illness only</td>
</tr>
<tr>
<td>Wait quietly at the counter</td>
</tr>
<tr>
<td>Use good manners and be courteous</td>
</tr>
<tr>
<td>Walk in the hallway</td>
</tr>
<tr>
<td>Hand in medication for safe keeping and administering</td>
</tr>
<tr>
<td>Wait in line for late notes</td>
</tr>
</tbody>
</table>
Blackheath Public School’s Behaviour Management Policy aims to create a safe environment in which students demonstrate mutual respect and responsibility towards their school and each other. Students should be able to grow and learn, secure in the knowledge that they are valued at all times.

At Blackheath Public School:
All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
Students will feel safe, personally valued and learn to their potential.
Students will demonstrate appropriate behaviours as safe, responsible and respectful learners.
Students, parents and staff will have a uniform understanding of the school rules and the consequences of both compliance and non-compliance with these rules.
This policy benefits students, staff, parents, caregivers and the wider community.

The Staff has a responsibility to model positive relationships and to encourage and acknowledge responsible behaviour, thus assisting students to accept the consequences of their own actions through the application of consistent and reasonable expectations.

Parents have a responsibility to reinforce the Behaviour Management Policy and to communicate any concerns or issues with the relevant staff.

Students have a responsibility to behave in a safe, respectful and responsible manner towards all members of the school community and to accept the consequences when they do not do so.

Classroom Management
Teachers have the responsibility to:
Provide quality teaching and learning programs to cater for the needs of all students and to facilitate the achievement of student learning outcomes.
Model appropriate safe, respectful and responsible behaviours for other staff, students and parents.
Establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour.
Teach students to consistently follow these rules and directions throughout the school day and year.
Consistently apply behaviour management policies within and beyond the classroom.
Ensure the application of consistent and fair behaviour management practices at Blackheath Public School in keeping with principals of procedural fairness.
Seek assistance from the school executive when support is required to manage student behaviour.
Communicate with, and seek assistance from, parents when there are concerns regarding a student’s behaviour.

**Teachers** have the right to:
Expect that students will demonstrate safe, responsible and respectful behaviour.
Receive support from the executive team in managing student behaviour.
Receive support and effective communication from parents when dealing with student behaviour issues.

**Students** have the responsibility to:
Arrive at school prepared for the day’s lessons.
Demonstrate safe, responsible and respectful behaviour within and beyond the classroom.
Comply with the agreed upon classroom rules and acceptable behaviours.
Accept the consequences of inappropriate classroom behaviour.

**Students** have the right to:
Quality teaching and learning programs which will meet their needs.
A teacher who will set firm and consistent limits.
A teacher who will provide them with consistent positive encouragement.
Know what behaviour they need to demonstrate in order to succeed.
A teacher who will teach them how to manage their behaviour.

**Parents** have the responsibility to:
Ensure their child understands the Behaviour Management Policy of Blackheath Public School.
Communicate with staff regarding the needs of their child or issues of concern.
Support their child to accept the consequences of inappropriate behaviour.

**Parents** have a right to:
The application of consistent and fair behaviour management practices at Blackheath Public School.
Know what behaviour their children need to demonstrate in order to succeed.
Teachers who provide quality teaching and learning programs which meet the needs of their children.
Effective communication from teachers and executive staff if there are concerns regarding their child’s behaviour.
It is expected that all staff will:
Consult with their class regarding expected safe, responsible and respectful behaviours within their classrooms by the end of Week 2 Term 1 of each year. These behaviours will be clearly displayed within each classroom.
Promote a positive learning environment within their classroom.
Strategies may include: seating arrangements, setting achievable goals for students, positively reinforcing appropriate behaviour.
Devise positive incentives which reflect the developmental age and interests of students. All students should be given the opportunity to earn and receive acknowledgment for their efforts.

**Unacceptable Classroom Behaviour**

If unacceptable behaviour occurs within the classroom, the following practices are to be followed:
The issue discussed with the student in terms of exhibited behaviour and using agreed language e.g. safety, responsibility and respect.
Simple resolution using classroom practices established within each classroom.
Student withdrawn from the main body of the class but still within the classroom.
Student withdrawn from the class for a predetermined period of time and sent to a buddy class (work provided by class teacher).
Student sent to Stage co-ordinator.
Student may be given a Time Out (orange card and half lunch time detention) in consultation with the Stage Co-ordinator. This will be applied when the problem is either of a serious nature or student has demonstrated unwillingness to comply after other strategies have been implemented.
Very serious offences e.g. violence towards a classmate or teacher, swearing at a teacher, possession of drugs, etc., will be dealt with by the school executive in accordance with relevant procedures e.g. DEC Suspension Policy and Procedures.

Unacceptable Playground Behaviour
Unacceptable behaviour in the playground includes:
Disobedience of regulations regarding student conduct.
Refusal to follow a teacher’s instructions.
Behaviour which is unsafe and detrimental to the well-being of fellow students or staff.
Behaviour which is likely to cause damage to the school environment.
Behaviour which is likely to bring the school into disrepute.
At Blackheath Public School, inappropriate playground behaviour is managed through the implementation of the following strategies:
Simple resolution – student demonstrating inappropriate behaviour is spoken to by the teacher on duty. The issue discussed with the student in terms of exhibited behaviour and using agreed language e.g. safety, responsibility and respect.
Student may be withdrawn from an activity for a short period of time.
Teachers use strategies such as shared concern (PIKAS method) and Restorative Practices to discuss alternative appropriate behaviours with students.
Student’s name and the offence are recorded in the Playground Book. All entries are sent to relevant executive after break period, student spoken to and further action taken if necessary.
Students receiving three playground slips within a term will receive a Time Out.
Student given Time Out – half lunch-time detention. Recorded on orange card.
For serious offences, Detention is given – full lunch-time detention. Recorded on blue card and letter sent home informing parents of the incident.
When a student has recorded three Time Outs within one term, a Detention will be given and parents informed by letter.

Ongoing Unacceptable Behaviour
Continuous poor behaviour (either within the classroom or the playground) will result in an interview with the Principal or another member of the executive team and a **Yellow Card** will be issued. A student placed on a Yellow Card will:

Have his/her classroom behaviour closely monitored and recorded on the card.

Will be withdrawn from the playground while on the card and will be supervised by the Principal or another member of the executive team.

Will require 100 signatures (Year 3-6) from staff (indicating acceptable behaviour) in order to be taken off the card. When a student in Years K-2 is placed on a yellow card, the number of required signatures is modified.

Have parents informed of his/her behaviour. The card is to be taken home each day for the parents to view comments and sign.

Where a student has not demonstrated improvement in behaviour:

The student may remain on the card for a longer period of time.

An interview will be conducted with the parents to determine future strategies to assist with the development of appropriate behaviours.

The student will be referred to the Learning Support Team.

Counsellor or specialist assistance, e.g. Behaviour Team, may be sought.

**Every student starts each term with a clean slate!**

**Suspensions**

Where a student has exhibited behaviour of a serious nature, suspension for a designated period of time may be necessary. Examples of behaviours which may result in suspension include:

- continued disobedience
- persistent or serious misbehaviour
- aggressive behaviour
- physical violence
- use or possession of a prohibited weapon or knife
- possession, supply or use of a suspected illegal substance
- serious criminal behaviour related to the school

See Appendices for DEC Suspension and Expulsion of Students Procedures (Information for Parents). Further information may be found on the Intranet – Policies and Procedures.

