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School Motto: Learning for Life

School Mission Statement

Nathalia Primary School is committed to providing the students, staff, parents and the school community with a positive, safe and purposeful environment where they value and enjoy learning for life in partnership with each other.

School Context

Nathalia Primary School is situated in the Goulburn Valley 230 kilometres north of Melbourne, 45 kilometres north of Shepparton and 55 kilometres east of Echuca. The Nathalia District has a population of 4300 with dairy farming, cropping and grazing the main industries.

The school was established in 1878 and currently has an enrolment of 120. Approximately half the student enrolment travel by bus from outlying areas each day. Consideration is given to rural, physical and aesthetic aspects of the students’ environment. Special Needs Programs for children with learning difficulties and extension programs for children with special interests and abilities are provided.

There is a strong community involvement and support for the school. Parents are encouraged to participate in all aspects of the school program. Consultation and discussion play a key role in all decision making. The School Council, which consists of 15 members, has four sub-committees covering the environment, finance, curriculum and grants.

Nathalia Primary School is committed to providing programs that meet the needs of all children. The school operates under the premise that all children at the school will experience the best education possible. Our school operates multi-age grades that provide a balanced program from Prep to Grade 6. The school programs offer learning experiences in all curriculum areas and focus on high outcomes in all areas of AUSVELS (Australian and Victorian Essential Learning Standards). Through this we foster in students an awareness of individual learning styles.

Opportunities are provided to develop appropriate social skills through our implementation of Bounce Back, Restorative Practices, Friendly Schools and Families Program and YCDI. These programs are supported by the framework of Kids Matter. Catering for individual needs ensures success for all children and leads to optimistic attitudes and enjoyment of learning. Positive reinforcement is given through Student of the Week/Month awards and individual classroom systems.

A seven-year developmental plan is offered to all students in the eight Key Learning Areas. Specialist programs in The Arts operate along with other programs including Perceptual Motor Program, Ungraded Days based on special occasions/events, cross-age tutoring, Reading Recovery, Community Events and Occasions. In 2014, five multi aged/composite classrooms will operate.

The school’s Administration, Staffroom and Principal are housed in the original building built in 1878, some classrooms, Art Room, Teacher’s Resource Room and Library are housed in a building built in the 1970’s with 2 other buildings housing our infant and middle years. Our Infant wing is located in the new open planned learning area that provides fantastic open learning for our young students. The school grounds are spacious and maintained by a team of committed parents. The school implements Compulsory Uniform and SunSmart policies, all children are expected to wear full uniform at all times. Our School Values are Respect, Teamwork, Learning and Honesty and we work to install pride in all our students.

The Curriculum priorities for 2012 and beyond are:

1. Literacy at all levels, with a particular focus upon the areas of Reading Comprehension, Writing and Spelling
2. Implementation of Numeracy Common curriculum across all year levels.
3. Improved Student Engagement in Learning and to develop habits in regular attendance.
Nathalia Primary School is committed to the implementation of School wide Positive Behaviour Strategies for Engagement and Learning and focuses on an Early Intervention approach to promote student wellbeing.

Nathalia Primary School provides a caring and friendly atmosphere in which children are encouraged to strive for excellence. We stress the importance of the rights of others to a safe and friendly school environment. In the development of our code of conduct the following guidelines are of great importance.

**Children have the right:**
- To be safe
- To be treated with respect
- To work and play without interference.

**Children have the responsibility:**
- To complete classroom work and allow others to do so.
- To accept responsibility and the consequences for their own behaviour.
- To show courtesy and to respect the rights of others.
- To operate by our agreed school rules.

The Friendly Schools and Families program is used in our curriculum and classrooms along with the KIDS MATTER framework. This is supported by a number of other strategies such as:- Bounce Back, Wilson McCaskell, Bully Busters, and Restorative Practices. This multi strategy approach ensures our wellbeing policy supports and empowers our children with confidence, persistence, organisational skills and their ability to get along with others.
Respect is the main school value that Nathalia Primary School promotes. This involves **Respecting Yourself, Respecting Others, Respecting the School and Respecting Learning.**

The **Student Engagement Policy** is based on the following principles:

1. All students are to be valued and treated with respect.
2. Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
3. Teachers have the right to teach in an atmosphere of order and cooperation.
4. Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
5. Parents have an obligation to support the Principal and Staff in their efforts to maintain a productive teaching and learning environment.
6. Principal and Staff have an obligation to implement the Student Engagement Policy fairly, reasonably and consistently.
7. Positive relationships to be encouraged amongst all students.
STUDENT RESPONSIBILITIES

