DEFINITION

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

It is working together with our community to provide a quality learning environment which is friendly, inclusive, safe and supportive. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, harassment, victimisation and discrimination.

RATIONALE

Randwick Girls’ High School Student Welfare Policy encompasses a wide range of school activities of both an informal and formal nature. Student welfare should be seen not just as another of the school's programs, but as involving all aspects of school life, which together will optimise the welfare of our students. This is achieved in a consistent manner primarily through effective learning and good discipline.
ROLES AND RESPONSIBILITIES

While everyone in the school community has responsibility for student welfare, including students and parents, certain people by the nature of their role are expected to be reactive and proactive to student welfare needs. The student welfare roles are listed.

INITIATIVES AND PROGRAMS

These are programs developed within the school to meet specific needs. They may be preventative or remedial or just extend peoples' experiences. They include specific student welfare programs, enrichment programs and staff development.
INTENDED OUTCOMES

The intended outcomes of the Randwick Girls’ High School Student Welfare Policy are that all students will:

- feel that school is worthwhile
- see learning as a positive experience
- experience success in learning
- feel that their teachers can assist them with their problems and everyday concerns
- be able to request information of a sensitive nature without fear of censure
- be able to expect confidential and/or sensitive treatment of their problems by school personnel
- feel safe within the school environment
- develop friendships with other students in the school
- have a realistic self-concept and opportunity to develop their self esteem
- have positive attitudes towards authority
- mix easily with people from different ethnic and religious backgrounds
- have experiences which encourage positive attitudes towards male and female roles in society
- develop social skills appropriate to school, home and public environments
- have respect towards their physical environment

STUDENT WELFARE PROCEDURES

1. Student welfare begins in the classroom with the class teacher. This requires an ongoing commitment to student welfare and staff development to ensure all teachers feel able to meet this role.

2. Meetings
   (a) Weekly with Deputies, Head Teacher Welfare, Year Advisers, Counsellor, Career Adviser, HSLO and STLA
   (b) Reports from Year Advisers are a regular part of staff meeting agendas
   (c) The Student Welfare Committee (comprising staff from different faculties and parent representatives) meet as required
   (d) Learning Support Team – regular weekly meetings

3. The School’s Strategic Plan reflects student welfare needs by identifying student welfare objectives and strategies.

4. Review Policy
   At Randwick Girls’ High School, student welfare is an interactive process and the implementation of the policy is consistently being adapted to suit circumstances. New programs are developed in response to newly identified needs. Specific student welfare initiatives each have their own evaluation process and priorities are set regularly in the School Strategic Plan. There is a need to regularly review the whole Student Welfare Policy and ensure the school policy remains appropriate.

