

# **Molong Central School**

## **WELLBEING AND DISCIPLINE POLICY 2020**

Discipline Policy ratified by P&C on 22/06/2020

Mobile Phone Policy ratified by P&C on 22/06/2020

Managing Bullying & Harassment Policy to be presented at the next P&C meeting.

### **Statement of Purpose;**

Student Wellbeing at Molong Central School includes all things the school community does to meet the personal, social and learning needs of students. The components of our wellbeing program are suited to all students regardless of cultural background, ability, religion, age, gender, sexuality or socio-economic status. This Wellbeing and Discipline Policy has been developed with consultation with staff, students and community members.

Molong Central School promotes respectful relationships which are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Everything within this policy document is designed to help nurture students to develop and demonstrate the attributes of respect specifically Respect for Learning, Respect for Self, Respect for Others and Respect for Environment. Although the details of this policy are explicit in relation to the daily implementation of student wellbeing and discipline procedures, it is understood that ongoing training and development will occur for staff in developing a repertoire of effective behaviour management strategies to complement this. Concurrently Student Wellbeing initiatives and other programs across the school will assist students in enhancing their understanding of behaviour and that all behaviour choices lead to either positive or negative outcomes.

Underpinning this policy are the Department of Education's guidelines, including *The Wellbeing Framework for Schools (April 2015)*, *Student Discipline in Government Schools Policy(2015)* and *Suspension and Expulsion of School Students Procedures (2014)* and the *Bullying: Preventing and Responding to Student Bullying in Schools Policy*

This policy

- incorporates the principles of procedural fairness i.e. the right to be heard and the right to an impartial decision (*Suspension and Expulsion of School Students–Procedures*, 2011, Appendix2)
- has been developed within a strong student wellbeing context and reflects the identified needs of the community
- defines the responsibilities of teachers, students and parents.

As a school community we expect that all staff will firstly take a pro-active approach to managing school behaviour by providing a supportive school environment where all students are valued and cared for and challenged by an appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging.

Parents have joint responsibility with the school, for the education of their children. They are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understanding and attitudes about acceptable behaviour and looking after the physical, social and emotional needs of their children so that they are ready and able to learn to the best of their ability when at school. The information in this booklet forms the basis of the partnership between the school and parents. This partnership is based on shared responsibility for achieving good discipline and thus a productive and harmonious school environment

## **CORE EXPECTATIONS: Student Discipline in Government Schools**

All students in NSW Government Schools are expected to:

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

## **EVALUATION:**

Evaluation will be undertaken annually. Extensive revision will occur every 3 years. The evaluation process will incorporate data that will be collected and collated from Sentral Wellbeing (the student wellbeing and discipline database used at Molong Central School), focus groups, online surveys, parent meetings and consultation, student input and school reviews. This data will be used to determine the effectiveness of our Student Wellbeing and Discipline Policy and Procedures and will determine which elements, if any, require modification and review.

## **ESTABLISHING A POSITIVE SCHOOL CLIMATE:**

Our school aims to enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice. The Student Representative Council is encouraged to have an active voice in our learning community and has been actively involved in the review of the 2018-2020 school plan and in this and other school policies.
- providing opportunities for students to demonstrate success in a wide range of activities e.g. SRC, school band, school choir, debating and public speaking, sporting groups, youth parliament
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school expectations which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- valuing our Aboriginal student population and Aboriginal parent/carer community, providing opportunities for them to participate in school decision making
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff wellbeing and ensuring that staff wellbeing is also a priority

## MOLONG CENTRAL SCHOOL UNIVERSAL MATRIX

	<b>Everyone</b>	<b>Students</b>	<b>Staff</b>	<b>Executive</b>	<b>Parents</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>-Speak and listen politely to others</li> <li>-Accept difference</li> <li>-Show empathy</li> </ul>	<ul style="list-style-type: none"> <li>-Allow others to learn</li> <li>-Use suitable language</li> <li>-Treat others with kindness</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain a classroom conducive to learning</li> <li>-Offer learning appropriate to extending skill level</li> </ul>	<ul style="list-style-type: none"> <li>-Acknowledge the experience of teachers</li> <li>-Listen to opinions</li> </ul>	<ul style="list-style-type: none"> <li>-Speak to teachers and staff with courtesy</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>-Be on time</li> <li>-Make safe choices</li> </ul>	<ul style="list-style-type: none"> <li>-Wear uniform</li> <li>-Follow school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage all students to learn</li> <li>-Use whole school systems promptly</li> </ul>	<ul style="list-style-type: none"> <li>-Take action promptly</li> <li>-Teach the use of whole school systems and provide access</li> </ul>	<ul style="list-style-type: none"> <li>-Submit forms, payments and notes promptly</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>-Be prepared</li> <li>-Be a positive role model</li> <li>-Be proud of success</li> </ul>	<ul style="list-style-type: none"> <li>-Attend all lessons, activities and excursions</li> <li>-Participate fully</li> <li>-Bring all equipment</li> </ul>	<ul style="list-style-type: none"> <li>-Attend and participate in meetings and groups</li> <li>-Promote our school and public education</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate leadership</li> <li>-Offer extension</li> <li>-Meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>-Be actively involved in the school community</li> </ul>

