<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Aims</td>
<td>3</td>
</tr>
<tr>
<td>* Departmental Objectives &amp; Outcomes</td>
<td>4-9</td>
</tr>
<tr>
<td>* School Code of Conduct</td>
<td>10</td>
</tr>
<tr>
<td>* Levels Based System</td>
<td>11</td>
</tr>
<tr>
<td>* Movement Within the System</td>
<td>12</td>
</tr>
<tr>
<td>* What Happens at Each Level</td>
<td>13</td>
</tr>
<tr>
<td>* Moving Through the Levels</td>
<td>14</td>
</tr>
<tr>
<td>* Commendations &amp; Major and Minor Referrals</td>
<td>15-16</td>
</tr>
<tr>
<td>* Formats for Record Keeping</td>
<td>17</td>
</tr>
<tr>
<td>* P &amp; C Showcase</td>
<td>18</td>
</tr>
<tr>
<td>* Positive Recognition &amp; Rewards. Return from suspension procedures.</td>
<td>19</td>
</tr>
<tr>
<td>* Primary Behaviour Book</td>
<td>20</td>
</tr>
<tr>
<td>* Secondary Behaviour Book</td>
<td>21</td>
</tr>
<tr>
<td>* Referral to Executive &amp; Playground Behaviour Boards</td>
<td>22</td>
</tr>
<tr>
<td>* Consequences for Unacceptable Playground Behaviour</td>
<td>23</td>
</tr>
<tr>
<td>* Restitution</td>
<td>24</td>
</tr>
<tr>
<td>* Classroom Implementation &amp; Maintaining Acceptable Classroom Behaviour</td>
<td>25-26</td>
</tr>
<tr>
<td>* Secondary Discipline System</td>
<td>27</td>
</tr>
<tr>
<td>* Anti Bullying Policy</td>
<td>28</td>
</tr>
<tr>
<td>* What the school can do to prevent bullying</td>
<td>29</td>
</tr>
<tr>
<td>* Meeting the Physical Needs of Students &amp; SunSafe Statement</td>
<td>30</td>
</tr>
<tr>
<td>* Child Protection</td>
<td>31</td>
</tr>
<tr>
<td>* Smoking. Disco Procedures</td>
<td>32</td>
</tr>
<tr>
<td>* Lunch passes. Mobile Phones.</td>
<td>33</td>
</tr>
<tr>
<td>* Bus Rules</td>
<td>34</td>
</tr>
<tr>
<td>* Secondary Student Policies</td>
<td>35-38</td>
</tr>
</tbody>
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Student Wellbeing

The provision of student support structures and social, academic and physical programs designed to promote the development of the whole person by emphasising effective participation.

AIMS:

- To enhance the self-esteem and self confidence of all students.
- To promote the physical/emotional well-being of students.
- To develop student awareness of their role and responsibility in a variety of social groups.
- To develop positive interaction and cooperation amongst all members of the school community.
- To promote the welfare of others specifically developing:
  - a positive image of the school and community
  - the good of the community
  - active participation in the community.
- To provide relevant programs which develop knowledge, skills and positive attitudes.
- To ensure each child’s right to learn in a safe and caring environment.
- To promote self-discipline and positive problem solving strategies.
- To seek or reach goals that have positive meanings.
Departmental Objectives, Outcomes and Results for:

1. Consistent, quality educational practices across the school

2. Linking individual learning for all students in a secure, engaging and supportive way

3. Promoting a positive learning culture through strong, sustainable and respectful partnerships
1. Quality Learning and Quality Teaching

**Objectives**

To enhance quality learning and quality teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

**Outcomes**

- Students will be active participants in the learning process.
- Coordinated students’ services will provide effective support to classroom programs.
- The Learning experiences of students will affirm their individuality and be positive and satisfying.

**Results for Students**

- Students will participate in decisions about their own learning
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.
2. School Climate and Organisation

**Objectives**

To enhance school climate and organisation by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limited gender stereotypes
- incorporating students’ views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms including student representative councils.

**Outcomes**

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs, and procedures.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- Effective procedures will be in place for solving problems, resolving conflict and dealing with harassment and discrimination.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be an inclusive environment which affirms diversity and respects difference.
Results for Students

- Students will be safe in the school environment.
- Students will know what is expected of themselves and others as members of the school community.
- Students will seek support.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school’s organisation and know about student representative councils or other representative bodies such as the school council.
Community Participation

Objectives

- To enhance community participation by:
  - building learning communities in which staff, students and parents work together for planned results
  - encouraging parents and community members to participate actively in the education of young people and in the life of the school
  - acknowledging parents as partners in school education
  - encouraging students to have a sense of belonging to the school community
  - fostering close links with the wider community
  - encouraging links between parents and student representative groups
  - inviting parents to share their skills and experiences in the school community
  - supporting students and their parents in making decisions about learning programs
  - recognising students’ families, cultures, languages and life experiences.

Outcomes

- There will be a strong link between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and in the life of the school.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parents and community involvement in a range of school activities.

Responsibilities

School communities provide directly for the needs and aspirations of students. State office and School Education Areas support school communities in their delivery of education to students.
Results for Students

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.
CODE OF CONDUCT

Care about your school
* Be proud to be a student at Barraba Central School
* Wear your correct school uniform
* Look after school equipment
* Use rubbish bins
* Join in school activities
* Be punctual to school and assembly

Care about others
* Be a good sport
* Work out disagreements without arguing or fighting.
* Try to fix up any problem you caused by thinking of a solution.
* Be kind to others
* Be thoughtful - help lonely or unhappy children
* Wait your turn to speak.
* Avoid embarrassing others or laughing when they make mistakes
* Borrow only after asking
* Co-operate with your fellow pupils, teachers and staff
* Use decent and appropriate language.
* Be kind and caring to animals.

