

FARRER MEMORIAL AGRICULTURAL HIGH SCHOOL



STUDENT WELFARE
GOOD DISCIPLINE AND
EFFECTIVE LEARNING POLICY

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STUDENT WELFARE HANDBOOK

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SECTION 1

WELFARE and DISCIPLINE

At Farrer Memorial Agricultural High School we strive to promote and actively embrace the concept of the “Farrer Family”. The Farrer Family symbolises the shared responsibility and active involvement of the whole school community in building and maintaining a quality home and school for our students.

Student welfare is seen as a responsibility of the whole school community. A well organised and managed **School Discipline Policy** that is comprehensive and co-operatively determined and has the support and commitment of staff, parents, students and the community will create an environment in which effective teaching and learning can take place and a climate in which all students can experience a sense of identity, security, purpose, achievement and support.

The Farrer Memorial Agricultural High School **School Discipline Policy** fosters engagement in learning, sets clear limits, recognises appropriate behaviour and applies consequences for inappropriate behaviour. The Policy reflects our school’s values and is written in accordance with the **Core Rules** for students in NSW government schools

The Farrer Code - Our Values

We believe that:

Respect is gained through good example and service, which should be reflected in the actions of teacher, prefect, student and the school community. We are accountable for our actions and we accept the right of others to hold different or opposing views. We accept lawful and just authority and embrace diversity.

Excellence is the goal for all those who strive and persist in any field of endeavour. We aim for the highest personal achievement in all aspects of schooling and individual and community action

Fairness is being committed to the principles of social justice and opposing prejudice, dishonesty and injustice. We are trustworthy and care for the wellbeing of others. We work cooperatively and engage in peaceful resolution of conflict.

Core rules for students in NSW government schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Core Rules

All students in NSW are expected to:

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

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

Expected Behaviour at Farrer MAHS

To ensure a safe and positive environment in the school, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect. Whilst students must appreciate the needs of other students and staff they also have the right to expect courtesy, fairness and respect from others.

Within the Classroom

- be punctual and prepared for all lessons
- keep rooms clean and tidy
- treat furniture and equipment with care
- adhere to the expected standards of behaviour set by the classroom teacher
- respect the rights of other students within the classroom
- complete all set work at an acceptable standard

In the Playground

- act in a manner that ensures the safety of all members of the school community
- adhere to the requests of all staff and others in authority
- respect the rights of other students within the playground
- remain within the designated boundaries of the playground
- be responsible for keeping the school grounds tidy

On Excursions/Sporting Activities/Out of School Events

- adhere to the standards of dress determined by the excursion organiser
- act in a manner that maintains the good reputation of the school
- adhere to the requests of all staff and others in authority
- respect the rights of the other students and the public

In the Dormitories

- adhere to the requests of the staff and prefects
- keep rooms tidy and clean
- treat furniture and equipment with care
- be punctual and be where you have permission to be
- respect the rights and property of other boarders

In General

- attend school punctually and regularly
be polite, caring and cooperative to staff and fellow students and practise peaceful resolution of conflict
- contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- complete all set homework and assignments to an acceptable standard
- adhere to the set standard of dress determined by the school community
- adhere to an acceptable standard of behaviour at and when travelling to and from school
- keep the school tidy and clean and care for all furniture, equipment and facilities
- be a worthy member of the school community and doing your utmost to promote the school's good image.
- not use or be in possession of illegal drugs, alcohol, tobacco or weapons

Rights of Members of the Farrer Family

Students should be able to

- receive a full and comprehensive education, excellence in teaching and an honest assessment of their efforts.
- feel safe, secure and happy.
- have their property respected.
- be treated with respect, fairness and politeness by teachers, other staff and students.
- discuss problems and difficulties in an agreeable and polite manner with teachers.
- be consulted on matters relating to their education and welfare.
- have a clean, pleasant environment.
- represent the school and be proud of it.
- use the facilities and resources that have been provided in accordance with the set rules.
- enjoy the benefits of attending Farrer.

Teachers should be able to

- expect co-operation both in and out of the classroom.
- be treated with politeness and respect.
- expect students to be on time and bring the correct equipment.
- expect care of furniture and equipment throughout the school.
- discipline uncooperative students in an appropriate way.
- be supported in establishing career paths and to be consulted on matters relating to the school direction, policy and procedures.
- discuss matters of concern in a professional manner with supervisors.
- access relevant training and development programs.

Non-Teaching staff should be able to

- work in a clean, safe and happy environment.
- be treated with courtesy and respect by students, teachers and other staff members.
- be consulted on matters relating to school direction, policy and procedures.

- be supported in establishing career paths and to be consulted on matters relating to their welfare.
- access relevant training and development programs.
- discuss matters of concern in a cooperative manner with your supervisors or duty masters.

Parents should be able to

- expect every care and concern will be given to your child.
- be acknowledged as a partner in your son's education.
- be assisted in gaining access to support services in the community.
- be encouraged to participate actively in the education of young people and in the life of the school.

Responsibilities of Members of the Farrer Family

The Principal will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school.
- The school community reviews policies and practices related to student welfare.
- Student welfare is regularly reviewed using appropriate planning processes.
- The school discipline policy and its implementation are regularly reviewed.
- The review processes take into account all mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- The values of Respect, Excellence and Fairness are promoted, celebrated and recognised.

Staff, according to their role in the school, will:

- Ensure that they are familiar with the School Discipline Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process to ensure equity, excellence and respect for the individual.
- Ensure that the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.
- The values of Respect, Excellence and Fairness are promoted, celebrated and recognised.

Students will be encouraged to:

- Act according to the school discipline policy
- Contribute to the provision of caring, safe environment for fellow students, staff and parents by displaying fairness and respect at all times.
- Give positive support and encouragement to other students and staff, to respect their individual rights and to be polite, caring and cooperative.
- Strive for excellence through actively participating in the learning and teaching process.

- Provide their views on school community decisions, including reviews of student welfare.
- Be proud of our school, its heritage and uniform by demonstrating a positive commitment to work, sport, social obligations and the Farrer Code-Our Values

Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline policy.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.
- Accept that dayboys and boarders must be treated equally in applying the discipline policy.
- Support the values and decisions of the school community

The Colour System

Student achievement, encouragement, praise and reward

At Farrer Memorial Agricultural High School we are proud of the achievements, participation and efforts of our students. Emphasis is given to acknowledging the students' accomplishments as well as to encouraging improvement and sustained application.

A colour level system is used to acknowledge individual achievement and to provide support for students experiencing difficulty complying with the School Discipline Policy. The colour level system is based on the student's demonstration of the school values of respect, excellence and fairness.

The Colour Level Committee consisting of the principal, deputies, head teachers welfare and the year coordinators decide which level a student should be placed on. All students commence on green level and are then promoted or demoted on the basis of their behaviour and contribution to the school.

In determining the colour level, the committee may also take into account a number of criteria including

- Merit and demerits
- RISC records
- Excellence awards
- Academic, agricultural and cultural achievement
- OPAL grades
- Sporting participation
- School or community service
- Leadership awards
- Staff and prefect's comments

Any movement to another level will be recorded and published for ready access by the teaching and duty staff, and parents will be informed. A student may move more than one level at a time if so determined by the colour committee. Students will be informed by their year co-ordinator or the head teacher welfare if any change of level is to occur.

Discipline

Incidents of serious or persistent misbehaviour will be referred to the principal and the deputy principals. The principal and deputies will determine appropriate disciplinary consequences and place students on a colour level consistent with the student's record of behaviour. The principal has the right to impose instant sanctions in cases of severe nature.