5. Indicators of Effectiveness:
   - increased number of merits issued
   - improved school appearance
   - limited classroom maintenance request
   - school tone
   - an atmosphere where innovative programs can be trialled
   - staff commitment to new and already established programs
   - less changes in subjects
   - new students quickly integrated into the school community
   - staff willingness to attend professional learning on student welfare.
<table>
<thead>
<tr>
<th>ROLES AND RESPONSIBILITIES</th>
<th>POLICY AND PROCEDURE</th>
<th>PROGRAMS AND ACTIVITIES</th>
</tr>
</thead>
</table>
| - School Administration Officers  
- Principal  
- Deputy Principals  
- Faculty Heads  
- Teachers  
- Head Teacher – Student Welfare  
- Year Advisers  
- ESL Teachers  
- STLA  
- Integration - Teachers Aide Special  
- Careers Adviser  
- School Counsellor  
- Students and Parents  
- International Students’ adviser  
- Learning Support Team | **School Programs**  
- Education of Gifted and Talented students  
- Special Education Policy  
- Girls’ Education Strategy  
- Multicultural Education Policy  
- Aboriginal Education Policy  
- PD/Health/PE  
- Child Protection  
- Critical Incident Management Plan  
- Uniform Policy  
- Regular Student Welfare meetings  
- Commitment to appropriate curriculum  
- Professional Learning  
- SRC  
- Anti-Racism Policy  
- Anti-Bullying Policy  
- Health Plans  
- Risk Management Plans | **Specific School Welfare Programs**  
- Peer Support  
- Study Skills  
- Picnics & bbqs  
- Camps  
- Swimming School + Activities  
- Yr 6-7 programs:  
  - Orientation Day  
- Transition Programs  
  - Year 6 into 7  
  - Year 10 into 11  
  - Year 12 post school  
- Buddy System for new students particularly ESL (school experience)  
- Specific staff development programs developed for problem classes and/or students  
- Vocational Education  
- Regular attendance monitoring  
- Overseas Students Program |
| - School Procedures  
- Merit system  
- Discipline/Demerit system  
- P & C  
- Parent Interviews  
- Student Assistance Scheme  
- Austudy  
- Abstudy  
- Year Assemblies  
- Accessing outside assistance eg itinerant services, Suspension Centre, Green Square, Centennial Park  
- Integration Adviser  
- HSLO  
- SSP’s  
- DOCS  
- Community Health Centres Eastgardens and POW Hospital  
- School assemblies  
- Students with disabilities  
- Parent representation on Committees | **Enrichment Programs**  
- Multicultural Day  
- Debating  
- Randwick Expo  
- School Production – Rock Eisteddfod  
- ISCF  
- Music groups/bands  
- School magazine  
- Careers market  
- Duke of Edinburgh Awards  
- Study Skills Program  
- Joint TAFE courses  
- Talented students group |
|  | **Professional Learning**  
- Beginning Teachers’ Program  
- Basic Counselling Skills  
- Interviewing  
- Inservicing new staff on school policies and procedures |
A. RESPONSIBILITIES OF PARENTS, STUDENTS AND STAFF

(a) Parents
The school is not by itself responsible for, or equipped to develop, socially acceptable
behaviour by students. That is a shared responsibility of parents and students in
partnership with teachers.

Parents are responsible for ensuring their children attend school. They share in the
responsibility of shaping their children's understandings and attitudes about acceptable
behaviour.

If parents are unable to meet their responsibilities for the basic care of children the
school will seek to link the children and the family to appropriate support agencies.

(b) Students
The student should develop a responsibility for her own behaviour.
All students are expected to show/have:
• application to learning
• respect for other individuals and their property
• courtesy to other students, teachers and community members
• respect for teachers
• no violence, discrimination, harassment, bullying or intimidation
• no illegal drugs, alcohol or tobacco
• peaceful resolution of conflict
• adherence to the standards of dress determined by the school community
• compliance with all school rules and the School Discipline Policy

(c) Staff:
Responsibilities may include:
• raising educational standards and levels of educational achievement
• the provision of quality education for all
• the care and safety of the students in their charge
• appropriately communicating with parents about the educational progress and
  behaviour of each student
B. i) SCHOOL DISCIPLINE CODE

There are a small number of rules aimed at making life at Randwick Girls' High safe, pleasant, productive and rewarding. They are based on notions of mutual respect and fair play.

Students in our regular pastoral roll call, formulated, evaluated and voted on these core rules. The broader school community of parents and teachers then ratified them in an extensive consultative process.

SCHOOL RULES

1. RESPECT AND BE TOLERANT OF OTHERS
   - Respect the views and beliefs of other people
   - No bullying
   - Act safely in all situations

2. BE PROUD OF YOUR SCHOOL
   - Wear the correct uniform
   - Look after the school’s property
   - Display good behaviour in public
   - Behave appropriately
   - No smoking
   - Do what you are told to do

3. BE A RESPONSIBLE LEARNER
   - Do your best
   - Cooperate with your teachers
   - Be on time to school and class
   - Attend all classes
   - Bring equipment and be prepared for lessons
   - Do not use mobile phones or other electronic devices in class
   - Complete set tasks
   - Be at the right place at the right time
   - Do not interrupt teachers
   - Be more focused in class
   - Learn all you can
   - Follow instructions