Care about yourself
* Look after your belongings
* Follow instructions and complete all class work.
* Control yourself without fighting or answering back.
* Always do your best
* Use decent and appropriate language
* Care about your appearance
* Always make sure you have permission to be in a classroom outside class time.
* Always make sure you have permission to be out of class during class time.
* Stay in the school grounds unless you have permission to leave.
* Complete homework tasks.
* Seek assistance if needed.

Be a safe player
* Use equipment only at the correct time and in the correct place
* Be careful - don't play rough games
* Be sensible on equipment
* Stay away from school grounds when school is not open.
LEVELS BASED SYSTEM

Barraba Central School operates a Code of Conduct and Levels based student wellbeing / discipline system. There are 6 Levels within the system. All students begin the school year on Level 3 and move up and down the levels based on behaviour. The system is teacher controlled with students moving through the Levels based upon commendations and major (red) and minor referrals (orange) in consultation with members of the Wellbeing Committee/executive. The system also allows for highly inappropriate behaviour.

Level 5 - Outstanding behaviour - a high and continued level of cooperation and performance. Students can reach Bronze Level 5 (after 10 consecutive weeks on Level 5), Silver Level 5 (20 weeks) and Gold Level 5 (30 weeks). Extra negotiated rewards will be given to these students.

Level 4 - Excellent behaviour and attitude.

Level 3 - Acceptable school behaviour and attitude.

Level 2 - Inappropriate behaviour and attitude.

Level 1 - Highly inappropriate behaviour.

Level 0 - Suspension / Exclusion / Expulsion.

The Wellbeing Committee.

1. Role and class teachers are to maintain records showing the Levels students are on and the commendations and major and minor referrals received. They should record the student’s name on the appropriate Level movement sheet when students are eligible to move up or down Levels. Level movement sheets are kept on the noticeboard in the Assistant Principals office.

2. The Committee meets several times a term to discuss general student wellbeing matters that arise in the school. Upward level movements are discussed weekly at either whole school or faculty staff meetings.

3. Head Teacher Secondary Studies and the Primary Assistant Principal monitor downward movements to Level 2 or 1. These staff members are responsible for organising Level 2 and 1 paperwork and student behaviour modification books.

4. The committee is to consist of representatives from each section of the school (executive, primary, secondary and support). In addition, representatives from the parent body can be invited to attend meetings. Parent members are only to be present when discussing and formulating policy matters and should not be present when individual students and their movement are discussed.

5. Certain inappropriate behaviour (e.g. violence, smoking, possession of drugs or weapons etc) will be handled by the Executive following Departmental guidelines.
**MOVEMENT WITHIN THE SYSTEM**

**From Level 3 to 4:** 5 consecutive commendations within 1 term (No major or minor referrals)  
Reference to playground boards and class registers regarding following School Code of Conduct.

**From Level 4 to 5:** 5 consecutive commendations within 1 term (No major referrals)  
Punctuality to school and class.  
Reference to playground boards and class registers regarding following School Code of Conduct.

************

**From Level 5 to 4:** 1 minor or major referral.

**From Level 4 to 3:** 2 consecutive major referrals.

************

**Movement to Level 2:** 3 major referrals in a 5 day period.  
Monitored by Head Teacher Secondary Studies and Assistant Principal Primary.  
or  
marginal acts of violence or bullying.  
or  
students returning from suspension.

**Movement to Level 1 / Isolation:**  
Inappropriate school behaviour including failure to follow teacher instructions.  
or  
Level 2 students showing no improvement in behaviour or attitude

**Movement to Level 0: Suspension:**  
By executive following Departmental Guidelines for acts of violence, possession of weapons etc or notoriously defiant behaviour  
or  
Incidents of smoking (see Smoking Policy)

**Isolation:**  
While on isolation students will take their recess and lunch breaks at different times and in different areas to the rest of the school.  
Secondary students on isolation will spend their time in with the Head Teacher Secondary Studies/DP.  
Primary students on isolation will spend their time in the office area or with the Assistant Principal.
**WHAT HAPPENS AT EACH LEVEL?**