Student have:

1. A responsibility to allow others to work without being bothered.
2. A responsibility to complete your classroom activities.
3. A responsibility to respect others.
4. A responsibility to take care of all property including school, personal and others.
5. A responsibility to come to school and to be on time.
6. A responsibility to obey school rules.
7. A responsibility to take messages to and from home.
8. A responsibility to practise good personal cleanliness.
9. A responsibility to be cooperative and fair at sport and play.
10. A responsibility when on outside school activities to continue to obey school rules.
11. A responsibility to be courteous and respectful to all people involved in school programs, including all visitors to our school.

TEACHER RESPONSIBILITIES

Teachers have:

1. A responsibility to ensure that all students are safe and happy in their school environment.
2. A responsibility to treat all children fairly and respectfully.
3. A responsibility to promote an environment, which maximises the opportunity of all students to strive for excellence.
4. A responsibility to provide and promote positive role models for students at all times.
5. A responsibility to inform parents of their child’s performance at school.
6. A responsibility to treat all children equally, regardless of gender, race or religion.

PARENT RESPONSIBILITIES

Parents have:

1. A responsibility to ensure your child attends school.
2. A responsibility to support the School Discipline and Uniform Policy.
3. A responsibility to support the school in its efforts to maintain a positive teaching and learning environment.
4. A responsibility to communicate all matters that may affect your child’s learning.
5. A responsibility for all appointments during school time, to have an approved adult collect and sign out the child, from the main office.
6. A responsibility to support the Student Engagement Policy
7. A responsibility to support the school Anti Bullying policy
**SCHOOL VALUES AND EXPECTATIONS**

*Nathalia Primary School Promotes Excellence and Positive Behaviour*

Consequences are a result of behaviour. They can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and they should be related to the expectation.