Merit and Demerit Slips

The behaviour and actions of students may lead to the principal, deputy principal, teachers, other staff and prefects rewarding or disciplining those students. Students demonstrating consistent high levels of acceptable behaviour and the values of respect, excellence and fairness may receive a merit slip. Students committing a serious misdemeanour or demonstrating consistent levels of unacceptable behaviour may receive a demerit slip.

Merit and demerit slips are written in duplicate, with the students responsible for passing the original to their year coordinators within 2 days of receiving the slip. The staff member or prefect who writes out a merit/demerit slip time will submit the duplicate copy to a duty master, head teacher or the year coordinators for follow up action. Duty masters and head teachers will subsequently hand on slips to the respective year co-ordinators.

The slips are an important means of written communication between the staff, prefect, and students. They enable people to be quickly informed and for incidents to be followed up promptly. The original and duplicate copies of slips are eventually collected by the year coordinators for recording on the school's welfare database, the Register of Individual Student Contact (RISC).

GOLD LEVEL

The highest Merit level possible at Farrer awarded because: -

- The student has consistently maintained an excellent record of behaviour, OPAL scores and attitude and deserves additional recognition of his efforts
- The student has demonstrated a special commitment to improving some aspect of the Farrer community for the benefit of others
- The student has been nominated by a member(s) of the Farrer Family
- The welfare committee and the principal have agreed that the student has earned this honour based on their ongoing commitment to the values of the school.

Special privileges the student can enjoy on Gold Level include:

- The student will receive a special gold certificate signed by the principal, presented at speech day.
- The student's school report and reference will detail his outstanding contribution to the Farrer community,
- The student will be given a special gold level badge, and have his photograph specially included in the school magazine.

- The student will be issued with a special card indicating your status which may be used to obtain special privileges
- The student will be allowed access to some special facilities and equipment under his own supervision e.g. art room, music room, Michael Kilborn Centre, computer rooms.
- More flexibility will be allowed with special requests including leave for boarders.
- Year 12 seniors will be awarded prefect status.
- Admission to school socials will be free.
- The student will have the highest priority for trips away, town leave and the weekend activity program.
- The student will have a priority in the allocation of dormitory areas.
- The student may be able to undertake prep in a location of his choice.
- Opportunities may be provided for boarders to vary lights out requirements.
- The student will be given the highest priority in the selection of sport.
- The student will enjoy all silver and bronze privileges
- Dayboys get free takeout lunch on Wednesdays and Fridays.

SILVER LEVEL

The student has been awarded this Merit level because: -

- The student has consistently shown very good behaviour and attitude, as indicated by the receipt of merit slips, OPAL scores, excellence awards or commendations.
- The student has been nominated by a member of the Farrer Family.
- The colour committee agrees that the student deserves to be awarded this level based on their ongoing commitment to the values of the school.

Privileges you can enjoy on Silver Level include:

- The student will receive a special silver certificate at a school assembly.
- The student will be given a special silver badge and have his status recorded in the school magazine.
- The student's year co-ordinator will indicate his excellent school involvement on his school report.
- The student will be issued with a special card indicating his status, which may be used to gain privileges.
- The student will be allowed to negotiate access to some special facilities and equipment under his own supervision.
- Leave requests will be given special consideration.
- The student will have a high priority for trips away, and for Weekend Activity Programs.
- The student may be able to undertake prep in a location of his choice.
- The student will be accorded a priority in the allocation of dormitory spaces.
- Opportunities may be provided for boarders to vary lights out requirements.
- Admission to school socials will be half price.

- The student will be given priority when booking up facilities for prep.
- A celebratory BBQ will be organised for the student at the end of the year by the deputy.
- Dayboys get free takeout lunch on Fridays.
- The student will enjoy all bronze level privileges
- The student may negotiate having a vehicle at school

BRONZE LEVEL

The student has achieved this Merit level because:

- The student has consistently shown good behaviour and attitude, as indicated by the receipt of a number of merit slips, OPAL scores, promotion sheet scores, excellence awards or commendations.
- The student has been nominated by a member of the Farrer Family.
- The colour committee agrees that the student deserves to be awarded this level based on their ongoing commitment to the values of the school.

Privileges you can enjoy on Bronze level include:

- The student will receive a special Bronze certificate at a school assembly.
- The student will have his status recorded in the school magazine.
- Your year co-ordinator will indicate the student's good school involvement on his school report.
- The student may, on occasions, be allowed to do other activities during prep time.
- The student may be given special consideration for leave applications and other activities such as trips away.
- The student has priority for sport choices over those of lower levels
- The student will be invited to attend a special movie outing during the year.
- The student will be given access to facilities after school and during prep.

GREEN LEVEL

All students start at this merit level

The Farrer Family expects that:

- The student already possesses this level of good conduct
- The student will strive to maintain this level of good conduct
- The student will respect the rights of others
- The student will be cooperative and courteous
- The student enjoys the respect and interest of his teachers
- The student will participate fully in school activities
- The student accepts his responsibilities as a member of the Farrer Family

At this level -

- The student will enjoy all the normal privileges associated with being a student of this great school.
- The student will have his good standing noted on his school reports.
- If a student is concerned at his continued placement on this level he should talk with his year coordinator.

BROWN LEVEL

Students are placed on this demerit level because:

- The student's classroom teacher, duty staff member or prefect have given him a number of demerit slips and,
- The colour committee has found that the student has committed a serious misdemeanour/s, or that his conduct and behaviour in general warrants that he be placed on this level or because:
- The principal or deputy has demoted the student for not demonstrating Farrer's values.
- The student has not redeemed an unsatisfactory OPAL work audit.
- The colour and/or welfare committee has been impressed by the student's efforts to improve and has moved him up from orange level.

What happens to students on this level?

- The teacher, prefect, head teacher or duty master concerned will discipline the student.
- The student's demerit will be recorded on the RISC record.
- The student will undertake a program (with his year co-ordinator) to correct the unsatisfactory behaviour.
- The student will be excluded from extra-curricular activities and from representing the school. The student will not be permitted to participate in any school social activities (e.g. dances, dorm parties, BBQ's)
- Boarders will be required to report to the duty master on Saturday and Sunday and all unsupervised leave (such as shopping leave, work leave, town leave, night leave etc.) will be cancelled.
- Special arrangements may be made for prep, e.g. library restriction
- The student's parents will be informed. Parents will need to apply for special permission to take their son on leave. No other leave will be granted.
- Students on this level will report for lunchtime detention for a minimum of 8 days (second half) from Monday to Thursday.
- The student must complete a promotion form approved by the year coordinator and the head teacher welfare to return to green level
- Students may undertake additional detentions before or after school to reduce the period on brown level from 8 days to 4. To do this the student is required to undertake a half hour detention on 4 consecutive days.

Students will remain on brown level until the welfare committee is convinced that their behaviour warrants movement back to green level (or their behaviour warrants transfer to orange level). The conditions of brown level will operate continuously until the student is moved to another level.

Normally it would be envisaged that students would not remain on this level for more than two weeks. Students may elect to do additional detentions to enable them to be promoted in one week. Extra detentions are performed for 30 minutes on 4 consecutive days before or after school.

If a student is concerned at his continued placement on this level, he should talk with his year coordinator.