<table>
<thead>
<tr>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
<th>LEVEL 0</th>
</tr>
</thead>
</table>
| *Name in School News.*  
*Photo in foyer.*  
*End of semester video + nominated reward.*  
*Access to P&C Showcase.*  
*Sports representation.*  
*School excursions.*  
*End of year function.* | *Name in School News.*  
*End of semester video.*  
*Sports representation.*  
*Access to P&C Showcase.*  
*School excursions.*  
*Access to P&C Showcase.* | *All normal school activities.*  
*Sports representation.*  
*Access to P&C Showcase.*  
*School excursions.* | *Ineligible for school excursions and sport representation.*  
*Monitoring of behaviour with a behaviour book.*  
*Restricted classroom activities e.g. assembly, seating, use of games etc.*  
*Possible restricted playground.*  
*Loss of access to P&C Showcase.*  
*Parents notified.* | *Restricted curriculum.*  
*Classroom withdrawal.*  
*Playground withdrawal with varied recess / lunchtimes.*  
*Restricted playwood.*  
*Loss of school privileges.*  
*Loss of access to P&C Showcase.*  
*Not eligible for any school representation or school excursion.*  
*Parents notified.* | *Suspension*  
*Short term up to 4 days.*  
*Long term up to 20 days.*  
*Exclusion.*  
*Expulsion.* |
<table>
<thead>
<tr>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
<th>LEVEL 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows all school rules. Is punctual to school and class.</td>
<td>5 consecutive commendations within 1 term.</td>
<td>5 consecutive commendations within 1 term.</td>
<td>Satisfactory behaviour book/card comments usually over a 5 day period showing satisfactory behaviour and attitude.</td>
<td>Withdrawal from class and playground. Movement up with improvement in behaviour and attitude.</td>
<td>Following Departmental Guidelines.</td>
</tr>
<tr>
<td>1 major (red) referral</td>
<td>2 consecutive major referrals (red)</td>
<td>3 major referrals (red) in a 5 day period or acts of violence or as circumstances demand.</td>
<td>Continued unsatisfactory behaviour and attitude.</td>
<td>Parental interview. Loss of privileges.</td>
<td></td>
</tr>
<tr>
<td>Notification in School News.</td>
<td>Access to School Showcase</td>
<td>Parents notified by letter</td>
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</tbody>
</table>

It may be found after investigation that some behaviours or actions (e.g. acts of violence, drug taking tec.) warrant movement down across several levels.
Such action will be taken at the discretion of the executive following Departmental Guidelines.
A referral is a standard note that is written by a teacher to detail incidents of negative behaviour. Major referrals (RED) are for serious misbehaviours. Minor referrals (ORANGE) are for lesser offences. A commendation is a standard note written by a teacher to detail incidents of positive behaviour.

The teacher issuing a major or minor referral should discuss the matter with the student concerned so that they realise why they have been given the referral. The teacher should complete the written notice and place it in the relevant place:

- secondary/primary major referrals should be entered into Sentral and given to the Head Teacher/AP
- secondary minor referrals and commendations should be given to the year advisor of the student. The year advisor will pass the commendations onto the students when they have been recorded.
- primary commendations and minor referrals should be given to the class teacher.

Copies of all primary major referrals will be sent home to parents or guardians.

Parents will be contacted by phone where possible regarding secondary major referrals. Letters will be sent home where phone contact is not possible.

Students take home commendations once they have been processed.

The classroom teacher or year advisor is responsible for keeping records regarding the referrals received by each student. Students will move up or down on the Level System based on referrals received following the procedures of the welfare system.

**Major referrals should only be issued after other strategies have failed.**
### Minor Referral

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class/Subject:</th>
<th>Teacher:</th>
<th>Date:</th>
<th>Report: <em>(tick boxes if applicable)</em></th>
<th>Time:</th>
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<td>Lack of equipment</td>
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<td>Lack of work or effort</td>
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<td>Not following instructions</td>
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<td></td>
<td>Late to class – no reason</td>
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<td></td>
<td>Harassment/Bullying</td>
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<td></td>
<td>Not following classroom rules</td>
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<td>Not following school rules</td>
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<td></td>
<td>Inappropriate playground behaviour</td>
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<td>Out of bounds</td>
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<td></td>
<td>Incidental Swearing</td>
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<td>Eating/drinking in class</td>
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**Comment:**

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### Major Referral

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<tr>
<th>Name:</th>
<th>Class/Subject:</th>
<th>Teacher:</th>
<th>Date:</th>
<th>Report: <em>(tick boxes if applicable)</em></th>
<th>Time:</th>
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<td>Lack of equipment</td>
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<td>Lack of work or effort</td>
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<td>Chewing gum</td>
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<td>Not following instructions</td>
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<td>Late to class – no reason</td>
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<td>Harassment/Bullying</td>
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<td>Not following classroom rules</td>
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<td>Leaving classroom without permission</td>
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<td>Not following school rules</td>
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<td>Smoking</td>
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<td>Truancy</td>
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<td>High level directed swearing</td>
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<td>Eating/drinking in class</td>
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<td>Fighting</td>
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<td>Not attending detention</td>
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<td>Physical violence</td>
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<td>Insolence or rudeness</td>
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<td>Talking in class</td>
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<td>Spitting</td>
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<td></td>
<td>Disruptive behaviour</td>
<td></td>
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<td></td>
<td>Interfering with/damaging other's work/equipment</td>
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</tr>
</tbody>
</table>

**Additional Information:**

---

**Teacher:**

---

**Action by Teacher**

- Spoken to
- Isolation
- Catch up work
- Sent to executive
- Restitution
- Other

**Executive Teacher:**

**Action Taken:**

---
Examples of Formats Used by Staff to Maintain Records of Student Major and Minor referrals, commendations and Levels.

**BARRABA CENTRAL SCHOOL WELFARE RECORD**

<table>
<thead>
<tr>
<th>NAME: _________________________________</th>
<th>Year: _______________</th>
</tr>
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<tbody>
<tr>
<td>Date</td>
<td>+/-</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: _________________________________</th>
<th>Year: _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commendations</td>
<td>Minors</td>
</tr>
<tr>
<td>M</td>
<td>Tu</td>
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<td>1</td>
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Comments:
SHOWCASE

- Each commendation received is worth one commendation on the Showcase card.

- These may be accumulated and ‘cashed in’ at the Showcase when a student is on levels 3, 4, or 5. Students on levels 1 or 2 may not cash in at the Showcase until they move back to level 3.