**It is expected that all students will behave in the following manner.**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Behaviours exhibited at each level</th>
<th>Positive Consequences of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for yourself:</strong></td>
<td>The student demonstrates:</td>
<td>• Positive self esteem</td>
</tr>
<tr>
<td>• Correctly dress in uniform at all times.</td>
<td>• Respect and consideration of others</td>
<td>• Respect of peers</td>
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<tr>
<td>• Hygienic use of toilets at all times.</td>
<td>• Leadership</td>
<td>• Achievement</td>
</tr>
<tr>
<td>• Play safely and responsibly.</td>
<td>• Initiative</td>
<td>• Safe play area</td>
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<tr>
<td>• Remain within school grounds unless permitted to leave.</td>
<td>• Sportsmanship</td>
<td>• Friends</td>
</tr>
<tr>
<td>• Practice road safety when travelling to and from school. (walk, bike, car, bus)</td>
<td>• Excellent attendance</td>
<td>• Teamwork</td>
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<tr>
<td>• Care for your personal belongings and equipment.</td>
<td>• Consistent effort</td>
<td>• Listened to</td>
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<tr>
<td>• Follow Sun Smart practices.</td>
<td>• Working to the best of your ability</td>
<td>• Ideas valued</td>
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<tr>
<td>• Have a healthy lunch and snack</td>
<td>• Cooperative behaviour</td>
<td>• Goals met</td>
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<tr>
<td>• Have breakfast before school</td>
<td>• Pride in presentation by wearing school uniform</td>
<td>• Senses of belonging to school community</td>
</tr>
<tr>
<td>• Set and achieve goals</td>
<td>• Teamwork</td>
<td>• Learn</td>
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<tr>
<td><strong>Respect for others:</strong></td>
<td>• Friendly behaviour</td>
<td>• Differences celebrated</td>
</tr>
<tr>
<td>• Keep hands, feet and other objects to yourself.</td>
<td>• Pride in work and achievements</td>
<td>• Awards and achievement certificates</td>
</tr>
<tr>
<td>• Speak politely to others.</td>
<td>• Encouraging others</td>
<td>• Participation in all school activities including camps, excursions and special days</td>
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<tr>
<td>• Make eye contact when speaking</td>
<td>• Tasks completed on time</td>
<td>• Represents the school within the community</td>
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<tr>
<td>• Listen to others</td>
<td>• Accepts and celebrates individual differences</td>
<td>• Leadership roles</td>
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<tr>
<td>• Follow teacher directions and requests.</td>
<td><strong>Respect for Your Learning:</strong></td>
<td>• Student/Star of the week</td>
</tr>
<tr>
<td>• Move carefully around the school.</td>
<td>• Be on time for all lessons and activities.</td>
<td>• Positive Play</td>
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<tr>
<td>• Respect for and look after equipment and belongings.</td>
<td>• Come to school prepared with all necessary items.</td>
<td>• Principal’s award</td>
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<tr>
<td>• Value and respect individual differences.</td>
<td>• Keep your work area and classroom tidy.</td>
<td>• Positive phone calls or notes to parents,</td>
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<tr>
<td>• Play in a sporting manner and follow game rules.</td>
<td>• Observe the rules of your classroom.</td>
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<tr>
<td>• Walk your bike/ scooter to and from the bike shed.</td>
<td>• Take pride in your work and strive for excellence.</td>
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<tr>
<td>• Follow bus driver’s directions and requests</td>
<td>• Ask for assistance promptly.</td>
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<tr>
<td>• Work cooperatively with others</td>
<td>• Set goals and work to achieve them.</td>
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<tr>
<td><strong>Respect for Your School:</strong></td>
<td><strong>Respect for Your Learning:</strong></td>
<td><strong>Respect for Your School:</strong></td>
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<tr>
<td>• Keep grounds litter free.</td>
<td>• Be on time for all lessons and activities.</td>
<td>• Keep grounds litter free.</td>
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<tr>
<td>• Look after garden areas.</td>
<td>• Come to school prepared with all necessary items.</td>
<td>• Look after garden areas.</td>
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<tr>
<td>• Look after and care for school equipment, buildings and grounds.</td>
<td>• Keep your work area and classroom tidy.</td>
<td>• Look after and care for school equipment, buildings and grounds.</td>
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<tr>
<td>• Play in appropriate play areas.</td>
<td>• Observe the rules of your classroom.</td>
<td>• Play in appropriate play areas.</td>
</tr>
<tr>
<td>• Represent the school with pride when on excursions, camps, sporting events or other special events</td>
<td>• Take pride in your work and strive for excellence.</td>
<td>• Represent the school with pride when on excursions, camps, sporting events or other special events</td>
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<tr>
<td>Level</td>
<td>Levels of Student Behaviour</td>
<td>Behaviours exhibited at each level</td>
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</tr>
<tr>
<td>1.</td>
<td>The student sometimes:</td>
<td>The student sometimes:</td>
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<td></td>
<td>• Shows minor disruptive</td>
<td>• Makes unacceptable noise in</td>
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<td></td>
<td>behaviours in the</td>
<td>the classroom</td>
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<td></td>
<td>classroom or yard</td>
<td>• Disrupts learning/play of others</td>
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<td></td>
<td>• Shows minor breach of</td>
<td>• Demonstrates uncooperative</td>
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<td></td>
<td>positive behaviour</td>
<td>behaviour</td>
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<td></td>
<td>expectations</td>
<td>• Engages in unsafe play</td>
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<td></td>
<td>• Is uncooperative</td>
<td>• Unintentionally hurts others due</td>
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<td></td>
<td>• Is disrespectful</td>
<td>to careless behaviour</td>
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<td></td>
<td>• Has been involved in</td>
<td>• Teasing others</td>
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<td></td>
<td>unintentional harm to</td>
<td>• Continues not to meet positive</td>
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<td>others</td>
<td>and respectful behaviour expectations</td>
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<td>2.</td>
<td>The student continually:</td>
<td>The student continually:</td>
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<td></td>
<td>Breaches Level 1 behaviour patterns or exhibits Level 2 behaviour</td>
<td>• Disrupts learning time of other students</td>
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<td>• Is rude, insolent or uncooperative.</td>
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<td>• Uses inappropriate language. Eg.</td>
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<td>Swearing</td>
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<td></td>
<td>• Bullies others (includes cyber)</td>
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<td>• Physically harms others</td>
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<td>• Refuses to follow instructions</td>
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<td>• Leaves classroom without</td>
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<td>permission</td>
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<td>• Leaves school grounds without</td>
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<td>permission</td>
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<td>• Damages property</td>
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<td>3.</td>
<td>The student:</td>
<td>The student:</td>
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<td></td>
<td>Continues to breach Level</td>
<td>Consistently fails to improve</td>
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<td>2 behaviour patterns or</td>
<td>behaviour at Level 2</td>
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<td></td>
<td>exhibits Level 3 behaviour</td>
<td>• Continues to ignore the rights</td>
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<td>of others</td>
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<td>• Demonstrates serious or</td>
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<td>dangerous violation of the code</td>
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<td>of conduct</td>
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<td>• Bullying, including cyber</td>
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<td>bullying</td>
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<td>• Continually failing to</td>
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<td>improve behaviour.</td>
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</table>
The student:
- Is behaving totally unacceptable and is making no effort to improve.
- Is persistently displaying an attitude of disrespect towards teachers, their learning and the learning of others.
- Demonstrates behaviour that is aggressive and threatening.