**Excursions**

As stated in our Excursion Policy, students whose behaviour is causing concern may not be permitted to attend an excursion or sporting even.
Examples of instances where attendance at an event may be at risk include:
More than one Time Out in a term
Detention in that term
Placement on a Yellow Card
In the event of a student’s behaviour indicating that attendance at an event is at risk, an interview will be held prior to the excursion with the Principal (or member of the executive team), the parents and the student. The final decision regarding a student’s participation in an excursion or sporting event remains with the Executive team.
BULLYING IS NOT ACCEPTED AT BLACKHEATH PUBLIC SCHOOL

What is Bullying?
Bullying is the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear. Bullying involves intentional and wilful misuse of power in relationships. Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others. Bullying behaviour can be:
Verbal such as: name calling, teasing, being abusive, putting others down, being insulting or threatening.
Physical such as: hitting, punching, kicking, scratching, tripping, or spitting.
Social such as: ignoring or excluding others, making rude, cruel or crude gestures.
Emotional such as: spreading rumours; being menacing; giving dirty looks; hiding or damaging possessions; making inappropriate notes, letters, phone messages, SMSs; or misrepresenting another’s views.

Bullying behaviours also includes bullying through cyber and other media, including social networking sites, email and SMS. This bullying is referred to as Cyber-Bullying.

Bullying is Everyone’s Responsibility.

School Staff have a responsibility to:

Respect and support students.
Model and promote appropriate behaviour.
Have knowledge of school and departmental policies relating to bullying behaviour.
Respond in a timely manner to incidents of bullying according to the School’s Anti-Bullying policy.

In addition, teachers have a responsibility to:

Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:
Behave appropriately, respecting individual differences and diversity.
Behave as responsible digital citizens.
Follow the school’s Anti-Bullying policy.
Behave as responsible bystanders.
Report incidents of bullying.

**Parents and Caregivers** have a responsibility to:
Support their children to become responsible citizens and to develop responsible online behaviour.
Be aware of the school’s Anti-Bullying policy and to assist their children in understanding bullying behaviour.
Support their children in developing positive responses to incidents of bullying consistent with the school’s Anti-Bullying policy.
Report incidents of school-related bullying behaviour to the school.
Work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community** have a responsibility to:
Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
Support the school’s Anti-Bullying policy through actions and words.
Work collaboratively with the school to resolve incidents of bullying when they occur.

**How will Blackheath Public School deal with Bullying?**

**Prevention**
Blackheath Public School will implement programs for bullying prevention.
The school will:
embed Anti-Bullying messages into each curriculum area and in every year,
including programs for digital citizenship.
consult with external agencies to conduct bullying awareness training for students, staff and parents and caregivers.

**Early Intervention Strategies**
Blackheath Public School will develop and implement early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
The school will provide support for the student experiencing bullying, the student engaging in Bullying behaviour and any bystander.
The school will develop and implement early intervention and support for those students who are identified at or after enrolment as having experienced bullying or engaged in bullying behaviour. Some of the strategies to support students who are being bullied include: PD programs within the classroom, Peer Support programs, structured play programs and provision of safe areas.

**Dealing with Bullying Behaviours**
Immediate action and sanction by teachers.
The use of strategies such as Shared Concern (PIKAS method) and Restorative Practice.
Monitoring and detention by Assistant Principals when bullying is known to be occurring.
Parents may be notified by telephone or letter.
If bullying continues, an interview between the Assistant Principal or Principal and the student and parents may occur.
Loss of involvement in school functions or representations e.g. Sport, Dance groups, excursions.
Referral to School Learning Support Team or community-based counselling.
Short suspension (in school).
Short suspension from Blackheath Public School.

**How can Parents deal with Bullying?**
**If your child is being bullied:**
Listen carefully to your child.
Assure your child that it is not his/her fault.
Stay calm.
Get accurate details.
Inform the class teacher.
Give your child some strategies to cope. Practise the strategies with your child.
If your child is different in some way, help them to be proud of their differences.
If the problem persists, seek assistance from the class teacher.
If the problem continues, seek support from Assistant Principals and the Principal.

**If your child is Bullying:**
Initially you will be defensive and unbelieving. This is natural.
Find out all the facts from the school first. Telephoning other parents can stir up a lot of unnecessary concern.
Talk to your child but do not blame.
Emphasise that bullying is not acceptable in your family.
Role-play alternative behaviours.
Seek assistance from school or health professionals.
Be specific regarding consequences for continuing unacceptable behaviour.
Reward appropriate behaviours.

Bullying can be said to be the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.

Bullying involves intentional and wilful misuse of power in relationships.

Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others.

Bullying behaviour can be:

Verbal such as: name calling, teasing, being abusive, putting others down, being insulting or threatening.
Physical such as: hitting, punching, kicking, scratching, tripping, or spitting.
Social such as: ignoring or excluding others, making rude, cruel or crude gestures.
Emotional such as: spreading rumours; being menacing; giving dirty looks; hiding or damaging possessions; making inappropriate notes, letters, phone messages, SMSs; or misrepresenting another’s views.

Everyone has a responsibility to reduce aggression in our society.

Blackheath Public School’s
School Rules:

WE ARE SAFE, RESPONSIBLE AND RESPECTFUL LEARNERS.

Consequences of Bullying
at Blackheath Public School

Immediate action and sanction by teachers.
Monitoring and detention by Assistant Principals when bullying is known to be occurring.
Parents may be notified by telephone or letter.
If bullying continues, an interview between the Assistant Principal or Principal and the student and parents may occur.
Loss of involvement in school functions or representations eg. Sport, Dance groups, excursions.
Referral to School Learning Support Team or community-based counselling.
Short suspension (in school).
Short suspension from Blackheath Public School.
Long suspension from Blackheath Public School.

As an example, physical bullying involving violence may well lead to instant short suspension.
BULLYING IS NOT ACCEPTED AT BLACKHEATH PUBLIC SCHOOL

All children can and should behave appropriately.

The United Nations General Assembly in its Declaration of the Rights of the Child (1959) provides that every child is:

“entitled to receive education” and should be “protected from practices which may foster racial, religious and any other form of discrimination”.

Everyone has a responsibility to reduce aggression in our society.

WHAT DO I DO WHEN I AM BEING BULLIED?

Avoid the bully. Walk away. Never find yourself alone with them. Stay in sight of an adult. There is often strength in numbers.

Be firm and strong even if you don’t feel like that. Look a bully straight in the eye and stand up tall. Tell them to leave you alone and walk away.

Ignore the bully. Pretend you didn’t hear any comments.

Find a friend. Play with friendly children.

Get help from older students or older brothers and sisters.
Don’t fight back physically. It just gets you into trouble too.

Tell your class teacher, the teacher on duty, the bus driver, the Principal or Assistant Principals.

Go to a trusted friend and seek help.

**Talking about a problem or bullying is NOT dobbing!!**

**We want to make our school safe for everyone.**

---

**BULLYING**

No one likes it
No one deserves it
No one needs it
So REPORT it

**IF YOUR CHILD IS BEING BULLIED:**

Listen carefully to your child.
Assure your child that it is not his/her fault.
Stay calm.
Get accurate details.
Give your child some strategies to cope. Practice the strategies with your child.
If your child is different in some way, help them to be proud of their differences.
If the problem persists, seek assistance from the class teacher.
**If the problem continues**, seek support from Assistant Principals and the Principal

**IF YOUR CHILD IS BULLYING OTHERS:**

Initially you will be defensive and unbelieving. This is natural.
Find out all the facts from the school first. Telephoning other parents can stir up a lot of unnecessary concern.
Talk to your child but do not blame.
Emphasise that bullying is not acceptable in your family.
Role-play alternative behaviours.
Seek assistance from school or health professionals.
Be specific regarding consequences for continuing unacceptable behaviour.
Reward appropriate behaviours.