ORANGE LEVEL

Students are placed on this demerit level because of one of these reasons:

- The student's behaviour has not improved despite help given to him - his behaviour is deliberately unacceptable.
- The student has received further demerits while on the brown level
- The colour committee has recommended the student's placement on this level for seriously ignoring the rights of others.
- The principal or deputy has found that the student has committed a serious misdemeanour and has not demonstrated the Farrer values of respect, excellence and fairness.
- The colour committee has been satisfied by the student's efforts to improve and has moved him up from Red level.

What happens to students on this level?

- The deputy principal or discipline committee will discipline the student.
- This serious misdemeanour or persistent disobedience will be noted on the student's school records.
- The student will be excluded from participating in any social activities, sporting or cultural events.
- Boarders will be gated (i.e. the student will not be allowed to leave the school premises except for urgent medical treatment).
- The student's parents will be informed, and invited to attend an interview.
- The student will be placed on an individual behaviour plan program by the school counsellor to correct the unsatisfactory behaviour.
- Special arrangements will be made for prep for boarders.
- Dayboys and boarders will be placed on a 1 day weekend detention.
- Students on this level will report for lunchtime detention (second half) from Monday to Thursday for a minimum of 4 days.

Students will remain on orange level until the colour committee is convinced that their behaviour warrants movement back to brown level (or their behaviour warrants transfer to red level). The conditions of orange level will operate continuously until the student is moved to another level. It is not anticipated that students would remain on orange level for long periods of time (minimum of 1 week). If a student is concerned at his continued placement on this level, he should talk with his year coordinator.

RED LEVEL

Students are placed on this Demerit level because

- The student has continued to ignore the rights of others in the Farrer Family and not demonstrated the school's values of Respect, Excellence and fairness.
- The student has not accepted help offered to him at other colour levels, or
- The principal or discipline committee has recommended the student's placement on this level for a serious breach of the code of acceptable behaviour or a serious misdemeanour.

What happens to students on this level?

- The student will be disciplined by the principal
- The school counsellor will interview the student.
- The student's parents will be informed, and required to attend an interview with the principal to discuss such options as:
 - suspension from class
 - "N" awards for the School Certificate
 - suspension from school
 - the student's position declared vacant
 - condition of re-entry to the classroom
- The student's school report will include the words "unsatisfactory performance" in comments from his year co-ordinator.
- The student will be excluded from participating in any school excursions, work experience, social activities, and sporting or cultural events.
- The student may be placed on a daily lesson report sheet by the year co-ordinator.
- The student will be gated (i.e. he will not be allowed to leave the school premises except for urgent medical treatment).
- Dayboys and boarders will be placed on full weekend detention (2 days).
- Students on this level will report for lunchtime detention (second half) from Monday to Thursday for a minimum of 4 days.

Students will remain on red level for a limited time only, (approximately 1 week). If students improve their behaviour to an acceptable level, then the colour committee will move them back to orange level. If student behaviour does not improve then there is no place for the student at Farrer. The conditions of red level will operate continuously until the student is moved back to orange level or is removed from the school.

Section 2

ACCEPTED STANDARDS OF BEHAVIOUR

Students at Farrer Memorial Agricultural High School are expected to behave in accordance to the **Farrer Code** and comply with expectations as set out in **Students' Responsibilities** in Section 1 of the Student Welfare, Good Discipline and Effective Learning Policy.

Expected Behaviour

To ensure a safe and positive environment in the school, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect. Whilst students must appreciate the needs of other students and staff they also have the right to expect courtesy, fairness and respect from others in accordance to the **School's Values of Respect, Excellence and Fairness**.

Within the Classroom

- be punctual and prepared for all lessons
- keep rooms clean and tidy
- treat furniture and equipment with care
- adhere to the expected standards of behaviour set by each classroom teacher
- respect the rights of other students within the classroom
- complete all set work at an acceptable standard

In the Playground

- act in a manner that ensures the safety of all members of the school community
- adhere to the requests of all staff and others in authority
- respect the rights of other students within the playground
- remain within the designated boundaries of the playground
- be responsible for keeping the school grounds tidy

On Excursions/Sporting Activities/Out of School Events

- adhere to the standards of dress determined by the organiser of the event
- act in a manner that maintains a sound reputation for the school
- adhere to the requests of all staff and others in authority
- respect the rights of the other students and the public

In the Dormitories

- adhere to the requests of the staff and prefects
- keep rooms tidy and clean
- treat furniture and equipment with care
- be punctual and be only where you have permission to be
- respect the rights of other boarders

In General

- attend school punctually and regularly
- be courteous at all times to staff and fellow students
- complete all set homework and assignments to an acceptable standard
- adhere to the set standard of dress determined by the school community
- adhere to an acceptable standard of behaviour at and when travelling to and from school
- not use or be in possession of illegal drugs, alcohol, tobacco or weapons.

Attendance

It is expected that all students enrolled at the school will attend school on a regular basis and participate in the educational programs of the school. It is the responsibility of parents and guardians to ensure that students attend consistently and to provide a written explanation of each period of student absence. Students who are frequently absent may fail to complete the necessary course work to become eligible for the award of a School Certificate, Preliminary HSC or Higher School Certificate. If attendance problems are evident, school personnel will communicate with families.

Whole Day

Any student who is absent for a day must provide a signed note to the roll call teacher from the parent or caregiver. If a student repeatedly fails to bring in a note his parents will be contacted.

Half-Day Pass

Any student who wants to leave for medical or other serious reasons must bring a note and report to the year coordinator before school on that morning. Any student given a half-day pass must be collected by a parent or caregiver who is to sign the early leaver's book in the Admin Office. This "signing out" procedure is aimed at ensuring the safety of the student.

Seniors need to register in the sign-out book in the Admin office. A note must be brought to explain the partial absence.

Any student who is out of class without permission will be sent to the Head Teacher responsible. Seniors are to be in class or in the Library or Senior Study. They are NOT to be in the playground.

Lateness to School

Students who arrive late to school are to report to the Admin Office. Their presence will be recorded on the school roll, their name entered in the "Late Book" and they will be given a late pass. Seniors are to report to the admin office to sign in.

The deputy principal will regularly review this "Late Book". Appropriate action will be taken for continued lateness.

Lateness to Class

Students who are late for class must bring a note from the teacher who kept them. You cannot get a late note from anyone else. If you do not have a note the class teacher may impose consequences.

Homework

- The purpose of homework is to consolidate and extend classroom learning. It helps students build on what they have learnt in the classroom, prepares them for the next stage of learning and helps teachers assess student progress.
- Homework helps to bridge the gap between home and school. It is a vital part of the home-school partnership that supports young people while they learn.
- Each faculty will issue students with a homework guide for individual subjects.
- A student will use their homework diary each lesson and will be asked on occasion to present their diary for review. Homework diaries and their use are part of the Colour Level promotion process.

In General

The task of students is to:

- Complete homework within the given time frame;
- Keep a homework diary to record the homework that has been set for them;
- Complete homework to the best of their ability, at the highest standards possible.

Parents and caregivers can help by:

- Supporting student in completing homework;
- Providing, if possible, a quiet place and desk for homework and study;
- Checking the homework diary and completed homework to ensure that required work is being attempted.

Uniform

Farrer has strong traditions and this is reflected in the wearing of the school uniform. All Farrer students are expected to wear the appropriate school uniform at all times. Staff and prefects regularly check this.

This policy is strongly supported by the School Council, the parents, Teachers & Friends Association, the Farrer Auxiliary, Old Boys' Association and the prefect body. A survey of the school community in 2002 strongly endorsed the current uniform requirements. There are three basic uniforms: formal (greys), day to day (khakis) and the sports uniform.