The student:
- Fails to adjust behaviour patterns displayed at Level 3
- Presence at the school is detrimental to the education and/or wellbeing of others

The student:
- Consultation with the Department of Education and Early Childhood Development regarding options including:
  - Suspension of the student from school within guidelines as decided by the Principal
  - Staged attendance or re-admittance at school
  - Possible expulsion from Nathalia Primary School

The student:
- Fails to adjust behaviour patterns displayed at Level 3
- Presence at the school is detrimental to the education and/or wellbeing of others

SCHOOL CAPTAINS

At Nathalia Primary School we encourage students to accept positions of responsibility and leadership within the school. School Captains and Vice Captains are expected to be good role models and display appropriate behaviour.

When a school leader receives a behaviour referral for inappropriate behaviour, the following will occur:

1st – 2nd Offence: Area of responsibility withdrawn for one week and badge handed in.
3rd Offence: Parent interview conducted and responsibility withdrawn for one week and badge handed in.
4th Offence: Students area of responsibility withdrawn for the remainder of the year and no recognition is made of their role. Badge handed in.
Students and parents should be aware that it is a condition of use that tubs and desks remain the property of the school and may be searched at any time. Where a teacher has cause for concern:

- Bags/desks can be searched by school authorities without prior notification.
- Students can be instructed by school authorities to empty their pockets or open their bags for inspection. Failure to comply with such an instruction is a discipline offence.

Seizure of property: Students can be instructed to hand over:

- Items in the student’s possession such as cigarettes, illegal drugs or weapons.
- Items that are used to disrupt lessons or distract students in class.
- Items where ownership is disputed.
- All electronic devices.

Where the student refuses to do so, the relevant consequence within the Student code of Conduct should be implemented. As soon as practicable, the confiscated items should be given to the parents or returned to the student at the end of the day dependent on the item confiscated.

### DETENTION

- Detention should be used when all natural consequential discipline methods have been exhausted or are not appropriate.
- The detention room for unacceptable behaviour is a quiet, orderly place, which provides the student with a suitable atmosphere in which he or she can think of more acceptable ways to behave.
- Detention should only last for half of the student’s lunchtime.
- Students will be asked to complete a Behaviour Reflection Sheet.
- Counselling sessions may also be conducted.
- Each time a student is given detention the behaviour will be recorded.
THE FOLLOWING MEASURES MAY BE APPLIED WHEN SCHOOL EXPECTATIONS ARE BROKEN.

Discussion & Support –
- Support will be of a positive nature and will give the opportunity for the child to work out a satisfactory solution to his or her problem.

Logical Consequences -
- The student is encouraged to see the connection between behaviour and taking responsibility for his / her choices and actions.

Detaining Children for Unfinished Work in Class Time (Catch up detention)
- Children may be detained at recess or lunch to complete schoolwork.
- This will be half the time of recess or lunch break.

Lunchtime Detention
- Children will be placed in lunchtime detention operating in the first half of lunchtime.

Meetings
- Informal meetings may be convened by schools at the request of teachers or parents to exchange information to seek solutions to behavioural problems / difficulties of students.

Positive Strategies –
- Positive reinforcement eg. stickers, stamps.
- Letters home.
- Student/Star of the Week and Principal’s award.
- Special time.
- Buddies
- Restorative Practices
- Friendly Schools and Families.