**BULLYING IS NOT ACCEPTABLE AT BLACKHEATH PUBLIC SCHOOL**

To be discussed in class and signed by every student.

1. Blackheath Public School students, staff and parents will not tolerate bullying or harassment of any kind. We are totally opposed to all forms of bullying.
2. We will make a real effort to be tolerant of others regardless of their abilities, disabilities, race, religion, beliefs, appearance or any other differences.
3. We will never ignore bullying or condone it when we see it occurring. We will try to stop it or seek adult help to stop it.
4. We will be fair in the playground sharing our games and playground space with others.
5. We will be kind to others even if they are not our special friends.
6. We will talk to our teachers about any problems that occur at school or on the way to and from school.
7. We will seek help from our friends, peer mediators, parents, teachers, the school counsellor, Assistant Principal and Principal if we are worried about any aspect of bullying.
8. As an individual member of Blackheath Public School, I am committed to ZERO TOLERANCE TO BULLYING and will not support or cover up for children who bully others under any circumstances.
9. I will take responsibility for my own actions and will not blame others for things I have done.
10. I will not bully other children at Blackheath Public School or on the way to, or home from, school.
Student’s Name: ________________________

Student’s Class: ________

Student’s Signature: ________________________

Witnessed by friend: ________________________

Witnessed by parent: ________________________

Date: ____________________
School Leadership Team Policy and Procedures

LEADERSHIP TEAM POLICY AND PROCEDURES

At Blackheath Public School, students are encouraged to become responsible members of the school community. Safe, responsible and respectful practices are embedded within our Student Welfare Policy. Year 6 students are provided with the opportunity to further develop responsible behaviours in a leadership capacity within the school as members of the School Leadership Team. Students nominating for the BPS Leadership Team are expected to have demonstrated safe, responsible and respectful practices as students at Blackheath Public School. Successful students are expected to continue to model the appropriate behaviours as leaders in the school community.

The Leadership Team at Blackheath Public School consists of eight Year 6 student members. The team will consist of four boys and four girls:
- Boy Captain and Girl Captain
- Boy Vice Captain and Girl Vice Captain
- Two boy prefects and two girl prefects

Election Procedures

Year 5 students are nominated to stand for election to the Leadership team in Term 4. Peer and self-nominations are accepted. Stage 3 Co-ordinator will provide guidelines for suitable candidates for nomination and expected behaviours of the Leadership Team. Nominations will take place in week 6 of Term 4. All nominated students will prepare a speech to be presented to a school assembly (Years 1-6) during Week 7 of Term 4. Stage 3 Co-ordinator will provide directions to students regarding the appropriate content of speeches. The principal will address the assembly regarding appropriate focus when electing members of the school leadership team. Following the presentation of speeches, all students in Years 1-5 will vote for the Leadership Team for the following year. Stage 3 Co-ordinator will provide instructions regarding completion of ballot papers. Class teachers ensure students have understood the instructions.
Students will vote in the hall after speeches have been presented. They will proceed to the hall with their class teacher, where they will be marked off the class roll and given ballot papers. Students will vote for four boys and four girls on their ballot papers. They will number their choices on the ballot papers 1-4 in order of preference. Votes will be counted by the principal and Stage 3 teachers. Votes will be weighted in accordance with the number assigned on the ballot paper: 1=4 points, 2=3 point, 3=2 points, 4=1 point. The four boys and four girls receiving the highest points will be elected to the leadership team. The two boys and two girls receiving the highest points will be elected Captain and Vice Captain. The students placed third and fourth will be elected to the role of prefects. The results of the election will be presented to a staff meeting for consultation prior to the results being announced. Students who have been elected to the Leadership Team will be expected to have demonstrated appropriate behaviours in accordance with Blackheath Public School Welfare Policy. The School Executive, in consultation with the staff, will make the final decision regarding the Leadership Team. Students will be informed of the election results, by the principal, in the week following the elections.

**Presentation of Badges**

The Leadership Team will receive badges at the Annual Presentation Assembly. Parents will be invited to attend the assembly to pin badges on their children. Captains, Vice Captains and Prefects will recite and sign pledges committing to uphold the values and expected behaviours of Blackheath Public School.

**Expected Behaviours**

The principal will meet with the newly-elected members of the leadership team and advise them of the responsibilities of their role within the school. The Captains, Vice Captains and Prefects will:
- uphold the expected behaviours of the Blackheath Public School Welfare policy.
- model safe, responsible and respectful behaviours.
- assist other students
- be members of the Student Representative Council.
- meet with the teacher organising K-6 Assembly each week to assist with preparations.
- prepare the hall for weekly assemblies.
- undertake additional responsibilities, as requested, by the principal, assistant principals or staff members.
- represent the school when required.

**Consequences of Irresponsible Behaviour**

Where a member or members of the leadership team are not demonstrating appropriate behaviour in accordance with the BPS welfare policy, the following actions may be taken:
- the principal or delegate will discuss the situation with the student/s concerned
- appropriate behaviour to address the situation will be discussed and, if necessary, a warning given regarding the consequences of the behaviour continuing.
- where necessary, parents may be contacted
- appropriate consequential action may be taken e.g. time out/detention
- where there is no demonstrated improvement in behaviour, or where the incident is severe e.g. violence/theft, the student’s badge may be removed for a period of time.

Parents will be contacted and advised of the situation.

**Leadership Team Pledge**

I _____________________________ as _______________________
agree to uphold the values of Blackheath Public School.
I will be a safe, responsible and respectful student at all times and will model and promote these behaviours for other students. I agree to assist other students when necessary. I agree to undertake any responsibilities assigned to me as part of my role as a member of the leadership team. I promise to be a proud and responsible representative when called upon to represent Blackheath Public School in the wider community.

Student: ____________________________   Date: ______________

Parent:    ____________________________  Date: _______________
Appendices

Appendix 1:

PLAYGROUND PROCEDURES

Before school:
Teachers are on duty from 8.25 am, when the morning bell sounds. The only supervision is out the back or in the hall, if so deemed by a teacher. Students must not remain in the quadrangle or be inside buildings before school.

Students may only enter school grounds after the 8.25 am bell.
All bicycles and scooters are wheeled into the school grounds.
Bags are placed in designated areas.
All students move to the back playground where they are supervised by the teacher on duty.
There are no ballgames in the playground before school.
Lunch orders are placed into baskets at the canteen before the 8.55am bell.
In case of wet weather, teachers will direct students under shelter or into the hall.
At the 8.55am bell, students will move to their designated area and wait for the class teacher.
If arriving after the bell, students are to report to the office to obtain a late note.

Recess:
All teachers on playground duty are to wear safety vests and carry bags with basic first aid supplies. Teachers assess whether children need to go to sick bay and have first aid cards for this purpose. Teachers also have emergency red cards to call for urgent help. Under special circumstances, teachers may issue an off the playground pass which allows students to return to a building for a specific purpose.