EVERY STUDENT HAS THE RIGHT TO BE SAFE AND HAPPY AT OUR SCHOOL

The fundamental school rules are embedded across the school in all areas of school life
Playground Rules

RELAX BETWEEN LESSONS. PLAY SAFELY

- Use the bins - Don't litter.
- Respect others. No violent games. No discrimination.
- No throwing water.
- No graffiti or vandalism.
- No swearing.
- Use the toilets appropriately. Keep them clean and tidy. Leave them as you would like others to leave them for you.
- At all times stay within the school, away from the fences and way from areas designated out of bounds.

Sport Rules

GIVE YOUR BEST AND ENJOY YOUR GAME

- Be good sports.
- Participate to the best of your ability.
- Take care of all equipment.
- Be prepared for sport and wear correct uniform.
- Respect your opponents.
- Be on time for sport.
- Listen to instructions.
- Travel to and from sport in an orderly manner.
- Accept the referee's decision.

Classroom Rules

DO YOUR BEST

- Be on time to class.
- Be prepared for your lessons.
- Listen to and follow instructions
- Concentrate on your work.
- Respect others, their feelings and their property.
- Be quiet when others are speaking.
- Be tolerant. Don't discriminate.
- Look after the property of the school and the property of others. (Don't eat or chew gum in class. No graffiti or vandalism.)
- Behave in a safe way.
STANDARDS FOR STUDENT CONDUCT

Randwick Girls’ High School students, parents and teachers believe a school environment must exist in which maximum learning can occur. The school community believes that reasonable rules of self-discipline and responsibility to self and others contribute to effective education. Students are encouraged to develop self-discipline by accepting responsibility for their own behaviour. **Underlying all policies on discipline at school are two equal principles; children are entitled to an education and teachers are entitled to respect and courtesy at all times ...**

Most breaches of school rules and unsatisfactory behaviour will be handled by the classroom teacher but in more serious cases it may be necessary to employ procedures as determined by the Department of School Education i.e. suspension from school/or expulsion from school.

SERIOUS OFFENCES

1. Smoking is not acceptable behaviour at school, at sport or when travelling to and from school.
2. Possession of a weapon will result in suspension and a report to police. Violent behaviour will be dealt with swiftly and will result in immediate suspension.
3. The presence of illegal drugs by students will be a matter of police action. In general, students apprehended with illegal drugs in school will be suspended.
4. Vandalism / graffiti.
5. Robbery or theft.
6. Coercion or blackmail.
7. Aggressive, disruptive action or group demonstrations that substantially disrupt school activities.
8. Verbal abuse, i.e. name-calling, racial or ethnic slurs, or derogatory statements.
9. Insubordination.
10. Exhibiting disrespect or directing profanity, vulgar language, or obscene gestures towards teachers or other employees.
11. Fighting.
12. Bullying.
B. ii) STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

- Ensuring that the curriculum meets the individual needs of each student by offering appropriate courses.
- Encouragement and support of students in achieving success in learning through merit awards, regular verbal encouragement and contact with parents/care-givers.
- Use of good behaviour management techniques:
  - Clear/concise directions and instructions
  - Refraining from ridicule, sarcasm or intimidation
  - Acknowledging the cultural values and behaviours of our diverse community including our Aboriginal and NESB students
  - Involving the whole class in learning activities
  - Moving freely around the class to monitor behaviour and understanding
  - Changing the direction of the lesson or re-focus questioning to ensure that students are actively involved in their learning and not unsettled and disruptive
  - Formulating with rules, responsibilities and consequences to manage misbehaviour
  - Consistent follow-up behaviour disruptions.
- Staff model behaviour that is caring, controlled and consistent.
- Discussion with parents and care-givers that inform them of student behaviour and management. Working in partnership with the parents/care-givers to promote acceptable student behaviour. Liaising with the school counsellor and all support networks.
- Programs operating which develop self-discipline, decision making and communication skills.
  - Peer support program operating in Years 7 and 11
  - Study skills and stress management for senior students
  - Conflict resolution, peer mediation and student leadership strategies
  - Student Representative Council
- Regular meetings of the Learning Support Team which, through the Year Advisers and the school counsellor, liaises with community agencies and reports to staff.
- Remediation programs in operation by specialist teachers which promote literacy, numeracy, social and living skills.