Dress and Uniform Regulations

The following standards apply and are drawn to your attention: -

Normal School day

(including 7.00 a.m. report, inspection, Principal's assembly and normal class attendance)

- Khaki shirts and shorts, khaki long socks in summer and moleskin trousers/or bone coloured jeans in winter. Black shoes or brown riding boots.
- Tie done up correctly

- Either brown polished elastic sided riding boots (eg. R.M.'s) or black polished lace up shoes. Any other form of boot or shoe is not approved uniform.
- Farrer Akubra hat (no other headwear is acceptable), Farrer blazer or jumper where appropriate, approved wet weather clothing if needed.
- Senior students are required to be in school uniform during the school day (even during study periods) except when they are attending TAFE.
- Friday of the leave weekend, end of term and at special Principal's Assembly, or other special occasions (e.g. Anzac Day, Speech Day, Prefects' Induction) the whole school are to wear their greys.

Greys

- Grey Winter trousers, white shirts, grey socks, school tie, Akubra hat, black shoes/brown riding boots and the school blazer is compulsory for all seniors.

Sport

Normal sports uniform

- Farrer track suit (if appropriate).
- Farrer cap or Farrer cricket hat (no other headwear is acceptable)
- Plain black sports shorts (silky) Cotton rugby shorts or other shorts with logos are not part of correct sports uniform.
- Joggers that provide arch and heel support, impact cushioning and suitable grip for sports participation. Laces are to be white. Fluoro-coloured shoes and laces are not permitted.

The approved sport uniform applies to Friday sport, and all students travelling to sporting fixtures. The only exceptions will be Farrer representative teams who may travel in special approved team uniforms. The Principal will decide if teams may be given special permission to do so. Your coach will advise you if this is the case.

Physical Education

- Farrer sport T-shirt, black silky, sports socks and sneakers
- Farrer cap or cricket hat (no other headwear is acceptable)
- Farrer tracksuit if appropriate Joggers that provide arch and heel support, impact cushioning and suitable grip for sports participation. Laces are to be white.
- Joggers that provide arch and heel support, impact cushioning and suitable grip for sports participation. Laces are to be white. Fluoro-coloured shoes and laces are not permitted.
- Students are to change in the gymnasium change rooms only.

Leave

All students from Years 7-11 leaving or returning to Farrer (first day, leave weekends, holidays, shopping, medical, church, town excursions, performances etc.) other than for sport will wear full greys. Dress for sport leave is the sport uniform.

Year 12 may wear neat casual clothes for leave. Singlets, board shorts and thongs are not permitted.

Exceptions to Uniform Regulations

- Special functions such as gold or silver nights
- Excursions of a longer nature where the organising staff have applied a different travelling uniform.

Night Leave (Years 11 & 12)

Students on these types of leave may wear good casuals

- Collared shirts in good condition and well presented
- Long trousers (neat and in good condition) or dress shorts
- Good shoes or good sneakers with socks

Students whose dress standard or general appearance does not satisfy the duty staff of the day will be denied leave.

Work and Bike Leave

- Students on approved work leave or bike leave (with helmet) will wear Farrer sports shirt, khaki shorts or jeans, Farrer Akubra hat or Farrer cap and shoes unless the duty master granting this leave makes some other special allowance to suit special circumstances.

Refectory - Students should be clean, washed and groomed before all meals

The following is not allowed in the refectory at meal times:

- Wet or dirty clothing (including swimming gear, farm work clothes, gumboots, football boots etc.).
- Hats or caps
- Boxer shorts, or pyjamas
- Singlets or sleeveless shirts
- Bare feet

General Note:

Farrer students, at all times are to dress and behave in a manner appropriate to being a member of the Farrer Family and in accordance to the school's values.

- Earrings, studs or other inappropriate jewellery are not to be worn in school uniform, or while at Farrer, or on leave from Farrer or while attending any Farrer function or excursion.
- Students with extreme and unacceptable haircuts (including excessively long, dyed or bleached hair) will be denied all leave, or asked to not attend School until it is rectified
- Clothing with rude or offensive slogans or images is not to be worn at any time while at Farrer, or on leave from Farrer or while attending any Farrer function or excursion
- Students, and their clothing, should be clean and tidy whenever the student represents the School

Section 3

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Positive Outcomes

In order to secure the best possible outcomes for students at Farrer Memorial Agricultural High School, the school will provide a challenging and appropriate curriculum and effective teaching/learning strategies. Other strategies include ongoing staff training and development, a range of student support and development programs and behaviour management, which encourages self-discipline.

The school believes that positive outcomes for students can only be achieved through an active partnership between the school, parents/caregivers and the wider community.

Curriculum

Both the Junior and Senior curricula offered at Farrer Memorial Agricultural High School should be appropriate to the students, building on prior knowledge, meeting the needs of individual students and relevant to their interests, needs and levels of ability. The senior curriculum will also reflect the school's commitment to meeting the needs of individual students by providing for alternative (Pathways eg: Vocational Education and traditional UAI patterns of study).

The school will cater for the interests, needs and attitudes of individual students by:

- providing a diverse range of opportunities and resources throughout the school
- teacher assessment and planning which caters for the needs and learning styles of individual students within each class
- providing appropriate support programs and personnel eg. School counsellor, support teacher learning (S.T.L.D.), integration support, gifted and talented student (G.A.T.S.) programs and leadership programs.

Teaching and Student Learning

Classroom teaching and learning is based on the values of respect, excellence and fairness. This is an expectation of both students and their teachers. Emphasis will be placed upon the provision of appropriate teaching and learning strategies to affect the best possible learning outcomes for students, in a safe and caring learning environment.

Teachers/students will negotiate fair, clear classroom rules to ensure a positive and consistent atmosphere conducive to student learning and success. Appropriate support programs, including counselling and remediation will be implemented. Students' responsibility for their own learning, self-discipline and responsible decision-making will be emphasised; in a safe, caring learning environment where teaching staff actively praise and reward student effort and model appropriate behaviour.

The school will provide a stimulating and secure learning environment by:

- ensuring classroom activities are appropriate to each student's level of ability and interest
- ensuring that all student effort is valued
- encouraging a positive classroom tone
- showing students respect and expecting students to respect the rights of others

Behaviour Management

The school will provide programs that develop self-discipline, self-esteem, self-evaluation and communication by:

- accepting the notion that making mistakes is a normal part of learning and encouraging students to accept this on their way to achieving their goals
- developing in students the skills to take responsibility for their actions through the use of such strategies as restitution and mediation
- including classroom and group learning experiences e.g.: Peer Support, counselling, personal development lessons and programs and the ASSERT bullying programs.

Parent and Community Involvement

The school is committed to maintain a partnership with its community, including regular liaison and communication with parents and caregivers regarding the academic progress, behaviour and overall development of their students.

The role of parents in modelling, encouraging and managing the appropriate behaviour of their students as well as showing respect for teaching staff as professional educators is central to our school community relationship. Frequent opportunities for the involvement of parents and caregivers will continue to be provided and encouraged in KLA and whole school programs.

The school will encourage a positive home-school relationship through:

- discussing when appropriate with parents and students their roles in promoting acceptable student behaviour
- providing opportunities for two way communication between parents and the school in the form of interviews, information nights, the PT&F and the Farrer Auxiliary
- inviting community involvement in decision making on committees, PT&F and School Council and in other capacities deemed appropriate in the school
- valuing the diverse cultural background from which the students come

Support Programs

The school will continue to provide a coordinated array of student welfare and student learning programs designed to afford students the best outcomes from their education; and to support students as members of their particular community.