Students:
All students sit out the back for eating time, which is the first 10 minutes of recess.
After the ten minute bell, students may indicate that they are ready to leave by raising their hand.
Only students who have been dismissed by a teacher may leave the area. All rubbish is placed in a bin upon dismissal. Students may continue to eat in the quadrangle until the duty teacher requests students to move to the silver seats at the side of the hall where they may continue with their eating until they are finished. Once dismissed, students move to the back playground. Students without a hat in terms 1 and 4 will be asked to sit in the shade. Adventure playground and basketball court rosters will be displayed daily. Students may play basketball at the courts, use tennis balls and other equipment as provided by teachers. At the end of recess, the first bell signals that it is time to pack up and move from the playground to classes. Students may proceed to toilets and bubblers but must be at their class lines by the second bell.

**Lunch:**
All teachers on duty wear safety vests and carry their first aid bags as per procedures for recess.

K-2 eat out the back on the concreted area.
3-6 eat in the main quadrangle.
Dismissal procedures are the same as at recess.
After the bell, K-2 play out the back
Monday and Tuesday  - Stage 3 out the back
- Stage 2 over the road
Wednesday to Friday  - Stage 2 out the back
- Stage 3 over the road

The library is open on Monday, Tuesday and Thursday.
Students whose turn it is to play over the road assemble at the Leichhardt St gates and only cross with a teacher.
During lunch, students are not to cross the road without teacher supervision under any circumstances.
At the first bell, students pack up, go to the toilet and bubblers as needed.
All students are ready in class lines at the second bell.

**Wet weather:**
If it is raining before school, the teacher on duty will direct students to the hall.
For wet recess, an announcement will be made well before the bell to advise teachers and students whether to eat inside or go outside under shelter.
For wet lunch, an announcement will be made well before the bell to advise teachers and students of arrangements for the day.
If students are directed to the hall, all food must be consumed before entering.
Students may finish their lunch on the silver seats outside the hall.
Should it start to rain when children are playing outside, the teacher on duty will ring a bell (located in the palace or at the quadrangle) and ask students to come under shelter.

**Playground misdemeanours**
The Playground Book containing incident slips is to be filled out by the supervising teacher as needed.
Teachers use their knowledge of the school matrix to decide whether an incident requires a chat, a formal recording of the incident in the book or a Time Out card.
Incident slips are filled out and left in the playground book to be distributed to stage coordinators.
If time out or detention is warranted, the student is sent to the office to collect their card. This is then filled out by the teacher and recorded in the message book after the end of their duty. The cards are left in the message book for further action.

**After school:**
Students attending BOOSH line up at the silver seats near the canteen.
Students catching a bus make their way quickly to the appropriate bus line.
Students cross roads only at the designated crossings under supervision of the duty teacher.
Students who are waiting for parents or carers must stay within the school grounds.
Students may not, under any circumstances, climb trees or other equipment.
If a parent or carer is late, students may proceed to the office to inform office staff who will then endeavour to contact a parent.

**Appendix 2:**

**Behaviours which may result in Time Out or Detention**

<table>
<thead>
<tr>
<th>Time Out</th>
<th>Detention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustained answering back</td>
<td>Violence towards anyone</td>
</tr>
<tr>
<td>Rough play</td>
<td>Fighting</td>
</tr>
<tr>
<td>Low-level vandalism e.g. breaking pencil, scribbling</td>
<td>Ganging up</td>
</tr>
<tr>
<td>without thinking, etc.</td>
<td></td>
</tr>
<tr>
<td>Loitering</td>
<td>Vandalism/graffiti</td>
</tr>
<tr>
<td>Taking someone’s recess, lunch</td>
<td>Toilet paper extravaganza</td>
</tr>
<tr>
<td>Non-compliance e.g. running off when called</td>
<td>Open, deliberate defiance</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Verbal abuse</td>
</tr>
<tr>
<td>Being disrespectful to other students</td>
<td>Bullying</td>
</tr>
<tr>
<td>Showing disrespect through words and actions</td>
<td>Racist behaviour</td>
</tr>
<tr>
<td></td>
<td>Intimidation</td>
</tr>
<tr>
<td></td>
<td>Out of class without permission</td>
</tr>
<tr>
<td></td>
<td>Theft</td>
</tr>
<tr>
<td>Persistent misbehaviour</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of internet/email</td>
<td></td>
</tr>
<tr>
<td>or other electronic media</td>
<td></td>
</tr>
</tbody>
</table>

**Appendix 3:**

**Anti-bullying leaflet**

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Ignore the bully. Pretend you didn’t hear any comments.

Find a friend. Play with friendly children.

Get help from older students or older brothers and sisters.

Don’t fight back physically. It just gets you into trouble too.

Tell your class teacher, the teacher on duty, the bus driver, the Principal or Assistant Principals.

Go to a trusted friend and seek help.

**Talking about a problem or bullying is NOT dobbing!!**

**We want to make our school safe for everyone.**

---

**BULLYING**

No one likes it
No one deserves it
No one needs it
So REPORT it

**IF YOUR CHILD IS BEING BULLIED:**

Listen carefully to your child.
Assure your child that it is not his/her fault.
Stay calm.
Get accurate details.
Give your child some strategies to cope. Practice the strategies with your child.
If your child is different in some way, help them to be proud of their differences.
If the problem persists, seek assistance from the class teacher.
**If the problem continues,** seek support from Assistant Principals and the Principal

**IF YOUR CHILD IS BULLYING OTHERS:**

Initially you will be defensive and unbelieving. This is natural.
Find out all the facts from the school first. Telephoning other parents can stir up a lot of unnecessary concern.
Talk to your child but do not blame.
Emphasise that bullying is not acceptable in your family.
Role-play alternative behaviours.
Seek assistance from school or health professionals.
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Reward appropriate behaviours.

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6. We will talk to our teachers about any problems that occur at school or on the way to and from school.
7. We will seek help from our friends, peer mediators, parents, teachers, the school counsellor, Assistant Principal and Principal if we are worried about any aspect of bullying.

8. As an individual member of Blackheath Public School, I am committed to ZERO TOLERANCE TO BULLYING and will not support or cover up for children who bully others under any circumstances.

9. I will take responsibility for my own actions and will not blame others for things I have done.

10. I will not bully other children at Blackheath Public School or on the way to, or home from, school.

Student’s Name: ________________________

Student’s Class: ________

Student’s Signature: ________________________

Witnessed by friend: ________________________

Witnessed by parent: ________________________

Date: _________________

Appendix 4:

Pikas Method of Shared Concern

The Method of Shared Concern is an intervention procedure for working on bully/victim problems in schools. It was devised by the Swedish psychologist, Anatol Pikas. Professor Pikas himself delivered workshops in Australia. Before it can be used it is essential that the principles and procedures of the method are thoroughly understood, its use has general support in the school, and that everyone has a common understanding of what is involved in the approach.

- Briefly, the Method of Shared Concern involves the following stages:
A bully/victim problem is identified. You need to have reliable information about who is involved, including:

- the person or persons who are being bullied by another individual or group
- the person or persons who continually engage in carrying out the bullying.

**B. Information about what is happening and the concern felt by the victim is obtained.**

In these meetings with individual students, it is important not to make any accusations. The meeting begins with the interviewer inviting the student to sit in a chair opposite (without a desk) and waiting for eye contact (if appropriate) before the interaction begins.

The interviewer starts by sharing a concern for the person who is being victimised.