- The names of Primary students receiving rewards will be announced at morning assemblies. These will then be handed to the students in their own classroom.
- Secondary rewards are cashed in with year advisors or SRC representatives.
- Showcase commendations may also be given independently of normal commendations.

- Once earned these commendations are not withdrawn but restrictions are placed upon their cashing in as above.

- Accumulated commendations must be ‘cashed in’ by the end of the year and cannot be held over.

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**Showcase**

Commendation Register

Name: .................

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POSITIVE RECOGNITION AND REWARDS

- Within class systems: praise, verbal reinforcement, stickers, rewards, free time etc.

- Recognition of students as important and worthwhile members of the school community (e.g. birthdays celebrated, welcome back after sickness etc).

- Public recognition in class, at assemblies and in School News for a variety of behaviours, efforts and successes.

- Level system with commendations and concrete rewards - presentation of Level 4 and Level 5 certificates at whole school assemblies or Monday morning assemblies (alternate weeks), recognition in School News, Level 5 excursion, end of semester video, use commendations to buy items from Showcase.

- Playground Raffle tickets distributed for positive playground behaviours with chance at winning weekly draw. Recognition for the winner in school newsletter.

- Merit certificates presented by class teachers at fortnightly whole school assemblies.

- Student of the week awards (K-6) presented at whole school assemblies.

- Principal Awards presented at whole school assemblies.

- School representation and excursions.

- Through the SRC having a voice in school policy making and procedures.

RETURN FROM SUSPENSION PROCEDURES

- A parent interview is requested before the student returns to school.

- The student will be placed on Level 2 and immediately back into the classroom.

- In some instances there may be a period of isolation.
Example Of Primary Behaviour Book/Card

As far as possible only targeted behaviours should be commented on in behaviour book e.g. if on behaviour book for violence, comments on messy work should not be made.

Students will remain on this program for a maximum of 2 behaviour books at any one time. If student behaviour appears to be making no positive improvement alternative strategies will be introduced.
**EXAMPLE OF SECONDARY BEHAVIOUR BOOK**

**Description of Behaviour**
- EXCELLENT – Behaviour and effort etc.
- VERY GOOD – Almost excellent
- IMPROVEMENT REQUIRED – Teacher to specify
- UNSATISFACTORY – Disobeyed class/school rules

**CONDITIONS**
- For each 4 received an extra day is added to the behaviour book;
- A 4 requires the student to report immediately to the Head Teacher or if Head Teacher is not available another member of the executive.
- A student must acquire a minimum of forty 1’s or 2’s before the completion of their behaviour book.
- If a student has received no 4’s and that student can achieve 24 x periods in a row of all 1’s then they move back to Level 3 and complete their behaviour book.

**Loss of Behaviour Book**
If Behaviour Book is lost a new one will be issued under the following guidelines:
- 1st loss: An extra day on the Behaviour book is required.
- 2nd loss: Two extra days on Behaviour Book will be required.
- 3rd loss: Placed in isolation

**BARRABA CENTRAL SCHOOL**

**BEHAVIOUR BOOK**

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**TARGET BEHAVIOUR:**

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- π You must report to the Head Teacher after every morning assembly with your conduct sheet.
- π It is YOUR responsibility to give the book to your teacher at the beginning of every period and ensure it is signed and collected by you at the end of each period.
- π If your behaviour is unsatisfactory for any lesson/recess/lunch you will report immediately to the Head Teacher as directed by your teacher.
- π Make sure you read the back cover for behaviour categories and conditions.
- π Any missed periods must be signed by the respective teacher or an additional day may be required.
- π Your Parent/Guardian must sign your conduct sheet every night.

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REFERRAL TO EXECUTIVE

Normally teachers will refer students directly to the executive staff (Principal, Assistant Principal, Head Teacher, DP) after other classroom management techniques have proven to be ineffective.

The inappropriate behaviours should be recorded on a major referral for the executive along with the strategies that had been used to try to overcome the problem behaviour. Students should not be left outside classrooms.

In cases where there is a threat to the safety of other students and staff the principal or executive should be informed immediately.

Referrals to the AP/HT/Principal must be followed up by the classroom teacher.

PLAYGROUND BEHAVIOUR BOARDS

Behaviour boards are used in the playground at recess and lunch. Both acceptable and unacceptable behaviour needs to be recorded by the teacher on duty.

When making comments:

- The Christian and surname of the student should be listed.
- The teacher needs to initial and date comments in a legible manner.
- Teachers should refer to previous comments for the week to ascertain consequences for unacceptable behaviour.
- Teachers should refer to the Playground Procedure Forms on the back of the board for relevant action to take.
- Teachers should discuss with students the reason for their name being placed on the board.
- Students may also be given a raffle ticket for positive behaviours. If given a raffle ticket the teacher should register the fact on the board. Weekly raffle winners are announced at Monday morning assemblies. Raffle winners can select from – a canteen voucher.
GUIDELINES for UNACCEPTABLE PLAYGROUND BEHAVIOUR