C. THE WELFARE/DISCIPLINE LEVELS SYSTEM

The Welfare Levels clearly indicate the behaviours we expect from students and what they can expect in return. Our goal is to have a fair and consistent way to establish a safe, orderly, positive school environment in which students can learn and teachers can effectively teach.

Our welfare levels plans to stress positive recognition as the most powerful tool at our disposal for encouraging responsible behaviour and raising student self-esteem.
Good discipline is fundamental to ensuring that schools are conducive to best student engagement in a thriving learning community.

Randwick Girls High School bases its discipline policy on a code of positive student behaviour developed by the students for the students in a collaborative process based on procedural fairness which is regularly reviewed and evaluated.

It includes ongoing strategies to reinforce positive behaviours predicated on a very popular levels Merit System with a graduated series of awards.

Defined standards of student behaviour stress respect for all in the climate of a collaborative learning community where student leadership is encouraged and rewarded.

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.
THE MERIT SYSTEM

The school encourages all students to do their best in a positive and supportive learning environment. When students achieve in class or act in a socially responsible and cooperative way, they are awarded MERITS which can accumulate to the extent that students are awarded MERIT BADGES.

However there are occasions when students make mistakes, break rules, or behave in an inappropriate way. For these occasions the school is introducing a DEMERIT SYSTEM.

THE DEMERIT SYSTEM

When students do the wrong thing, they will be given DEMERITS.

A demerit is the opposite of a merit. However it works the same way. The demerits add up as you collect them and the more you get, the bigger the consequences will be.

Each school rule is linked to a certain number of demerit points. If you break rules you will collect more and more demerits. Eventually, if you collect too many demerits you will be placed on daily monitoring and those who reach 30 demerits will be suspended from school for persistent disobedience.

Here is a list of the number of demerit points each is worth:

- Late to school .................................... 1 point
- Late to class....................................... 1 point
- Absent from class without permission .......... 1 point
- Leaving school grounds ........................... 1 point
- Out of bounds ...................................... 1 point
- Not wearing school uniform .................... 1 point
- Sport truancy ..................................... 2 points
- Truancy from assembly ........................... 2 points
- Truancy (1 period) ................................. 2 points
- Truancy (2 periods) ............................... 3 points
- Truancy (3-5 periods) ............................ 4 points
- Truancy (whole day) .............................. 5 points
- Truancy (Police involvement) ................. 6 points
- Failure to attend after school detention ....... 2 points
- Classroom misbehaviour ....................... 2 points
- Serious misbehaviour (DP involvement) ...... 4-10 points
- Smoking (first offence) .......................... 6 points
- Smoking (second offence) ...................... 25 points

DAILY MONITORING

Students who collect 8 demerits will be placed on DAILY MONITORING and parents will be contacted.

There are 3 levels of monitoring, each with a different coloured card:

- At 8 demerits students begin BLUE LEVEL MONITORING
- At 14 demerits students move to PINK LEVEL MONITORING
- At 20 demerits students move to WHITE LEVEL MONITORING
- At 30 demerits students are SUSPENDED FROM SCHOOL
- After a short suspension, students return to school on 18 demerits (PINK)
- After a long suspension, students return to school on 22 demerits (WHITE)
COLOUR LEVELS

As students gain demerit points, they move from level to level. Each level is associated with a particular Points Range and a set of consequences.