**T:** *I hear that some students have been giving Tom a bad time recently? What do you know about it?*

**S:** *It wasn't just me!* (There may be a flat denial - but it can still continue as follows)

**T:** *OK, but what can you tell me about it?* (Do not trying to elicit a confession)

**S:** *Well, some people have been calling him names - pushing him around a bit – they’re only having fun!*

**T:** *I see. I am concerned that Tom’s been pretty depressed, even staying home from school. It sounds like things aren’t so good for him right now.*

**S:** *Yeah.*
As soon as the student has acknowledged some awareness (not necessarily guilt) relating to what has been happening, the student is asked directly what he or she can do to help improve matters.

_T_: I am wondering what you can do to make things a bit better for Tom.

_S_: Who me?

_T_: Yes, you. Try to elicit suggestions. But if the student cannot think of anything, the teacher may make some suggestions.

_S_: Well, I suppose I could stop making fun of him - calling him names.

_T_: (Enthusiastically - not grudgingly). That would be excellent. Try not to tease or upset him - and we will meet again next Tuesday at this time to see how things have gone.

_S_: Is that all?

_T_: Yes, that's it. See you next week.

The teacher does not try to "get to the bottom of the matter" or to apportion blame but to produce a constructive response and change the situation.

The student chooses a strategy. The teacher arranges for a follow up meeting (at an agreed time) to find out how things went. Monitoring is essential.

The remaining students in the group are seen, in a group or individually and the procedure is repeated.

**Some variations**

The suspected bully may deny knowledge of what has gone on. This may be due to genuine ignorance or more likely (if sound preliminary work has been done) be a refusal to cooperate. Repeat the concern: "Well, it seems
like you don’t want to talk about it today. We can talk later.” (The bully is not getting out of it).

The bully may deny personal involvement or say it was somebody else. Say “Well, you have some influence with Sarah. I wonder if you could have a word with her. She would respect what you might say”

The student may seek to pressure the teacher to say why they suspect him of doing such a thing. Here the teacher needs to be careful to make it clear that the suspicion is not based on what the victim has said, but rather on reports from (unspecified) others, ideally, through personal observation. Don’t get into an argument over this. Return to the main theme: that is, the bad time being experienced by the victim and what can be done about it.

C. Interview with victim.

T: I hear that you have been having a bad time at school at the moment. Tell me about it.

T: What could you do to help this situation?
   Could you walk away? Could you say NO in a loud voice?
   Could you tell the teacher?

Student chooses a strategy. Answers the bully in their head eg. (I know I’m not dumb)

T: Try your strategy for a week come and see me next Thursday and we’ll see how you go.
In the meantime, you can come and talk to me whenever you need to. If this happens again come immediately to me.

Appendix 5:
“RESTORATIVE PRACTICE”

Aim of Restorative Practice in School Communities
To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.

Restorative means ‘making things new again’. What do you need to do to ‘restore’ your relationship if you hurt somebody or make that person feel sad? To be ‘restorative’ you need to say sorry, not do it again and make things right by talking about it so you can still be friends.

**Restorative Practice Checklist**

The practice would need to be respectful and fair.
It would focus upon repairing harm and restoring or building relationships.
It would help develop empathy, responsibility and accountability.
It would promote the likelihood of positive behavioural change.

**What Fair Process Achieves**

Fair process builds:
trust
commitment
co-operation
This enhances learning, creativity, moral development and helps build stronger relationships.

**Restorative Practice Checklist**

Is My Practice:
Respectful (Distinguishing behaviour from the person)?
Fair (Engaging, with Explanations & clarify Expectations)?
Restorative by repairing harm and building relationships?
Does My Practice:
Develop Empathy (through reflection, insight & learning)?
Enhance responsibility and accountability?
Promote positive behavioural change?

**Restorative Practice Framework**
The four key elements of Restorative Practices (Explicit Practice, Theory, Fair Process and Restorative Questions) are linked in such a way as to ensure an ongoing framework for the development of healthy relationships. All elements are integral to each other, in that fair process, explicit practice and the theory are employed to validate the exercise of the restorative and supplementary questions.

One of the driving forces behind Restorative Practices is the fact that people intuitively know what works in their relationships with others. The four elements listed above, when used consistently, will lead to healthier and more fruitful relationships.

Justice and fairness provide the foundation upon which healthy relationships are built. The central theme of fair process is that individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.

**Restorative Questions 1**

What happened?
What were you thinking of at the time?
What have you thought about since?
Who has been affected by what you have done?
In what way?
What do you think you need to do to make things right?

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?). The questions therefore emphasise the importance of harm and its impact on relationships.

These questions:
are open ended
are respectful and not value-laden
are objective, meaning it is not about the questioner but rather about leveraging responsibility onto another to tell their story. They are thinking questions rather than feeling ones which ironically tend to evoke stronger emotional responses. Have the potential to develop empathy.

Using these questions allows the questioner to be practical and direct. For example, when you ask the question, ‘What happened,’ you get the response, “I don’t know.” You simply draw on your experience and explore the question in other ways. For example, ‘Tell what your part was in the incident?” If you maintain the basic sequence of questions, they will work in most situations. Another consideration is to view the questions as a ‘way of engaging’ others. At all times avoid asking the WHY (why did you do that?) question.

Restorative Questions 11

What did you think when you realised what had happened?
What impact has this incident had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

The Supplementary Questions create a space for people who have been harmed by the actions of others by helping them gain a sense of justice (validation and understanding). The questions ask for a factual and non-judgemental response. The Supplementary questions are sequenced from the past (what happened?); to the effect of the action (what has been the impact?); followed by a grounded question that gets to the core of the real emotional and personal impact (what has been the hardest thing?) This question has the capacity to get to the heart of the matter and offers an avenue to express what has been most difficult. This question will serve you well in situations where someone is experiencing personal difficulties e.g. a young person struggling with his/her relationships: “What is really hard about what is happening for you at this time?”
Appendix 6:

Suspension and Expulsion of School Students – Procedures 2011

Student Discipline in Government Schools PD 2006 0316
Last updated April 2015 (formatting and position title changes only)
This may not be the latest version of these procedures. Please check the
Department’s Policies website at:
https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_g
ov/PD20060316.s html

1. Abstract
These procedures set out requirements for the suspension and expulsion
of school students from NSW government schools (excluding pre-
schools).

2. Applicability
These procedures apply to all schools (excluding pre-schools). Residential
schools such as agricultural high schools and juvenile justice settings are
subject to additional specific protocols.
In these procedures, the term "parent" or "parents" includes any person
or persons having the custody or care of a child.

3. Superseded documents
Suspension and Expulsion of School Students - Procedures (2007),
PD/2006/0316.

4. Context
4.1. All students and staff have the right to be treated fairly and with
dignity in an environment free from disruption, intimidation, harassment
and discrimination. To achieve this, all schools will maintain high
standards of student behaviour.
4.2. There will be cases of unacceptable behaviour where it will be in the
best interests of the school community and/or the student involved, for
the student to be removed from the school for a period of time or
completely. Suspension and expulsion are the options available to the
principal in these situations. In such cases of unacceptable behaviour,
parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved program for personalised learning and support.

4.3. Collaboration between school staff, students and parents is an important feature of discipline in government schools. All should be fully aware of the suspension and expulsion procedures and their place in the context of that school’s student welfare and discipline policies.

4.4. In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds.

- Race, including colour, nationality, descent, and ethnic, ethno-religious or national origin.
- Sex.
- Marital status.
- Disability, including HIV/AIDS.
- Homosexuality.
- Transgender.
- Age.

4.5. The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.

4.6. When dealing with a student with a disability consideration must be given to the requirements of the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NSW Anti-Discrimination Act 1977. These require, among other things, that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.