1. BEING IN THE WRONG AREA
   a) remind and move along

2. PLAYING BALL IN WRONG AREA
   b) stay on seat or with teacher or pick up papers

3. RUNNING ON CEMENT
   c) major referral

4. LYING

5. SPITTING

6. DISTURBING SOMEONE’S GAME

7. BEHIND BUILDINGS
   a) investigate
   b) stay on seat/with teacher/papers

8. IN CLASSROOM
   a) go to end of line
   b) stay on seat/with teacher/papers

9. CANTEEN LINES RUDE/PUSHING
   a) go to end of line
   b) stay on seat/with teacher/papers

10. THROWING OR LEAVING RUBBISH
    a) pick up rubbish

11. PLAYING ON EQUIPMENT DANGEROUSLY
    not allowed on equipment (up to one week)

12. THROWING STICKS, STONES, FRUIT ETC
    a) stay on seat/with teacher/papers
    b) major referral

13. LEAVING GROUNDS
    a) report to executive

14. RIDING IN PLAYGROUND
    a) walk it out
    b) major referral

15. TACKLE SPORTS- FOOTBALL
    a) general reminder to all
    b) major referral

16. NOT LEAVING GROUNDS AFTER REQUEST TO DO SO
    letter home and major referral

17. PHYSICAL FIGHTS * degrees
    defuse with removal for discussion
    a) in play – warning
    b) touching or minor push – major referral
    c) threat – major referral
    c) heavy violence – to executive

18. VERBAL TEASING * degrees
    mild – steps a), b), c) above
    emotional distress – major referral
    high level – to executive

19. FAILURE TO FOLLOW TEACHER DIRECTIONS
    offer choices as far as possible for discussion leading to major referral

20. BACK CHATTING AFTER INSTRUCTION
    defuse to discuss/ removal/ choice leading to major referral.

21. THREATENING VIOLENCE TO STAFF
    to executive

22. DAMAGING PROPERTY
    restitution

23. SWEARING
    accidental – reminder
    continual during play – removal to another area/major directed – major - possible suspension

24. CLIMBING A TREE
    a) asked to get down – warning
    b) major referral

A number of behaviours together should be handled as one incident
RESTITUTION

Restitution is an approach to discipline that is based on the recognition that young people make mistakes. Restitution helps students learn a better way to make a wrong right. We don’t focus on the fault or the mistake but on making things right.

Focus Question:
* How are we going to make things right?
* When can you do it?

Our approach to discipline reflects the use of restitution.

Staff should work at negotiating an act of restitution for most unacceptable behaviours. The act of restitution should be recorded on the negative when it is an appropriate consequence.

A good restitution will have the following characteristics:
* It will be seen by the victim as adequate compensation.
* It will require effort on the part of the offender.
* It does not in any way encourage further offences.

An exceptional restitution will have three other characteristics:
* It will be relevant to the general area of the offence.
* It will be tied to a higher value or mission statement so the child doesn’t see the restitution as an isolated event but part of a larger picture of how people treat each other.
* It strengthens the child.

Examples:
* Tearing buttons off clothes – sew them back on.
* Dropping rubbish – Pick it up.
* Calling names – Do two positive things for the person.

Staff should have regular training in restitution techniques.
PRACTICAL CLASSROOM IMPLEMENTATION

Each class teacher should operate a welfare system that compliments the school wellbeing policy. The class system should:

* Have an approach to welfare/discipline that uses logical consequences to deal with positive and negative behaviours.
* Have a classroom code of conduct that is positive and states expected behaviours.
  - Have monitoring methods for recording student movement on the Level System and their commendations and major and minor referrals.
  - Be a system that allows for reality therapy and restitution where appropriate and suitable.
  - Have consideration of the emotional needs of the individual, the family situation and the home environment of the student.

MAINTAINING ACCEPTABLE CLASSROOM BEHAVIOUR

- Ensure that you have prepared adequately for your lesson and that you are on time yourself.
- Have a list of rules in your room.

The Secondary department have developed a uniform set of class rules for all classrooms.

Secondary Classroom Rules

In our classroom I will:

1. Talk politely to other students and the teacher (no swearing)
2. Be prepared for the lesson and work to the best of my ability.
3. Listen and follow teachers’ instructions.
4. Not interrupt while others are speaking.
5. Treat all equipment with respect.
6. Not run, eat or drink in the classroom.

In Kindergarten to Year 6 rules and consequences for breaking rules are negotiated with the students. Clear rules and consequences for breaking rules are developed in the following areas:-

- Talking
- Learning
- Movement
- Treatment of each other
- Safety
- Conflict

- Rules are stated in positive terms rather than a series of ‘don’t’ phrases (e.g. “We will pass things sensibly” rather than “Don’t throw things.”
• Ignore negative behaviours as far as possible and reward positive behaviours.
• Initially use low level interventions with students who break rules.
• Follow consistent sequential steps to inappropriate behaviour:
  - give a physical cue (eg. stand near desk, facial cue);
  - recall the student to the acceptable behaviour to follow;
  - have the student state the rules;
  - move the student within the room;
  - remove to withdrawal area (in primary make use of egg timer);
  - minor or major referral.

Refer to flow chart for Secondary Discipline System
• Most types of inappropriate behaviour can be handled in this way:
  - moving around room without permission;
  - calling out;
  - throwing things (without danger);
  - using other people’s possessions without permission;
  - teasing;
  - distracting others from work;
  - making noises;
  - answering back or arguing etc.

• Defuse situations by handling without an audience.

• Take extra care in the transition from one activity to another.

• Make allowance with ’Time Out’ for students when they are obviously losing control.
• Always see students later when situations have settled to remind them of acceptable behaviour expected.

• Treat incidents that have many facets as the one situation rather than many that need major or minor referrals etc. (e.g. if a student has a temper tantrum and swears, refuses to work and rips up paper it should be handled as one incident).