Communication

The school will clearly establish and communicate expectations through:

- parent meetings, newsletters and policy documents
- roles and responsibilities being clearly established and adhered to in the classroom
- sending permission notes home for approval
- rewarding and valuing student effort and success
- notification of changes in student colour levels
- notification of OPAL scores

Staff Training and Development

Teaching staff will continue their training and development in 'best practice' principles in programming, teaching, learning, and classroom and behaviour management to ensure the best possible outcomes for students in the classroom as well as classroom teachers.

Student Welfare Programs

The following list outlines an overview of current student welfare support programs available to students of Farrer Memorial Agricultural High School:

Learning and Teaching	Community Agencies	Climate/Culture Environment
Achievement registers	ASSPA	Aboriginal Support
Anger Management Program	Aboriginal Men's Group	Anti Discrimination Officer
Anti-discrimination	Community Health	Assemblies
Anti-Bullying Program	Community Assemblies	Attendance Policy
Band	- ANZAC Day	Behaviour, Suspension Registers
Behaviour Modification	- Battle For Australia	Camps, Excursions
Boys Education Strategy	District Networks	Case Management
Vampire Blood-bank Shield	Farrer Auxiliary	Child Protection/Human Sexuality
Careers Education	Farrer OLD Boys	Code of conduct, School Rules
Case Conferences	Salvation Army	Committed staff
Child Protection Program	Red Cross	Communication, Newsletters etc
Colour Level System	Legacy	Critical incident events
Conflict Resolution Programs	Town Sports Competitions	Curriculum Support
School Counselling	TAS inter-school visit	Detention System
District Guidance Officer	TAFE	Dances
Duty teams	Interest Groups	Displays of Work
Short-Term Dayboy Boarding	State-wide Sports Comp's	End of Year Prizes
Discipline Policy	Media Links	Farrer Farm Sales Days
Dorm Parties	Mentor Programs	Farm Duties
Excursions	Motivational Media	First in Class Awards
Farrer Friends	Morning Teas	Fundraisers/Charities
Gifted and Talented Program	Newcastle Knights	Incident Report Procedures
Homework Centre	Mental Health Team	Colour Level System
Interest Groups	Newspaper Articles	Merit, Reward, Recognition
Laundry	Newsletter	No1 Oval Games
RUOK	Passmore's College	Parent/Teacher Nights
Residential Supervisors	Peel Schools Carnival	Passive Play Areas
Staff Mentoring Program	PT&F	Peer Mediation
Student Mentoring	Information Nights	School Uniform
Medical Centre / "Sick Bay"	Scripture Teachers	Sports Carnivals
Meetings of Shared Concern	Lion's Youth of the Year	SRC, Captains, Prefects
Negotiated Learning	Parent/Teacher Interviews	State and National
ODAS	Police presentations	
Orientation Camp	Parent sports coaches	
Leadership camp	Using community facilities	
Literacy Group	Work Experience/Careers	

<p>OPALs Prefect Pastoral Care Peer Learning Peer Mediation Prep Tutorial Program Recognition of Achievement Remedial Programs Restitution Roll Call Peer Support Special Needs:</p> <ul style="list-style-type: none"> • Support Teacher Learning Assistance • Itinerant Support Teacher Behaviour Disorders • Home School Liaison Officer • Hearing Impairment Support Teacher <p>Subject Selection Process Sport and Rec Program Staff Modelling of Consistent and Caring Behaviour Staff Training & Development Spelling Group TAS Workshops Teaching Learning Programs Teacher's Aides Tutorial Parties University Visits Learning Support Team Vocational Education Year Meetings Year Lunches Welfare Team Weekend Detentions Whole school approach to Literacy</p>	<p>NSW Youth Parliament</p>	<p>Competitions Strong Community School Student Coordinators Study Skills Days Support Management Meetings Training and Development Prefect training Prefect exit surveys Parent surveys of prefect roles Training and development of Welfare Committee members and year coordinators Weights Room Role modelling of school values by residential staff</p>
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Section 4

STUDENT ACHIEVEMENT, ENCOURAGEMENT, PRAISE AND REWARD

At Farrer Memorial Agricultural High School we are proud of the achievements, participation and efforts of our students. Emphasis is given to acknowledging the students' accomplishments as well as to encouraging improvement and sustained application.

Recognition of achievement, contribution and excellence is offered in many ways

Classroom

Praise, encouragement, compliments
Class awards
Merit slips
Teacher reports

Faculty

Commendations
Awards of Excellence
Canteen Voucher
Literacy Awards
RISC letters

- Merit Certificate
- Excellent Classwork
- Class Promotion

School

School Representative
Principal's Merit Certificate
Recognition on Assembly
Cultural Blues
Sports Awards
Sports Blues
Sportsmen's Dinners
Colour Level Promotions
Presentation of Colour Badges and Certificates
Pizza Nights
SRC Badges
Reading Tutors
School Honour Board
Canteen Service

Community

Prefects' Induction
Speech Day Awards
National Competition Certificates
Involvement in School Musical
School Newsletter
Local Media Coverage
School Reports
Acknowledgement of Community Service
Agricultural Shows

Section 5

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Essential Requirements

NSW public schools have the following requirements of all students:

- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- due respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- no weapons
- 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

Unacceptable Behaviours at Farrer Memorial Agricultural High School

- Behaviour which is contrary to the values of respect, excellence and fairness
- Interfering with the rights and education of others
- Abusing, harassing and victimising others
- Stealing
- Self-harm
- Vandalism of school or other person's property
- Graffitiing
- Cruelty to animals
- Smoking, alcohol or other drug abuse
- Possessing weapons
- Possessing pornography
- Inappropriate language
- Discrimination
- Racial and sexual vilification
- Lying and cheating
- Misbehaviour on buses and school vehicles
- Abetting other students who break school rules
- Any action at school functions, such as socials, sporting and cultural events, excursions etc. ... that would prejudice the good name of Farrer
- Being out of bounds
- Failing to abide by leave conditions
- Consistent neglect of schoolwork and dishonouring other commitments
- Disregard for the school's and societies laws
- Bullying of any kind
- Drug related violence
- Climbing on roofs, covered ways, fences, trees or structures.
- Pushing in when queuing
- Not wearing a helmet when riding, skating or scooting
- Misuse of the computer network, internet, school intranet and portable electronic devices if brought to school.

Levels of Action for Unacceptable Behaviour

Level 1 Classroom

Teachers should establish a negotiated set of appropriate classroom and subject rules for all classes.

The class teacher must deal with rule breaking behaviour in the classroom consistently and fairly.

It is expected that most classroom problems in regard to behaviour or work effort can be resolved within the classroom situation.

Persistent or serious infringements of the classroom or school rules will result in a student being disciplined.

Consequences include:

Warning	Reprimand	Cleaning/tidying
Loss of privilege	Restitution	Parent/Guardian control
Detention	Demerit slip	RISC entry
Head teacher referral	Deputy/principal referral	

Level 2 Faculty Level

All faculties should develop a clear understanding of what constitutes unacceptable behaviour and work effort and ensure that appropriate and consistent action is taken.

Where student behaviour or work effort is of concern, head teachers have a responsibility to provide assistance, direction and support for their staff.

Repeated and/or serious infringements of classroom or school rules will, as a matter of course, be referred to the Head Teacher. Depending on the number of times and/or the seriousness of the situation then the following will apply.