4.7. The principal must ensure that records are made and retained of any action taken in relation to the implementation of these procedures.

5. Policy statement

5.1. Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school’s student welfare and discipline policies. It is most effective when it highlights the parents’ responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.
5.2. Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school’s expectations in the future.

5.3. Principals have authority, consistent with the provisions of these procedures and associated documents, to suspend or expel a student from their own school. They will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

5.4. The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are the right:

- to be heard, and
- the right of a person to a fair and impartial decision.

5.5. In matters involving child protection issues, principals should refer to the Protecting and Supporting Children and Young People Policy and be guided by advice provided by Family and Community Services, the Joint Investigation Response Team or the NSW Police Force. Assistance is available from the Child Wellbeing Unit and Directors, Public Schools NSW.

5.6. While a number of policies may apply to the circumstances or behaviour being considered in the context of a suspension or expulsion, the Suspension and Expulsion of School Students – Procedures take precedence.

5.7. These 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. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. These include the use by a student of social networking sites, mobile phones and/or other technology to threaten,
bully or harass another student or a departmental staff member for school related issues.

5.8. Where a serious disciplinary matter arises and the principal is considering suspension or expulsion of a student, the action should be taken irrespective of any action which may be taken by another agency, including the NSW Police Force. Where the NSW Police Force is involved in a case where the principal is considering suspension or expulsion, principals should liaise with the School Safety and Response Unit hotline on 1300 363 778 to ensure any potential police investigation is not compromised. https://detwww.det.nsw.edu.au/safetyandsecurity/school-safety-and-response-unit

5.9. Principals acting in accordance with established policy and procedures are acting with the authority of the Department of Education and Communities and will be strongly supported.

5.10. If the behaviour that has resulted in consideration being given to the suspension or expulsion of a student may represent a risk to the student himself or herself, other students or staff (for example the incident relates to violent behaviour), the principal must ensure that steps are taken to assess that risk and develop any strategies consistent with departmental policies. This process should be commenced at the same time that any disciplinary action commences.

5.11. Principals must consider whether the incident gives rise to a requirement to make a mandatory report to the Child Protection Helpline (Phone: 132 111) or contact made with the Child Wellbeing Unit (Phone: 02 9269 9400).

6. Suspension

6.1. General principles

6.1.1 In determining whether a student’s misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students. Refer to 4.4, 4.5 and 4.6 for other factors that must be considered.

6.1.2 Before a suspension is imposed, with the exception of the cases outlined in 6.1.4 or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will:

- ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
- ensure that appropriate support personnel available within the school system and externally have been involved
ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension

develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour

provide a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and

record all action taken.

6.1.3 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.

6.1.4 With consideration having been given to the factors outlined in 4.4, 4.5 and 4.6, principals must suspend immediately and consistently with these procedures (including procedural fairness) any student who:

- is physically violent: Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others, is to be suspended immediately. The matter must also be reported to the School Safety and Response hotline on 1300 363 778 where advice will be provided on managing and reporting the incident.

- is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause): Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

- uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance: The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
Note: Generally, etc.
police will advise the principal that is the case. In some instances it may not be appropriate to place a student on suspension until the substance is formally identified (e.g. the student claims the substance is not illegal and did not represent it to be so). If this occurs, arrangements are in place with the NSW Police Force for the substance to be sent for priority analysis, generally within 48 hours of the substance being handed to the police. The cost of priority analysis will be met by the Department of Education and Communities. The NSW Police Force will hold the substance pending any legal action. Schools should contact their Director, Public Schools New South Wales who will endorse the request and forward it to Safety

☐ engages in serious criminal behaviour related to the school: The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

6.1.5 Students attending special programs such as those offered by tutorial centres, suspension centres, behaviour schools and hospital schools that may involve attending their home school for part of the week are not automatically precluded from attending the special program if they are suspended from their home school and vice versa. This is subject to negotiation between the principal of the home school and the principal supervising the special program. This negotiation should occur before the student is next due to attend the other locality. Subject to safety considerations, it is a priority to have the student back at school and engaged in learning as soon as possible.

6.1.6 Schools should ensure that in meetings with school personnel, where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. For details on arranging an on-site or telephone interpreter, call 131450.


6.1.7 Should parents require a support person in order to participate fully in the suspension or expulsion process, including suspension resolution
meetings, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group or an interagency support worker. Consideration must be given to any adjustment that may be required for a parent with a disability to participate in the meeting. The responsibility for organising a support person rests with the student or parents. Parents may be referred to their local Department of Education and Communities, learning and engagement officer if they require assistance.

6.2. Short suspension

6.2.1 In circumstances where measures detailed in 6.1.2 above have been unsuccessful in resolving the inappropriate behaviour or the circumstances in 6.1.3 apply, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **continued disobedience:** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco

- **aggressive behaviour:** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

Where the behaviour involves cyberbullying the school’s anti-bullying programs are to be implemented. Advice should be sought from the School Safety and Response Hotline on 1300 363 778 as to whether the police should be informed.

6.2.2 A formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing. For very young children and students with certain disabilities it may be advisable to have a parent present during the interview.

6.2.3 A suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal in conjunction with the parents
should utilise the school, local Department of Education and Communities staff and other available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting. The school learning support team and school counsellor should be notified of the suspension.

6.2.4 If learning and support strategies and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions, a longer suspension or alternative educational programs must be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case. Alternative educational programs which could be considered for the student should be discussed with the learning and engagement officer. Any such programs must have been approved in accordance with departmental policy.

6.2.5 If the principal decides to impose more than two short suspensions on a student in any twelve month period, the Director, Public Schools NSW must be advised.

6.2.6 The principal must ensure that the suspension is recorded in ERN and that all relevant documentation is retained on a file at the school. All documentation must be made available to the Director, Public Schools NSW on request.

6.3. Long Suspension

6.3.1 If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student’s behaviour is serious enough to warrant a long suspension the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

6.3.2 Subject to factors outlined in 6.3.1 above, principals will impose a long suspension for:

- physical violence: Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
- use or possession of a prohibited weapon, firearm or knife.

When the student:
uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children’s toys such as plastic imitation guns that are clearly intended to be toys;
uses a knife or possesses a knife (without reasonable excuse* as defined by the Summary Offences Act 1988);
uses or possesses a firearm of any type (including live ammunition and replica firearms). *“Reasonable excuse” includes ceremonial Kirpans carried by Sikhs for religious purposes.
possession, supply or use of a suspected illegal substance: This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
serious criminal behaviour related to the school: This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
may also impose a long suspension for:
use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person).
persistent or serious misbehaviour. This includes, but is not limited to:
repeated refusal to follow the school discipline code;
threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
making credible threats against students or staff;
behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

Subject to fair hearing consent, the Principal may also impose a long suspension for:

Note: Incident behaviours set out above (with the exception of repeated refusal to follow the school discipline code) must be reported to the School Safety and Response Hotline on 1300 363 778 as soon as possible.
6.3.3 The Director, Public Schools NSW must be advised of the suspension, including its probable duration within two school days of the suspension being imposed.

6.3.4 In cases where consideration is being given to imposing a long suspension from the school, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

6.3.5 A formal disciplinary interview must be held with the student prior to making the decision to suspend. Principals should ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students and students with certain disabilities it is advisable to have a parent present at the meeting. The key features of the interview should be taken down in writing. A work program should be provided for the duration of the suspension.