• Students who destroy work, refuse to work or are passively slow should have to make up work in own time.

• Damage to property should be compensated for with an act of restitution.

• Acts of violence, stealing, sexual harassment etc should be reported to the executive at the earliest possible moment
Secondary Discipline System

Set of Classroom Rules

Rules followed

No Problems

2 warnings placed in isolation within class where possible

Acceptable behaviour Discussion/follow up

No Major referral

Continued Unacceptable Behaviour

Major. Placed in isolation outside the classroom or sent to front office.

2nd Half lunchtime detention in the Maths / English room. Students will do the detention on the day where possible. Parents/caregivers will be notified by phone and/or letter.

Discussion of behaviour with Head Teacher when necessary

If you do not turn up for lunchtime detention, you will be required to do an extra detention.

Note: Level system will still be in place and normal level rules apply.
ANTI - BULLYING POLICY

OVERVIEW:
During 2015, the Barraba Central School community – students, parents and teachers completed comprehensive surveys on bullying within the school. From these surveys it became apparent that bullying was an issue for a significant number of students at Barraba Central School.
As a result an Anti – Bullying policy was written which aimed to address these concerns and to ultimately provide A SAFE AND CARING ENVIRONMENT FOR ALL STUDENTS. This policy was implemented in 2015.

DEFINITION:
Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons.

Bullying can take the form of;
* physical bullying
* verbal bullying
* psychological bullying
* racial bullying
* sexual harassment
* electronic bullying

EXAMPLES:
* name calling
* physically hurting the person in any form
* taking, hiding or breaking people’s belongings
* threats of violence
* excluding from the group
* giving repeated ‘looks’ of anger, meanness etc.
* put downs
* touching or brushing up against someone
* offensive SMS or email
WHAT CAN THE SCHOOL DO TO PREVENT BULLYING?

BARRABA CENTRAL SCHOOL HAS A STRONG ANTI – BULLYING ETHOS

PARENTS

- report any incidents of their child being bullied to their child’s Year Adviser, Class Teacher, a member of the executive or the Principal
- be supportive of their child whether they are the victim or the bully
  - ensure the bully knows the consequences for bullying behaviour
  - ensure the victim is believed

STUDENTS

- self management e.g. ignore, walk away, tell them to stop
- remove the secrecy of being bullied. If a bully is allowed to get away unreported then they will continue to bully. Therefore students need to immediately report bullying to their teacher, Year Adviser, a member of the executive or the Principal. REPORTING NOT DOBBING.
- refuse to be involved in any bullying situation
- if you are a witness to a bullying incident then take some form of preventative action. Suggested strategies ;
  - comfort and support the students
  - report the incident
  - tell the bully to stop
  - be assertive
  - go to a safer area
  - take a friend

TEACHERS

- be a role model at all times
- must be vigilant
- must intervene positively
- be observant for any signs of bullying or distress amongst students
- be active on playground supervision
- take seriously any reports of bullying
- take appropriate steps to support the victim
- report suspected incidents of bullying to the executive
- liaise with other members of the staff with regards to bullying
- be aware that harassment can occur
- be aware we can control what happens
- encourage the culture of REPORTING NOT DOBBING with the students

For further information on Barraba Central Schools Anti – Bullying procedures please refer to the Anti – Bullying policy.
MEETING THE PHYSICAL NEEDS OF STUDENTS

The students at Barraba Central School have their physical needs well catered for:
* The first aid needs of students are catered for by qualified first aiders. In the event of a more serious matter the Barraba Nursing Service is readily available.
* An updated list of students with asthma, allergies etc is maintained and distributed to classroom teachers with copies kept in the clinic and office areas.
* Students are provided with hats as part of the commitment to reducing skin cancer.

SUN SAFE STATEMENT

Australia has the highest rate of skin cancer in the world. Two out of three people living in Australia will develop some form of skin cancer during their lives. The most dangerous times to be in the sun are between 11am and 3pm.

At Barraba Central School we promote an awareness and understanding of the dangers of the sun and actively encourage students to protect themselves against these dangers by:

* Implementation of morning sport procedures;

* No Hat, No Play Policy:
  - with designated shade areas for students without hats to play in
  - hats provided for students to use if they have no hat but wish to play.
  - staff to lead by example and wear a hat when outside on playground duty or for sport;

• Units of work on sun safety taught by PD/Health/PE teacher for years 7-12 and by class teachers K-6. Reinforced by each teacher on a daily basis.
**CHILD PROTECTION**

The aim of child sexual assault education programs is to assist in reducing the incidence of child sexual assault in our society.

**SCOPE AND SEQUENCE FOR BARRABA CENTRAL SCHOOL**

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- Teachers are to follow guidelines from the NSW Dept of School Education.
- Child Protection lessons are to be conducted by classroom teachers in the primary section of the school and by the PD/Health/PE teacher in the secondary section.
- Child Protection Units are to be covered during terms 2 and 3 once a rapport has been established between teachers and students.
- Parental permission is to be secured before students participate in the Child Protection programs in the primary section of the school.
DISCO PROCEDURES

1. Only students on Levels 3, 4 or 5 are eligible to attend discos.

2. Times for discos are negotiable depending upon the time of year. Students in the infant section of the school (Kindergarten to Year 2) may attend in the earlier part of the evening and should then be collected by a responsible adult.