- a) The student counselled, perhaps some consequence imposed (e.g.: lunch detention) and the Head Teacher contact noted on RISC under "HT Contact"
- b) Parents/Guardians will be notified by phone or by way of a letter generated on the RISC program. These letters are for:
 - Unacceptable behaviour
 - Concern in Library, internet use or homework
 - Formal caution
 - Suspension from class
 - Truancy
 - Harassment
 - Non serious attempt
 - Boarding school concern
 - Demotion in Colour Level
- c) For repeated offences or offences of a serious nature the head teacher will refer the student to the discipline committee.

For serious incidents that may require immediate attention (e.g.: foul language directed towards a teacher) the student is to be brought to the deputy principal at the first opportune moment.

Head teachers may suspend a student from a subject class for inappropriate language, repeated misbehaviour or a serious breach of classroom rules.

Students suspended from a subject must accompany the head teacher to their class or to the class of a “buddy” teacher.

Level 3 School Level

More serious violations of the school’s discipline code will result in the following consequences

Colour Level Drop

The principal, deputies or the colour level committee will demote a student and place them on a lower colour level.

Restitution

Restitution is seen as an act to repair damage done. It can involve payment for, or repair of, property. It can also involve repairing or rebuilding relationships.

It is an opportunity for a student who has made a mistake to make full reparation and enables the student to reclaim self-respect through personal effort.

Restitution at our school will:

- be seen by the injured student or teacher as adequate compensation.
- the injured student or teacher will be consulted as to the nature of the reparation.
- require effort on the part of the offender.
- not in any way encourage further offences.
- reflect the values of the school community, respect excellence and fairness.
- be relevant to the offence committed.

Where student misbehaviour was directed towards another person, restitution would be made to that person. Where the offence causes damage to school property or facilities then restitution will be made to the school in the form of school service.

Severe Violations

Level 4 Suspension from School

(Students who are violent, who use threats of violence or have weapons or illegal drugs must be immediately suspended from school.)

If a student’s behaviour is serious enough the student may be suspended from school.

Short Suspension – up to 4 school days:

- A suspension letter is forwarded to parents, together with Departmental information in regard to suspension from school.
- The suspension booklet and any assigned work are to be completed at home.
- A mandatory parent interview is to be held.
- There is to be a negotiated re-entry into school. One non-negotiable condition is that a student returning from suspension must have a diary, a timetable, and workbooks for each subject, textbooks, pens and a ruler.
- Mandatory referral to the school counsellor.
- Students suspended from school for any reason will not be able to represent the school in any sporting or other event, nor will they be able to attend any non-mandatory excursions.

Long Suspension – from 5 to 20 school days:

- If a short suspension has not resolved the problem or the behaviour is so serious as to warrant a long suspension, the Principal will immediately advise the District Superintendent. All the conditions for a short suspension apply, with the condition that a school counsellor's report must be obtained during the suspension from school.

Level 5 Declaration of Place Vacant

This can occur where the Principal considers that a student of post-compulsory school age is a non-serious student on the grounds of poor attendance and/or non-compliance with the Board of Studies requirements for the award of a School Certificate or the Higher School Certificate. It will be the student's responsibility to negotiate re-enrolment or enrolment at another school.

- At least two formal cautions will be issued to the student, detailing the grounds for declaring their position vacant.
- There are avenues for appealing any of these decisions. An appeal would need to be lodged with the District Superintendent within ten days.

A boarding school cannot effectively operate without a spirit of trust and respect. Any boarding student who breaches their responsibilities and interferes with the rights of others in a serious way may have their position in the boarding school declared vacant. This action will not be taken lightly and will involve consultation between the Principal and parents.

Level 6 Expulsion

In extreme cases the Principal may expel a student from Farrer Memorial Agricultural High School or recommend to the Director General the expulsion of a student from the NSW Government School system.

Please note:

- Students of any age can be expelled from school
- Students of post compulsory age whose participation in the learning programs is unsatisfactory can be expelled from school.

Drug Related Incidents

The possession use and distribution of illicit and the misuse of legal drugs are not acceptable in NSW schools. The principal will impose a long suspension for possession or use of suspected illegal substances. The following procedures will apply at Farrer MAHS.

Illicit Drugs (Cannabis, Hallucinogens, Heroin, Cocaine, Ecstasy, Amphetamine)

Students found in possession of illicit drugs or representing a substance as an illicit substance at school will be suspended (in extreme circumstances the principal may expel a student from school). Parents/caregivers and the police will be notified immediately. All students who have been suspended from school for illicit drug matters are required to participate in an intervention program to help them change their drug related behaviours. Agreement to participate in a school based or outside agency program is part of the resolution of the suspension.

Misuse of Legal Drugs (Alcohol, Tobacco, Inhalants, Analgesics, Prescribed Medication)

When a student is misusing a legal drug the Principal will notify the student's parents/caregivers and apply discipline strategies appropriate to the circumstances of the student and the incident. Strategies might include disciplinary measures such as suspension and loss of colour level privileges or welfare support in the form of counselling or an intervention program.

Alcohol

Alcohol is prohibited in schools and therefore it is not to be consumed or brought to school premises. Students who possess, consume, distribute or supply alcohol will be suspended from school.

Tobacco

Smoking at school is totally prohibited. The sale of tobacco to people under 18 and smoking on departmental premises are also illegal. Students found smoking will be disciplined in accordance to the school's smoking policy.

Inhalants

Sniffing or inhaling fumes of volatile substances can cause serious harm. These harms include suffocation and accidents due to disorientation.

Analgesics (Aspirin, Paracetamol, Anti-Inflammatories, Codeine)

Analgesics are the most commonly used of all drugs. Students must have written permission from parents/caregivers to take analgesics. All medication is to be presented to the matron who will supervise its taking.

Prescribed Medication (Tranquillisers – (Valium, Serepax), Steroids, Methadone, Ritalin, Dexamphetamine)

The possession or use of prescribed restricted substances is illegal unless the student has a prescription in their name given by a medical practitioner. Prescribed medicines are to be presented to and supervised by the matron.

Weapons Prohibited in Schools

A weapon is any object that can be used to harm another person.

Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989.

If a Principal becomes aware that a student or any other person on school premises or at a school activity is in possession of a weapon or weapons, he or she should contact the police. The student should be suspended immediately.

Weapons can include, but are not limited to, the items listed below. This list outlines the types of weapons that should be banned from school premises:

Firearms of any kind, any imitation or replica of any firearm, knives or swords hunting slings, catapults, shanghais or slingshots, knuckle-dusters, studded gloves or sap gloves, blowguns or any other similar device capable of projecting a dart, whips of any kind, Kung Fu sticks or nunchaku, batons of any type, spear guns, fire crackers, mace, water pistols, laser pointers, any defence or anti-personnel sprays, explosives, discharging irritants in liquid, gas or powder form, fireworks, dangerous chemicals.

Smoking Policy

The school works with staff and students to establish a smoke free zone. It is illegal for anyone to smoke on Department of School Education property. If a student chooses to smoke at school the following procedures apply.

Offences

Students who are found to be smoking or in possession of cigarettes will incur the following consequences.

First offence - Warning and 1 week of lunchtime detention. Parental notification.

Second offence - drop of one colour level, a warning and brown level (minimum 8 days) detention. The student will be required to complete a smoking workbook. A special letter will be sent home.

Third offence - suspension and the student will have to show cause as to why his place should not be declared vacant. The student will have to undertake an education program involving community health personnel and services at the hospital.