6.3.6 The principal should utilise school, local Department of Education and Communities staff and other available resources in seeking a means of returning the student to school following the suspension. The aim is to minimise the number of days each student is suspended. The school counsellor must be informed of the suspension and complete a report for the advice of the principal. This report is to be retained on the student counselling file. Advice may also be sought from the school learning support team about the management of the student’s ongoing personalised learning and welfare needs and the need to develop any strategies to assess and manage any risk posed by the student’s behaviour including a risk to the student himself or herself.

6.3.7 A suspension resolution meeting must be convened by the principal at the earliest opportunity. The expectation is that students should be returned to school at the earliest opportunity. The school counsellor report and any advice from the school learning support team should be considered in resolving the suspension.

6.3.8 The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the Director, Public Schools NSW.

6.3.9 If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a
recommendation to the Minister that the student not be re-admitted to all or any government schools. Alternative educational placements which could be considered for the student should be discussed with the Director, Public Schools NSW or nominee. Where violent behaviour is involved a direction on enrolment under Part 5A of the Education Act (1990) may also be an option where a risk assessment indicates the student cannot be safely accommodated at the school selected by his or her parents.

6.3.10 The principal must ensure that the suspension is recorded in ERN and that all relevant documentation is retained on a file at the school. All documentation must be made available to the Director, Public Schools NSW on request.

7. Deciding on, notifying and resolving a suspension

The following steps apply to both short and long suspensions.

7.1. Decision

7.1.1 The decision to suspend must be taken by the principal, or in the principal’s absence, the person performing the principal’s role (relieving principal).

7.1.2 The principal should convene a meeting during which the student is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student’s response must be considered before a decision to suspend is made. Where long suspension is being considered, the student must be able to have an appropriate observer of their choosing present at the formal disciplinary interview.

7.2. Notification

7.2.1 A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school. The principal must ensure that adequate supervision is provided for that student at school until those arrangements are made.

7.2.2 Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification. Reasonable steps must be taken to ensure that the notification is delivered, if necessary in an alternative form. This may apply when parents have difficulty reading or understanding English due to cultural factors and/or disability. Suspension notification letters are available in a number of languages on the departmental website at the address:
Where there are difficulties contacting parents or providing notification, departmental support staff such as the Aboriginal community liaison officer may be able to assist.

7.2.3 In all cases, the notification must include:
- notice of the suspension
- the date and probable duration of the suspension
- the category and specific reasons for the suspension
- the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided
- the importance of parents cooperatively working with the school in resolving the matter
- parents responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the principal
- information concerning appeal rights and other appropriate government or community agencies available to provide assistance where necessary.

7.2.4 When a student is subject to special transport arrangements, the provider of the transport should be notified of the suspension by the principal following notification to the parents.

7.2.5 At the time of the suspension or expulsion notification, parents must be provided with the abridged version of this document (see Appendix 16), as well as the school’s discipline code and information about appeal rights.

7.2.6 If consideration is being given to proceeding to expulsion from the school, or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools, the initial notification of suspension or formal warning should make this intention clear.

7.3. Resolution

7.3.1 The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.

7.3.2 If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case.
and attempt to ensure that the student is back at school on or before the concluding date of the suspension period. Where it is not possible to resolve a suspension by the due date, the Director, Public Schools NSW must be notified and alternative steps taken by the principal, in consultation with the Director, Public Schools NSW, to resolve the suspension and facilitate the student’s return to school. Clear documentation should be provided to the Director, Public Schools NSW indicating why the suspension cannot be resolved.

7.3.3 If a student does not have a parent who can attend a suspension resolution meeting, the principal should ensure that the student is fully informed about the resolution meeting and encourage the student to nominate a support person to be present.

7.3.4 In the case of a long suspension, a suspension resolution meeting must be convened at the earliest opportunity. The recommendations of the school counsellor and any recommendations from the school learning support team should be discussed. Referral to the school counsellor must be considered if this has not already occurred.

7.3.5 The principal must ensure that the suspension is recorded in ERN and that all relevant documentation is retained on file at the school. All documents must be made available to the Director, Public Schools NSW on request.

7.3.6 A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parents.

7.3.7 Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

7.3.8 The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed. See the Department’s website address: https://detwww.det.nsw.edu.au/adminandmanage/ohands/safeworklearn/riskmanage/stndt_behaviour/index.htm

If the issues cannot be addressed before the final day of the suspension, the principal must refer the matter to the Director, Public Schools NSW who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.
behaviour is violent, reference can be made to the Department’s Guidelines for the Management of Health and Safety Risks to Schools Posed by a Student’s Violent Behaviour at: https://detwww.det.nsw.edu.au/media/downloads/directoratesaz/legalservices/ls/familylawguide/mhsguidelines.pdf

8. Expulsion

8.1. General principles

8.1.1 In serious circumstances of misbehaviour 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.

8.1.2 Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the Executive Director, Public Schools NSW.

8.1.3 In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

8.2. Expulsion from a particular school for misbehaviour

8.2.1 When considering expelling a student for misbehaviour, the principal must:

- ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented
- convene a formal disciplinary interview with the student.

Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For young children and children with certain disabilities it may be advisable to have a parent present at the meeting. The key features of the interview should be taken down in writing

- place the student on a long suspension pending the outcome of the decision making process (refer to sections 6 and 7). This action should be taken irrespective of any action by another agency, including the NSW Police Force
- notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
☐ obtain and consider a school counsellor report that includes recommendations for further action
☐ provide the parents with a copy of all documentation on which the consideration of expulsion is based
☐ allow seven school days for students and parents to respond
☐ consider any response from the student and parents before proceeding further
☐ discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal (if the expulsion were to proceed). This could be done by telephone or in a meeting.

8.2.2 If, having completed the actions outlined above, the principal decides to expel a student from the school, the principal must advise the Director, Public Schools NSW prior to providing formal notification to the student and the parents.

8.2.3 Having reached a decision to expel a student from the school, the principal will:
☐ inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision
☐ arrange within ten school days, with support from local Department of Education and Communities staff, an alternative educational placement appropriate to the needs of the student. In some cases it may be necessary to conduct an assessment of the risk posed by the student’s violent behaviour in order to identify a placement where they can access the curriculum while being safely accommodated. The Guidelines for the Management of Health and Safety Risks Posed to Schools by a Student’s Violent Behaviour and; the Work Health and Safety Policy and associated documents provide guidance in these circumstances.

8.2.4 If a suitable alternative cannot be arranged, the principal must refer the issue to the Director, Public Schools NSW for resolution.

8.2.5 In the resolution process, the Director, Public Schools NSW may consider a range of options including:
☐ directing, with approval from the Executive Director, Public Schools NSW the re-admittance of the student to the school, subject to strict disciplinary arrangements as necessary to ensure the safety and welfare of the student, other students and staff
☐ placement in an alternative education setting
8.2.6 In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the Director, Public Schools NSW and all the requirements for notification and documentation are fulfilled.

8.2.7 If the student’s behaviour has been so extreme that a suitable alternative placement cannot be found, the Director, Public Schools NSW in consultation with the principal, may forward a submission to the Secretary, Department of Education and Communities through the Executive Director, Public Schools NSW and the Deputy Secretary, Department of Education and Communities recommending to the Minister that the student who has been expelled for misbehaviour not be re-admitted to all or any government schools.