Yellow Level
This is the base level and will contain the bulk of students. Students on Yellow Level have all the rights and privileges associated with a student in good standing in the school. On occasions and for a particular reason, students may be placed on a yellow coloured card by a Year Adviser.

- Points range for Yellow Level: 0 – 7 points

Blue Level
Students who gain more than 7 demerit points move to Blue Level. On Blue Level, students will be given a blue coloured card and will be monitored on a daily basis. Students on this level will not be allowed to attend excursions unless they have special permission from the DP or P.

- Points range for Blue Level: 8 – 13 points

Pink Level
Students who gain more than 13 demerit points move to Pink Level. On Pink Level students will be given a pink coloured card and will be monitored on a daily basis. Students on this level will not be allowed to attend excursions or receive recognition at Merit assemblies, nor will they be able to participate in Rock Eisteddfod. They may return to Rock Eisteddfod on completion of their pink card and after consultation with the Deputy Principal and Head Teacher responsible for Rocka.

Students returning from short suspension will be awarded 18 points and will be on Pink Level.

- Points range for Pink Level: 14 – 19 points

White Level
This is the highest level in the system and will contain those students who are of serious concern. Students who gain more than 19 demerit points move to White Level. On White Level, students will be given a white card and will be monitored on a daily basis. Students on this level will not be allowed to attend excursions, receive recognition at Merit assemblies or participate in KO sporting competitions. Students on White Level will be excluded from participation in Rock Eisteddfod but may be readmitted after consultation with the Principal and the Rock Eisteddfod Liaison Teacher.

Students returning from suspension will be awarded 22 points and will be on White Level.

- Points range for White Level: 20 – 29 points

Red Level
Students with 30 or more demerit points are on Red Level and will be suspended from school for persistent disobedience.

REMOVING DEMERITS

A student on daily monitoring will have 1 demerit removed for each completed day containing satisfactory comments from teachers. For a monitoring card containing 5 completed days with good comments, students will gain a bonus and have 6 or 7 demerits removed.
AFTER SCHOOL DETENTION

- Students who break rules may receive an after school detention as well as demerit points. DETENTIONS are held every MONDAY and THURSDAY from 3.15pm – 4.00pm.
- Students who do not attend detention will be given 2 demerits and will be expected to do the detention on the next detention day.
- Parents will be informed of the detention. Students will be given a ‘Notice for Parents' informing them of the day of the detention.
- The Notice for Parents is for parents’ information only. The student must attend the detention on the specified day.

SMOKING, WEAPONS, ILLEGAL SUBSTANCES

- Smoking is not acceptable behaviour at school, at sport or when travelling to and from school.
- It is against the law to bring weapons onto school premises. A student who brings a weapon to school will be suspended immediately. The police will be called.
- Violent behaviour will be dealt with swiftly and will result in immediate suspension.
- The community expects its schools to be firm in their resolve to prevent all types of substance abuse by young people. The presence of illegal drugs by students will be a matter for police action. Students apprehended with illegal drugs in school will be suspended. The school has the right to search personal property or lockers if it suspects illegal substances.

The School Counsellor

The School Counsellor is Mrs Grunhard. She is specially trained to help young people deal more effectively with difficult situations which may involve:

- Family problems
- Learning or study difficulties
- Loss and grief
- Friendship issues
- Personal problems
- Examination anxiety
- A crisis in your life

The school counsellor is available to students and their families Mondays, Tuesdays, Thursdays and Fridays. Appointments can be made at the counsellor’s office or through the front office. The counsellor’s office is on Level 3 near the southern staircase.