3. To attend a disco students should have been at school on the day of the disco or should have a legitimate reason for not being at school (e.g., appointment in Tamworth). Parents should contact the school explaining the reason for the student to then attend the disco.

4. Secondary students need parental permission to attend a disco. This can be given by:
   (a) returning the permission note from home to school by the day of the disco; or
   (b) the parent bringing the student to the door to give permission.

   Permission notes for secondary students should be organised and given to students at least 2 days before the night of the disco.

5. Students can be banned from the next disco if:
   (a) their behaviour at a school disco was unacceptable
   (b) they come onto school property or cause trouble at a disco when they had been advised not to.

SMOKING POLICY

- First Offence – a letter is sent home to the parent/caregiver. The student will attend a detention where they will work through an anti-smoking educational program

- Second Offence – the parent/caregiver will be required to attend an interview. The student will attend a detention where they will work through an anti-smoking educational program

- Third Offence - Suspension
PROCEDURAL MATTERS

MOBILE PHONES
Primary students are not to have mobile phones at school under any circumstances. If they bring them to school they are to hand them to their teacher/office. If the student hides or misuses their mobile phone they will be issued with a major referral.
Secondary students Years 7-10 must have their mobile phones in their bags unless otherwise instructed. If the student hides or misuses their mobile phone they will be issued with a major referral. There is a separate arrangement for Years 11 and 12 (see senior agreement).
Staff are not to have their mobile phones on while they are teaching on class. Their may be circumstances where members of the executive may need their mobile phones during class time.
BUS RULES

*Students should act in a safe manner and follow directions at all times.

*When catching the bus of a morning students should line up at one of the stops waiting for the bus and should act in a courteous manner towards others waiting for the bus.

*While on the bus students should keep their seat belts on (if available) and remain in their seat until the bus stops to drop them off.

*There is to be no eating or drinking on the bus.

*While on the bus the students should keep their hands etc. within the bus and act in a safe manner.

*Of an afternoon students should line up sensibly in the designated spot to catch the bus.

*Once released from class students should be punctual in catching the bus. It is the student’s responsibility to be on time

*Students who act in an unsafe manner or fail to follow teacher directions will be banned from using the bus for various periods depending on the severity of their actions and their ages.
Student Policies for Secondary Students.

Attendance

Government legislation requires students between the ages of 6 and 17 to be enrolled at a school and to attend school on each day that instruction is provided. Caregivers have a duty under the Education Reform Act 1990 to ensure these obligations are fulfilled. The Act specifies that absences must be explained within 7 days of the absence. The explanatory note should be given to the year advisor/Class teacher during morning assembly.

It is essential that unless special provision is authorised by the school, a student attend at least 80% of the lessons in a particular subject in order to be able to achieve the outcomes of that subject.

Leave

Students may be granted leave during the school day if you bring a note from home giving an acceptable reason. Students wanting a leave pass report to the Deputy Principal before school and are issued with a pass which must be shown to your class teacher. Your leave will be registered on the daily absences sheet so that other teachers will be aware of your absence.

Students late to school must bring an explanatory note to be given on arrival at the Front Office Desk.

Before, During and After School

1. No student should be on school premises before 8.30 in the morning, unless requested to be there by a member of staff.

2. After arriving on the school grounds, students are to move to in bounds areas. Students should not congregate at the entrances to the school, be on the playing fields, in the bus bay or in any building unless permitted. People from outside the school are not to be encouraged into school grounds.

3. During the school day students in Years 7 to 12 must stay in bounds in the supervised areas, well within fence lines.

4. Neither junior nor senior students may visit the shops or service station during school hours.

5. Students should only be in the buildings in the afternoon after 3.30pm if they are attending a senior class, have the permission of a member of staff or are participating in a school activity.

6. Groups from outside the school using school facilities must use only the facilities reserved for them and must leave all property and equipment in proper order for the resumption of school business.

Bicycles/Skateboards

Bicycles should be parked in the school bicycle ranks. The use of skateboards, rollerblades and scooters is prohibited in school grounds. Should you use a particular means of transport to and from school, the care of such transport remains your responsibility.

Bus Conduct

Whether travelling to or from school or for school activities, conduct on buses must be acceptable. Bus companies have the right to withdraw bus passes in the event of poor conduct. Such a suspension must be discussed by the bus company with your parents and the school.
Classroom Courtesy

The Classroom Courtesy Code was devised by students and staff and applies to the care to be taken of the classroom environment. It asks you to respect your classroom environment by placing all litter in the bin; keeping rooms free from drink and food, particularly gum; keeping desks, chairs and walls clean; not interfering with charts, blinds or equipment; not rocking on chairs, and leaving furniture neatly when leaving.

Cars

Students’ cars should be used for travel between home and school only. Students may not transport other students unless with (a) the written permission of the parent(s) of the driver and of the passenger(s) and (b) the approval of the Principal upon the sighting of a comprehensive car insurance policy. As there is insufficient space for student car parking in the grounds, cars must be parked off-site.

Conduct at Co-curricular Activities

The fact that you are a member of the Barraba Central School community makes you a representative of the school. People will judge your school by your actions. This is particularly true on public occasions, on excursions, at sporting events and on the way to and from school. It is very important that you conduct yourself in a courteous manner at all times. Remember that when representing the school, all policies relating to tobacco use, drugs or alcohol, dress code and general conduct will be strictly enforced.