Smoking Criteria

Being in the presence of smokers does not constitute a smoking offence. Nevertheless, students so caught will be demerited and warned of the dangers of passive smoking.

Students caught smoking inside buildings should have this indicated on their demerit slip. It will entail double detention.

The possession of cigarettes will be treated the same as if smoking cigarettes. The possession of a cigarette lighter will result in a demerit and parental notification.

The timeframe for offences is defined as a 12-month period, after which a student will clear the slate.

Section 8.5 of the Fair Discipline Code describes smoking, alcohol or other drug abuse as examples of unacceptable behaviours and indicates that such activities will be dealt with, and may lead to, exclusion from the school.

Bullying, Violence, Discrimination

At Farrer MAHS any form of bullying and harassment is considered unacceptable. Ours is a non-violent school that promotes cohesiveness and concern for each other. Bullying behaviour is contrary to our school values of **respect, excellence and fairness**.

The NSW Department of Education and Communities takes the issue of bullying very seriously. All students have the right to expect that they will spend the school day free from the fear of bullying, harassment and anti-social behaviour in a secure, ordered and supportive environment. To ensure a safe and positive environment, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect, equity and diversity.

What is Bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying behaviour can be

- **Verbal** e.g. name calling, teasing, abuse, put downs, sarcasm, insult, threats
- **Physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **Social** e.g. ignored, excluding, ostracising, alienating, making inappropriate gestures.
- **Sexual** e.g. touching in a sexual manner, making unwanted sexual advances, sexual name calling, telling sexual jokes about someone or commenting on sexual orientation that causes distress
- **Indirect** e.g. trashing a locker, hiding bags, stirring up others to do the bullying
- **Written** e.g. offensive notes, harmful graffiti, hurtful text messages and emails
- **Psychological** e.g. spreading rumours, dirty looks hiding or damaging possessions, malicious SMS, email messages, internet usage (Facebook, MySpace, Bebo, Twitter, MSN), inappropriate use of camera phones.
- **Bystander** behaviour e.g. encouraging bullying behaviour, letting bullying behaviour happen and not speaking up or acting on it
- **Collective** e.g. each individual does not do much bullying, but the collective effect is devastating.

Bystanders who act in a negative way should expect exactly the same consequences as those who have directly bullied another student.

Responding to Bullying

Protection

At Farrer we promote a positive school culture that fosters student connection and inclusiveness in both the school and the wider community.

The school community identifies itself as the Farrer Family where each member has a reciprocal obligation to care for the well-being of its members and to maintain a quality home and school for our students.

The students, parents, caregivers and teachers of the Farrer Family have both individual and shared responsibility for actively preventing and responding to bullying behaviour. Parents and/or students should contact their son's Year Coordinator to report any behaviour they may believe to be bullying. This may be done in the form of a bullying report form, phone call, written letter or through the Department's designated email, farreragri-h.reportbullying@det.nsw.edu.au.

From the commencement of life at Farrer Year 7 students attend an orientation camp which focuses on cohesiveness and promoting positive behaviours. The students meet and discuss the school values of Respect, Excellence, and Fairness as these values underpin our statement of purpose on bullying.

The students are introduced to the school welfare team and their prefects who form an essential part of the students' support network in reporting and dealing with bullying.

Weekly meetings are held by the welfare team to discuss incidents of bullying. RISC entries, merit and demerits, counsellor reports, health centre "sick bay" reports, prefects reports, student reports and parental contacts are responded to at these meetings. Previous intervention by year coordinators, head teachers welfare, teaching staff, prefects and senior executive is additionally examined.

Reporting Bullying

This information is then used to deal with the behaviour of concern, through the following levels:

Level 1

- 1st instance, teacher or Year Coordinator interview and warning,
- Strategies to improve relationships and completion of bullying education worksheet. Student is issued a copy of this policy.

A behaviour contract is issued by the Head Teacher Welfare, to be signed by student and parents and returned to Head Teacher Welfare. These shall be reviewed at the end of each term. Whilst on a behaviour contract a student will be unable to apply for promotion level privileges.

Level 2

- Repeated instance - drop of one colour level.
- Interview with year coordinator for strategies to improve relationships and referral to counselling.
- Referred to a Deputy Principal.
- Formal caution letter sent home.

Creating Positive Relationships

At Farrer we promote a positive school culture that fosters student connection and inclusiveness in both the school and the wider community. The school community identifies itself as the Farrer Family where each member has a reciprocal obligation to care for the well-being of its members and to maintain a quality home and school for our students. The students, parents, caregivers and teachers of the Farrer Family have both individual and shared responsibility for actively preventing and responding to bullying behaviour

The school is committed to maintain a partnership with its community, including regular liaison and communication with parents and caregivers regarding the academic progress, behaviour and overall development of their students.

The role of parents in modelling, encouraging and managing the appropriate behaviour of their students as well as showing respect for teaching staff as professional educators is central to our school community relationship. Frequent opportunities for the involvement of

parents and caregivers will continue to be provided and encouraged in KLA and whole school programs.

The school will provide programs that develop self-discipline, self-esteem, self-evaluation, empathy, resilience, conflict resolution and communication by:

- Explicitly teaching students to respond to bullying assertively by expressing an action, feeling and warning about continued behaviours i.e. **“Stop it, I don’t like it, I will report it if it continues.”**
- developing in students the skills to take responsibility for their actions through the use of such strategies as colour level system to reward and give consequences for behaviour, assemblies to recognise student achievement, restitution, meetings of shared concern and mediation
- classroom and group learning experiences e.g.: counselling, PD/H/PE lessons, guest speakers, bullying workshops and the programs; Farrer Friends and ASSERT.
- involving students in peer mentoring, year meetings, dormitory meetings, SRC, Prefect system, sporting and cultural representation, Orientation and Leadership Camps, and Outdoor Activity Scheme (ODAS).

The school will encourage a positive home-school relationship through:

- discussing with parents and students their roles in promoting acceptable student behaviour
- providing opportunities for two way communication between parents and the school in the form of interviews, information nights, and the PT&F.
- inviting community involvement in decision making through committees, PT&F and the School Council
- valuing the diverse cultural background of our students

Prevention

Prior to commencing student life at Farrer processes are put in place to protect students from anti-social behaviours. Information is collected from previous schools to identify students at risk. At the Open Day, the school promotes inclusiveness, positive behaviour and celebrates the diversity within the school community.

From the commencement of life at Farrer Year 7 students attend an orientation camp which focuses on cohesiveness and promoting positive behaviours. The students meet and discuss the school values of Respect, Excellence, and Fairness as these values underpin our statement of purpose on bullying. Students are introduced to the school welfare team and their prefects who form an essential part of the students’ support network in reporting and dealing with bullying.

The preventative programs developed and implemented by the school include:

Prefect exit survey, parent survey of prefects, Year 7 transition behaviour assessment, Year 7 Orientation Camp, effective residential supervision, duty teams systems, ODAS learning experiences, Leadership Camp training of senior students and prefects, sport and recreation officer programs, proactive staff intervention, communication through assemblies, year meetings, year lunches, welfare team meetings, email, phone and newsletters, Farrer Friends, the prefect system, passive play areas, school uniform, colour

level system, SRC, Captains, ongoing prefect training, staff mental health first aid training and the promotion of the school values of respect, excellence and fairness.

Within the development of curriculum programs, bullying is addressed through program design, syllabus requirements, integrating boys education strategies, classroom management and explicit references to positive behaviours, embedded in the English and PD/H/PE Key Learning Areas.