NB: While Randwick Girls High School does not condone inappropriate behaviour, students whose performance and behaviour show improvement are always encouraged and rewarded.
THE MERIT SYSTEM

The staff at Randwick Girls' High School acknowledge that students can excel in many areas at school. These include:

- academic achievement
- leadership
- participation across the school
- improvement in behaviour and performance
- school service
- community service

Level 1

Merit Awards

Positive contribution is made in one of the 6 areas listed above

1

Year Award

10 Awards are collected from at least three different faculties.

10

School Award

20 Awards are collected to receive a School Award.

20

Bronze Pin

40 Awards are collected to receive a Bronze Pin to be worn on the uniform.

40

Silver Pin

80 Awards are collected to receive a Silver Pin to be worn on the uniform.

80

Gold Pin

120 Awards are collected to receive a Gold Pin to be worn on uniform.

120
# LEVEL 2

## Merit Awards

Positive contribution is made in one of the six areas listed above.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>1</th>
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</table>

## Year Award

10 Awards are collected from at least three different faculties.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>10</th>
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</table>

## School Award

20 Awards are collected to receive a School Award.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>20</th>
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</table>

## Bronze Pin

40 Awards are collected to receive a Bronze Pin to be worn on the uniform.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>40</th>
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## Silver Pin

80 Awards are collected to receive a Silver Pin to be worn on the uniform.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>80</th>
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</table>

## Gold Pin

120 Awards are collected to receive a Gold Pin to be worn on uniform. Gold Medallion to be presented at Presentation Day.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>120</th>
</tr>
</thead>
</table>

## Honour Plaque

2 Gold Pins are collected to receive an Honour Plaque. Presented at Presentation Day by the Principal or Special Guest.

<p>| AWARDS | 240 |</p>
<table>
<thead>
<tr>
<th>Bronze Certificate</th>
<th>AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 Awards are collected to receive a Bronze Certificate.</td>
<td>40</td>
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</table>

<table>
<thead>
<tr>
<th>Bronze Medallion</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>80 Awards are collected to receive a Bronze Medallion.</td>
<td>80</td>
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</table>

<table>
<thead>
<tr>
<th>Silver Certificate</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>120 Awards are collected to receive a Silver Certificate.</td>
<td>120</td>
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</table>

<table>
<thead>
<tr>
<th>Silver Medallion</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>160 Awards are collected to receive a Silver Medallion.</td>
<td>160</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gold Certificate</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>200 Awards are collected to receive a Gold Certificate. Presented at Presentation Day by Principal.</td>
<td>200</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gold Medallion</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>240 Awards are collected to receive a Gold Medallion and Blazer Pocket. Presented at Presentation Day by Principal.</td>
<td>240</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honour Board</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays names of students who obtain Gold Medallion.</td>
<td></td>
</tr>
</tbody>
</table>
Randwick Girls High School does **NOT** tolerate bullying of any kind. Students who engage in bullying of any kind will fall under the terms of the Randwick Girls High School Anti-Bullying Policy.

**Definition of Bullying**

Bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury inflicted by one or more other students (Olweus, 1993). Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

**Bullying:**
- involves an imbalance of power of one person, or a group of people, over another person
- devalues, isolates and frightens
- affects an individual’s ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

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

Cyber-bullying can be defined as an intentional aggressive act carried out by a group or individual using electronic forms of contact, repeatedly and over time against another individual.

**Bullying behaviour is not:**
- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

*NSW DET (2009)*

Most bullies do not have low self-esteem, although they can be low achievers. They stand out from other students in two main ways:
- they lack the ability to empathise
- they have a stronger than normal desire to dominate other people.
ANTI-BULLYING ACTION FLOWCHART:

- Incident in playground/classroom, use of cyberspace eg friendship dispute
  - Teacher intervention – green slip to Central File
  - unresolved
    - Student Adviser/HT Welfare – peer mediation and/or Pikas Interview (see following page)
      - resolved
      - unresolved OR
        - Continued harassment/incidents
          - Incident involving identified bully (2nd incident)
            - Deputy Principal – school detention and parent contact and interview
              - unresolved
              - unresolved OR
                - 3rd incident OR
                  - School suspension. Student Adviser to be advised. Police notified where necessary.
                    - return to school
                      - Counsellor and/or teacher mentor to work on anger management. Talk Sense to Yourself or similar program.
                    - Major
                      - If harassment, physical violence or major misuse of cyberspace
                        - No further immediate action. Teacher to follow up
                        - Inform Student Adviser
                          - Record for CFS
                          - Follow up