Dress Code

Under the School Discipline Code, Barraba Central School maintains a strong tradition in the wearing of uniform in primary. All students are expected to wear full school uniform every school day and on other school occasions. With the permission of the Principal, exceptions may at times be made for particular excursions. Where an item of uniform is damaged or unable to be worn, students must carry an explanatory note to be shown to the Deputy Principal who will issue a uniform pass which should be produced on request. On sports day, students may wear the official sports uniform. If because of financial difficulties, caregivers are unable to provide uniform, they may access the Student Assistance Scheme by contacting the school.

Drug and Alcohol Use

No student shall use, possess, give, exchange or be under the influence of any unprescribed drug, alcoholic beverage or intoxicant of any kind while on school property and/or at a school activity and/or on a school owned or hired vehicle and/or when dressed in school uniform. Abuse of prescribed drugs shall be considered in the same manner as illegally obtained substances.

When the Principal determines that a student is in violation of this policy, the student shall be suspended from school and in some instances may be asked to leave the school. Students may also be excluded from representation for a period of twelve months.

Excursions

Throughout the year the school offers many excursions. Such excursions have an organising teacher who provides written details to students and caregivers, including venue, means of transport, times, expectations and cost. Students are required to have permission notes signed by caregivers. Payment should be made at the front office. (See also Co-Curricular Activities).

Fire

Fire and evacuation drills will be held periodically throughout the year. The signal for evacuation is one continuous bell.

When the evacuation signal is given, all work is to cease. Students should take small valuables such as calculators with them. Seniors should take their folders. All bags should be left where they are. Lights are to be turned off and students are to leave the area in an orderly manner through the nearest exit and under the direction of the teacher. Everyone should continue to move away from the building to the assembly area on the school oval (primary) and COLA (secondary), where rolls will be marked. On the all clear signal, you will be given the direction
to return to class.

Homework

At Barraba Central School we consider that the most effective learning environment is one that involves both school and home in partnership. A home study program can be beneficial to students in helping to clarify and reinforce ideas, identifying areas for further assistance, providing time to pursue particular interests and in establishing good study habits for the future. It is recommended that all students have a regular home study program which could include a review of the day's lessons, revision of past work, assignment work, wide reading, additional exercises and/or set homework. The 3 main types of homework are:
- **Practical Exercises** - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.
- **Preparatory Homework** - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.
- **Extension assignments** - encouraging students to pursue knowledge individually and imaginatively.

Jewellery and Make-up

It is inappropriate to wear jewellery and/or makeup to school. The only acceptable jewellery is where students have pierced ears and stud earrings may be worn.

 Relationships

It is reasonable to expect students of high school age to be friends and be attracted to fellow students. School is not an appropriate place, however, to exhibit 'courting behaviours', such as hand-holding, kissing and embracing. Students who violate this simple expectation will be subject to the rules of the School Discipline Code.

Rules

Barraba Central School has RULES which relate to Respect for others and for property; to the wearing of Uniform; to attending to our Learning and the rights of others to learn; to taking care of our Environment and to helping to maintain our school as a Safe place.

Safe School Program

The Safe School Program is designed to protect students and to create a safe environment by targeting anti-social behaviours such as bullying, racism or harassment. Students are encouraged to report such behaviours to a member of staff.

Senior Agreement

On behalf of senior students, the prefects have negotiated the Senior Agreement. This agreement entails students fulfilling certain responsibilities and having certain rights. They are, for example, expected to attend to their studies, to wear full uniform and to observe attendance regulations. They have the use of the front lawn and with the permission of the Head Teacher Administration, may sign out when a lesson is not timetabled.

Sport

Sport is a compulsory part of the school curriculum for all students in Years 7 to 10. Sport is timetabled one afternoon a week and students have a wide variety of sports and recreational activities from which to choose. As sport is part of the compulsory curriculum, parents are asked not to make doctors’ or other appointments for students during sports afternoon. Where a student cannot avoid missing sport, you should see the sports organiser before school.

Tobacco

Students have the right to an educational environment which is free from conditions and influences harmful to health. Smoking is prohibited in government buildings. Students are not to possess or use tobacco products in any form during the school day, during any school activities, during any practice or meeting for curricular or co-curricular activities, while being transported by school or system-provided vehicle, nor at any time while in school uniform. Instructional activities designed to inform students about the hazards of tobacco use and counselling to
encourage students in tobacco abstinence are included in the Personal Development/Health/Physical Education curriculum. (Refer to the Smoking Policy on page p.32)

**Telephones**

The office telephone is a business phone and may not be used by students except in an emergency. Students will only be called to the telephone during the day if there is an emergency.

**Visitors to the School**

Parents are welcome at Barraba Central School. It is suggested that an appointment be made prior to any visit so that the appropriate person is available. All visitors to the school are required to register at the Front Office. In the interests of welfare and safety, it is school policy to accept only those visitors who have legitimate business in the school. Under no circumstances are students to encourage relatives or friends from outside the school to come into grounds without first registering at the front office. Unauthorised visiting will be regarded as trespassing.

**Wet Weather**

In the event of wet weather during recess and lunch breaks, four bells will be rung, signalling that students may enter the areas designated for year groups: the Sports Centre and Performing Arts Centre. Other indoor rooms and corridors remain out of bounds during breaks.

During these times you must behave in an orderly way and keep the area clean. In the event of wet weather on sport day, indoor sport proceeds and provision is made in classrooms for outdoor sport groups. Should inclement weather occur once sport has commenced, individual teachers will determine how to proceed.