Reasons for Suspension –

a) Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

b) Threaten or constitute a danger to the health, safety or wellbeing of any person

c) Commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property

d) Possess, use, or deliberately assist another person to use prohibited drugs or substances

e) Fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member

f) Consistently interfere with the wellbeing, safety or educational opportunities of any other student

g) Consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student the principal must also take into account:

1. In favour of the student any special needs of a student who has an impairment; and
2. The age of the student
Grounds for student discipline transfer

A student may, by order of the principal of a state school, be given a second chance if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities; or
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
- Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of Education and Training; or
- Fails to comply with any reasonable and clearly communicated instruction of a principal or teacher; or
- Consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or
- Behaves in such a way which threatens the good order of the school's program or facility; or
- Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment; and
- The student’s behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

POSITIVE STRATEGIES

In an attempt to foster desired positive outcomes the school is committed to utilising the following positive strategies:

- Positive reinforcement.
- Improve self-concept.
- Encourage friendship.
- Develop respect and acknowledge differences.
- Encourage sharing, tolerance and compassion amongst all children.
- Enhance and encourage parent / teacher contact.
- Be actively involved with the children.
- Make special effort to observe, assist and involve children with problems.
- Be consistent and fair in applying logical consequences.
- Encourage organised and responsible play within our playground.
PURPOSE
All members of Nathalia Primary School have the right to feel safe at all times. The school is committed to achieving this and each student and staff member has the responsibility to support and promote this right.

NATURE
Being bullied means that someone is subjected to behaviour that is hurtful, threatening or frightening and the behaviour is repeated over time.

Bullying takes many forms:
Physical: includes fighting, pushing, shoving or invading someone’s personal space.
Verbal: includes name calling, offensive language, put downs, picking on people because of disability, race, gender or religion as well as making up stories about others.
Non Verbal: includes rude gestures and offensive body language to another.
Victimisation: includes stand over tactics, teasing, picking on others, threats to “get” people, hiding or damaging others property.
Exclusion: includes deliberately leaving people out of activities, without justification.
Racial Discrimination: Vilifying students on racial grounds is illegal.

GUIDELINES

Reporting
• At Nathalia Primary School it is a child’s and adult’s right and responsibility to report bullying whether it happens to them or to someone else. Reporting to the class teacher, duty teacher, Principal, Assistant Principal or teacher’s aide will ensure action will be taken.
• Parents who become aware of bullying are encouraged to report this to the Principal / Assistant Principal and can be assured it will be followed up. Victims will be supported. (Confidentiality will apply at all times.)
Anti-Bullying Program

- Classes will revise the many forms of bullying
- Twice yearly a confidential anti-bullying survey will be conducted for Grades 2 - 6
- Children can list the form of bullying next to the name eg. name calling, put downs and if possible when the bullying occurred.
- All confidential lists will be collated by the Primary Welfare Officer and Principal.
- Children who are listed 3 or more times will attend individual counselling with the school based counsellor.
- Counselling will be very positive, aimed at improving behaviour. It will involve goals being set and strategies to assist children to meet their needs without bullying others.
- Parents will be advised by the Principal or Welfare Coordinator about the listing to encourage prevention of bullying rather than punishment for bullying.

Victims

- Reports will be taken seriously.
- Children will receive social skills education through Friendly Schools and Families, Restorative Practices and other programs to help them develop strategies to deal with bullying behaviour.
- School based counselling will be provided.
- Resources for parents will be available from the Primary Welfare Officer.

Cyber Bullying

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post personal news in blogs (online interactive diaries), send text messages and images via mobile phones, message each other through IM's (instant messages), chat in chat rooms, post to discussion boards and seek out new friends in community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.
NATHALIA PRIMARY SCHOOL WELFARE POLICY - ANTI-BULLYING CONTINUED:

Staff at Nathalia Primary School has the responsibility to ensure that:

- All forms of cyber bullying are prohibited at Nathalia Primary School.
- They are able to identify and look for signs of cyber bullying among students.
- Students are aware of the consequences of cyber bullying.
- A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises.
- All cases of cyber bullying are reported to the Principal and responded to promptly.
- There is supervision of technology that is effective for monitoring and deterring cyber bullying.

Students at Nathalia Primary School have the responsibility to ensure that they:

- Do not participate in cyber bullying.
- Do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program.
- Do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming.
- Do not disseminate inappropriate information through digital media or other means.
- Report incidents of cyber bullying to a member of staff.
- Advise students being victimised by cyber bullying to talk to an adult.
- Offer to speak to an adult on behalf of the student who is being victimised by cyber bullying.

This policy was ratified by School Council in June 2014.