Early Intervention

Weekly meetings are held by the welfare team to discuss incidents of bullying. RISC entries, merit and demerits, counsellor reports, health centre "sick bay" reports, prefects reports, student reports and parental contacts are responded to at these meetings. Previous intervention by year coordinators, head teachers welfare, teaching staff, prefects and senior executive is additionally examined.

The school also utilises a broad array of people and systems to provide for effective early intervention. These include: The District Guidance Officer, School Counsellor, colour level system, sick bay, Aboriginal support, Anti-discrimination Officer, achievement registers, case management, communication via assemblies, year meetings, year lunches, welfare team meetings, email, phone and newsletters, detention systems, support teacher learning assistance, itinerant support teacher behaviour disorders, home school liaison officer, hearing impairment support teacher, teacher's aides, police, annual Junior School Bullying survey, prefect exit survey, parent survey of prefects, new student follow up questionnaire, Year 7 transition behaviour assessment, encouraging reporting as opposed to dobbing

At the early intervention stage, the first of three stages in response will be utilised.

Level 1- Awareness raising and preliminary caution

After a first or low level incident, the student will be interviewed by either their Year Coordinator, Head Teacher Welfare or Executive teacher as part of an awareness raising and preventative measure. In this meeting strategies to improve relationships will be discussed. Students will be issued worksheets to complete to provide education as to the types of behaviours that may be identified as bullying and their consequences. Once completed, these responses are discussed and feedback will be given to the student. The student is also issued a copy of the School's Bullying Policy.

A behaviour contract may be issued by the Head Teacher Welfare to be signed by student and parents and returned to Head Teacher Welfare. These shall be reviewed at the end of each term. Whilst on a behaviour contract a student will be unable to apply for colour level promotion privileges.

Level 2 - Disciplinary consequences and counselling.

Repeated instances of bullying will incur disciplinary consequences for the student. Consequences can include the loss of privileges as detailed in the in the School's Colour Level system. The student will be referred to the Deputy Principal who will interview the student and issue a Formal Caution which will be sent home to the student's parents via mail. The student will also be provided with counselling assistance from their Year Coordinator and the school counsellor

Level 3 –Suspension and counselling

Repeated or serious offences are regarded as level three of the school's bullying policy. These behaviours will bring with them suspension and a drop of two colour levels. In these

cases the student has continued to display bullying behaviour or has committed a serious breach of the school's Code of Conduct. The student will be referred to either of the Deputy Principals or the Principal. As a condition of re-entry following this suspension he must attend a re-entry meeting where it will be determined if the student is ready to re-enter the school community. The student will also be referred to the school counsellor for support as part of the behaviour modification process.

A student may automatically be placed on any depending on the history, seriousness or nature of the behaviour and must complete the bullying education worksheets.

Response

Recognise students who bully

There are a number of recognisable characteristics that bullies display. These include displaying a lack of empathy for others, a lack of tolerance in accepting differences in others' age, ability, race physical prowess, sexual orientation and personal preferences, not recognizing what they do is wrong, being impulsive and having a short fuse, lacking security, have low achievement, are popular or unpopular, can come from a background of abuse and uncontrolled aggression, are revengeful towards others, identify as a member of a gang or pack and can enjoy rumbling and rough behaviour.

Recognising the symptoms of bullying

These include social phobia, anger, crying, withdrawal or depression, low self-esteem, illness, bed wetting and sleeplessness. Reluctance to join in and acting out behaviour such as aggressiveness, misbehaviour and truancy can also indicate bullying. Other signs include cuts and abrasions, torn clothing, theft of property and poorer class performance.

Responding to Bullying Behaviour

Systems: The school has established a mechanism by which bullying can be reported. Students can report to any member of the school community, Prefects, peers, teachers, welfare team members, non-teaching staff and the school executive are points of contact for reporting bullying. At all levels the school encourages transparency and openness between staff and students and between students.

Parents and/or students should contact their son's Year Coordinator to report any behaviour they may believe to be bullying. This may be done in the form of email, phone call or written letter. This information is then used to deal with the behaviour of concern.

Staff: Students need to feel and be confident that they will be effectively supported by the staff. The availability of staff and senior student training, empathy, warmth and approachability in staff, active and passive supervision and surveillance of trouble spots and trouble times, as well as appropriate levels of staff supervision all enable early identification and effective responses to bullying.

Students: Students need to be active in responding to incidences of bullying. A code of silence cannot be allowed to exist. Silence both condones and enables bullying to persist. There needs to be the existence of a code of reporting, a culture of respect, excellence and fairness and a culture of tolerance and care for each other. Students who are vulnerable to bullying need to be bully proofed by training them in assertiveness,

All reports of bullying are assessed on the basis of the risk to they pose. Factors that are considered include the frequency, nature and history, level of violence, the parties involved and the need for immediacy. Low level reports are dealt with by Year Coordinators. Serious instances are reported to the school executive. There may be a need for some

immediate action such as separating the victim and bully, protecting other possible victims and notifying appropriate authorities.

In managing cases of bullying, staff are required to make careful notes and check the accuracy of the information without breaching confidentiality and without exacerbating the behaviour. Staff record information in the school's data base (RISC) and in their diaries. The alleged bully will be given details of the accusation and a chance to respond. Timeframes for further action will be established to ensure that the rights of all parties are respected. All parties should be advised of the process to be followed.

A range of Strategies and programs are used to support any student who has been affected by, engaged in or witnessed bullying behaviour. These include: Students are reassured, parents are contacted, duty of care is maintained, cognitive reframing – the bully has the problem, telling the bully to stop, avoiding retaliation, avoiding trouble spots, reviewing your own behaviour, controlling your anger, assertiveness training, anger management, victim support, grief and loss counselling, pro-social skill development, empathy, listening, safety and security plan of action dealing with the nature of the bullying, developing resilience.

Years 7 and 8 are the most difficult time in terms of transition, it is for this reason that data collection occurs in the form of a survey. Data is collected annually from years 7 and 8 to identify bullying, bullies, victims or areas where students do not feel safe. Data is also collected from parents and prefects. This data is then analysed as to the nature and extent of bullying within the school environment.

The effectiveness of these programs is measured in the reduction of bullying reports and follow-up surveys conducted in the following year. As data reveals new trends or student involvement then this information will be acted upon through the consequence levels identified in this policy. This in turn is communicated through the Welfare Committee, the senior executive and through school information channels such as newsletters and the Farrer Fact.

Data that is collected via surveys and reported incidents is audited on a term by term basis by Year Coordinators and the Head Teachers Welfare. The Anti Bullying Plan is reviewed annually to respond to changes in the nature of anti-social behaviours that are reported.

Truancy

Over any six-month period in the calendar year, the following consequences will apply. All offences will be recorded on RISC.

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| First offence- | Warning |
| Second offence- | Formal caution. Parents informed in writing. 1 week's lunchtime detention (4 days) |
| Third offence- | The student will be demoted 1 colour level. Parents will be notified by a ' <i>letter of concern</i> ' and informed that a subsequent offence could result in a suspension from school for persistent disobedience. |

Fourth offence- the Principal may recommend suspension. A '*formal caution*' letter will be sent to the parents. The student's colour level will be reviewed by the principal.

The Department of Education and Training requires a student to attend 85% of lessons to qualify for an award in a subject. Failure to meet the attendance requirement can disqualify a student from attaining the School Certificate or the Higher School Certificate.