NB: Bullying, by its nature, relies on a power imbalance and fear of acknowledging that the victim is being bullied. Secrecy and a code of secrecy makes it truly insidious.
All members of our school community have a responsibility to ensure that Randwick Girls High School is a safe, secure, happy and bully free environment:

THE RESPONSIBILITIES OF STUDENTS

- Do not encourage bullying by words, actions or attitude.
- If you are being bullied have the courage to report it to a trusted teacher or a friend who can report if for you.
- To walk away if being bullied.
- To assist students who are being bullied.
- To participate in anti-bullying programs and activities.
- Students who observe a bullying situation should refuse to participate in it.
- If you are present when bullying occurs, if appropriate, take some form of action to prevent it.
- Report incidents of bullying and help break down the code of secrecy.

THE RIGHTS OF STUDENTS

- To learn in a safe environment.
- To socialise in a safe environment.
- To speak up about bullying.
- To protection if they report an incident.
- To be able to mix with anybody at school without being excluded or victimised.
- To not be bullied.
- To trust in teachers.

PARENTS/GUARDIANS

- Watch for signs of distress in your children eg reluctance to attend school, a pattern of headaches or unexplained abdominal pain, equipment missing without explanation, requests for extra money, damaged clothing or bruising.

- Advise your children to report incidents of bullying to a teacher. If possible, encourage your child to report the incident herself. They will gain more self-respect by taking the initiative themselves rather than relying on a parent to take action.

- Do not encourage your child to retaliate.

- Be prepared to notify the school of any incident of bullying you become aware of even if your own children are not involved.

- Be available for consultation when:
  - (i) your child complains of being a victim
  - (ii) your child’s behaviour reflects a lack of compliance.
PIKAS METHOD

1. Individual “chats”
   - bully first
   - victim last (7m)

2. Follow up a week later (3m)

3. Half hour group meeting (30m)

INDIVIDUAL “CHATS”

STAGE 1

“I hear you have been nasty to ‘X’. Tell me about it.”

- Let the pupil talk.
- Avoid closed questions.
- Don’t question if they complain about the victim.

STAGE 2

“So it sounds like ‘X’ is having a bad time.”

- As soon as they agree move on to Stage 3.
- If they say “It’s his/her fault”, agree but still point out that they are having a bad time.

STAGE 3

“Good. I was wondering what you could do to help improve ‘X’s’ situation.”

- Accept suggestions.
- Don’t bargain or question.
- Don’t discuss “How”.

STAGE 4

“O.K. I’ll see you next week to find out how you are getting on.”
Cyber-bullying and the inappropriate use of electronic devices in the classroom and playground are of growing concern. These areas can threaten both the physical and emotional well being of all members of our community. Therefore Randwick Girls High School has developed a:

<table>
<thead>
<tr>
<th>POLICY ON USE OF MOBILE PHONES IPODS AND ALL ELECTRONIC AND DIGITAL DEVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATIONALE:</strong> Students attend school to learn in a safe and disciplined learning environment</td>
</tr>
<tr>
<td>• Use of mobile phones, ipods and other electronic devices is prohibited during classes or between lessons.</td>
</tr>
<tr>
<td>• Any student who produces or uses mobile phones or any other digital device in the classroom will immediately have that device confiscated for up to 48 hours.</td>
</tr>
<tr>
<td>• Photophones must <strong>NOT</strong> be used at any time to photograph activities either in the classroom or school grounds. Phones will be immediately confiscated if this occurs for up to 48 hours.</td>
</tr>
<tr>
<td>• Any student placing material related to school on any electronic site will immediately be suspended in accordance with Department of Education &amp; Training suspension procedures.</td>
</tr>
<tr>
<td>• No responsibility will be taken for the loss of any electronic or digital devices from school.</td>
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