8.3. Submission not to re-admit a student to all or any Government schools

8.3.1 A submission may be forwarded to the Secretary, Department of Education and Communities, through the Executive Director, Public Schools NSW and Deputy Secretary, Department of Education and Communities, recommending to the Minister that a student expelled for misbehaviour not be re-admitted to all or any government schools by:

- the principal in extreme circumstances of misbehaviour.

The principal will initially forward the submission to the Director, Public Schools NSW

- a Director, Public Schools NSW in consultation with the principal where the expulsion of a student for misbehaviour has been referred to the Director, Public Schools NSW for resolution, as in 8.2.4 above, and the behaviour of the student is so extreme that it is not possible to find a suitable placement.

8.3.2 In these circumstances, the:
principal must ensure, where possible, that all actions applying to long suspension and expulsion occur (refer to sections 6 and 7).

Director, Public Schools NSW must forward the submission to the Secretary, Department of Education and Communities, through the Executive Director, Public Schools NSW, detailing the reasons, the action taken to moderate the student’s behaviour, the school counsellor’s report, a copy of all required documentation and any responses from the student or, parents.

8.4. Expulsion from a particular school of a student over 17 years of age for unsatisfactory participation in learning

8.4.1 This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

8.4.2 Prior to giving consideration to expulsion the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.

8.4.3 When considering expulsion in these circumstances, the principal will:

- notify the student and the parents, in writing, that expulsion from the school is being considered. There is no necessity to place the student on long suspension pending the decision making process in these circumstances
- obtain and consider a report from the learning support team or school counsellor, as appropriate, that includes recommendations for further action
- provide the parents with a copy of all documentation on which consideration of expulsion is based
- allow seven school days for students and parents to respond
- consider any response from the student and parents before proceeding further
- discuss with the student and parents the implications of expulsion and provide information relating to the right to, and process for, an appeal (if
the expulsion were to proceed). This could be done by telephone or in a meeting.

8.4.4 If, having completed the action outlined above, the principal decides to expel a student from the school, the principal must advise the Director, Public Schools NSW prior to providing formal notification to the student and the parents.

8.4.5 Having reached the decision to expel the student from the school, the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision.

8.4.6 The arrangement of an alternative placement is the responsibility of the student and the student’s parents. If a suitable alternative cannot be arranged, it is not necessary in these cases for the principal to re-admit the student, recommend that the student not be re-admitted to any or all government schools or refer the issue to the Director, Public Schools NSW. Advice for students and parents in these circumstances is available from their local Department of Education and Communities office.

9. Reviews

9.1. A Director, Public Schools NSW or Executive Director, Public Schools NSW may review any at any time.

9.2. A review will usually be generated through systemic monitoring or trend analysis. It will not be instigated by a parent or student complaint. In these cases, appeal is the appropriate mechanism.

10. Appeals

10.1. Students and parents may appeal if they consider that correct procedures have not been reached.

10.2. Appeals should be in writing, stating the grounds on which the appeal is being made.

10.3. Some students or parents will require assistance in lodging an appeal. Students or parents requiring assistance should be referred in the first instance to their local Department of Education and Communities office. Local Department of Education and Communities personnel should identify appropriate support people for the student or parents if this type of assistance is requested. The nominated support person should assist the parents to understand their right to, and the process for, appeal. They should ensure that the appellant has access to the appropriate form and has assistance to complete it, if necessary.
10.4. Appeals can be made to:

1. The Director, Public Schools NSW about the imposition of a suspension or a decision to expel a student from a particular school. The Director, Public Schools NSW may delegate the management of an appeal to an appropriate officer such as the learning and engagement officer. In all Suspension and Expulsion of School Students Procedures – 2011 NSW Department of Education and Communities cases, however, the Director, Public Schools NSW must make the determination.

The Executive Director, Public Schools NSW where a Director, Public Schools NSW has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal. In these cases, the Executive Director, Public Schools NSW may ask another Director, Public Schools NSW to deal with the appeal.

The Executive Director, Public Schools NSW about the decision of a Director, Public Schools NSW to decline an appeal relating to a suspension or an expulsion from a particular school as in 10.4 (1) above. The Executive Director, Public Schools NSW may delegate the management of the appeal to another suitable officer. In all cases, however, the Executive Director, Public Schools NSW must make the determination.

10.5. The Director, Public Schools NSW or the Executive Director, Public Schools NSW will:

- deal with the appeal within 20 school days of its lodgement
- ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
- review all relevant material
- ensure that appropriate material has been made available to the student and his or her parents
- discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
- advise all the parties of the decision and the specific reasons for reaching the decision.

10.6. Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the appeal, but
will normally include systems improvement to school processes to ensure the requirements of the procedures are appropriately implemented in the future, or an annotation to the school’s record of suspension and the student’s record indicating the findings of the appeal.

10.7. The fact that an appeal has been lodged does not put on hold the principal’s decision to suspend or suspend prior to expulsion from a particular school.

11. Responsibilities and delegations

11.1 Responsibilities

11.1.1 Principals must ensure these procedures are readily accessible to all employees.

11.2 Delegations

11.2.1 Under s.119 of the Education Act 1990, the Minister and the Secretary, Department of Education and Communities may delegate to any person or body the exercise of any of their respective function under the Act.

11.2.2 Principals have the delegated authority to suspend or expel a student from their school.

11.2.3 Only the Minister may refuse admission of a student who has been expelled from a particular school for misbehaviour from all or any government schools on the recommendation of the Secretary, Department of Education and Communities.

12. The legislative base for suspension and expulsion from school

The Education Act 1990 allows the Minister to control and regulate student discipline in government schools. This is outlined in s.35 (1).

12.1 Suspension

The provisions allow for suspension from government schools.

☐ Under s.35 (3) the Secretary Department of Education and Communities may suspend any student from a government school.

12.2 Expulsion

☐ Under s.34 (4) (a) the Minister may refuse the admission of a child to all or any government schools if the child has been expelled from any government school.

☐ Under s.34 (4) (b) the Minister may refuse admission of a child to all or any government schools if the Minister is of the opinion that there is other sufficient reason to do so.
- Under s.35 (5) the Secretary Department of Education and Communities may, with the consent of the student’s parents, arrange for a student who has been expelled from a government school to be admitted to and attend another government school (unless the child is refused admission under section 34 (4) or to participate in a program referred to in subsection (4).

13.1 Principals must ensure that the suspension is recorded in ERN and that all relevant documentation is retained on a file at the school.

13.2 Executive Directors, Public Schools NSW will complete an annual report on suspension trend data.

14. Associated documents

While this document is the primary source document for procedures on suspension and expulsion, it should be interpreted in the context of some overarching policy statements. Additionally, certain elements of this document are informed by, or elaborated on, in associated policy-related documents. The overarching policy statements are:

- Student Discipline in Government Schools (2006). This policy provides an overview of the government’s expectations for learning environments and outlines the requirements for individual school discipline policies.

- Student Welfare Policy (1996). This policy contains sections on effective learning and teaching, positive climate and good discipline, community participation and responsibilities of school personnel, local Department of Education and Communities office and state office staff.

- Complaints Handling Policy and associated Complaints handling guidelines. They do not apply to appeals against suspension and expulsion.

- The Drugs in Schools Policy sets out requirements for schools to plan and implement appropriate responses to drug related incidents, with an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be involved.

- Work Health and Safety (WHS) Policy and associated documents sets out work health and safety requirements and the
Department’s commitment to the health and safety of everyone in its workplaces.

Protecting and Supporting Children and Young People Policy sets out roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

From time to time and expulsion will be published in Legal Issues Bulletins.

15. For further information

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