## MOLONG CENTRAL SCHOOL STUDENT MATRIX

	Classroom	Playground	Transition Spaces	Canteen	Toilets	In the community
<b>Respect</b>	<ul style="list-style-type: none"> <li>-Speak with kindness</li> <li>-Actively listen</li> <li>-Allow others to learn</li> <li>-Allow for personal space</li> <li>-Show consideration for the property of others</li> </ul>	<ul style="list-style-type: none"> <li>-Put rubbish in the bins</li> <li>-Share playground spaces</li> <li>-Care for the environment</li> <li>-Show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>-Make room for others</li> <li>-Walk sensibly</li> </ul>	<ul style="list-style-type: none"> <li>-Use please and thank you</li> <li>-Join the end of the line</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain a clean environment</li> <li>-Allow for privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>-Show consideration of the people around you when speaking and moving</li> <li>-Assist others when you can</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>-Follow instructions</li> <li>-Bring equipment</li> <li>-Be in the right space at the right time</li> </ul>	<ul style="list-style-type: none"> <li>-Play safe</li> <li>-Stay in allocated areas</li> <li>-Be sun smart</li> </ul>	<ul style="list-style-type: none"> <li>-Keep to the left</li> <li>-Line up in designated area</li> <li>-Wait for your teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Allow for personal space</li> <li>-Make healthy choices</li> <li>-Have your order and own money ready</li> <li>-Stand in single file</li> </ul>	<ul style="list-style-type: none"> <li>-Use the toilets at breaks</li> <li>-Use only what you need of soap, paper and water.</li> </ul>	<ul style="list-style-type: none"> <li>-Submit forms, payments and notes promptly</li> <li>-Give way to others</li> <li>-Listen to and follow the instructions of your teachers and adults</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>-Do your best in tasks</li> <li>-Submit tasks on time</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to the warning bell</li> </ul>	<ul style="list-style-type: none"> <li>-Know your timetable and your scheduled rooms</li> </ul>	<ul style="list-style-type: none"> <li>-Pre-order when possible</li> <li>-Move away when served</li> </ul>	<ul style="list-style-type: none"> <li>-Report issues to staff</li> <li>-Follow the classroom and out of class procedures</li> </ul>	<ul style="list-style-type: none"> <li>-Wear clean uniform as instructed and with pride</li> <li>-Participate fully in the activity in which you are involved</li> </ul>

## Behaviour Support and Monitoring – Level System

ALL students are assumed to not be on any levels and just because there is an incident that is managed within the classroom by the classroom teacher, this does not automatically mean they will be escalated to level 1 by the teacher. Not every minor incident needs to result in a level change. Most behaviours will be managed by the classroom teacher as a matter of normal classroom management.

LEVEL	BEHAVIOURS	POSSIBLE CONSEQUENCES	Level LENGTH
ONE	<ul style="list-style-type: none"> <li>Persistent classroom behaviour problems</li> <li>Deliberately being out of bounds</li> <li>Failure to comply with reasonable teacher requests.</li> <li>Other similar behaviours</li> <li>Repeatedly Out of uniform.</li> </ul>	<p>Teacher Actioned</p> <ul style="list-style-type: none"> <li><b>Student needs to be informed of the problem with their behaviour as related to AREAS OF RESPECT by the teacher.</b></li> <li>Walk and talk with teacher on duty if it is a playground issue.</li> <li>Give students take up time.</li> <li>Move for possible time out within the classroom.</li> <li>1 Teacher lunch detention</li> <li>Negotiated behaviour contract</li> <li>Class/Faculty monitoring card</li> <li>Phone contact home</li> <li><b>Incident must be reported on SENTRAL (could be for uniform on the roll marking)</b></li> </ul>	ONE WEEK
TWO	<ul style="list-style-type: none"> <li>Failure to comply with Level 1 consequences</li> <li>Failure to modify behaviour after Level 1 placement</li> <li>Persistent negative behavior as identified by data during wellbeing team meetings</li> <li>Continual harassment</li> <li>Spitting</li> <li>Stealing (minor)</li> <li>Minor destruction of property</li> <li>Inappropriate conduct towards a staff member (not including swearing)</li> <li>Major breach of playground expectations</li> <li>Being persistently out of bounds</li> <li>Breach of mobile phone policy</li> <li>Being rude to a member of the public while representing the school.</li> <li>Other similar behaviours</li> <li>Repeatedly Out of uniform (more than once in a week).</li> <li>Non submission of assessment task.</li> </ul>	<p>Assistant Principal/Head Teacher Actioned</p> <ul style="list-style-type: none"> <li><b>Student needs to be informed of the problem with their behaviour as related to AREAS OF RESPECT by the teacher.</b></li> <li>1 after school detention or 2 - 1/2 lunch detention supervised by AP/DP –Primary, HT – Secondary.</li> <li>Student sent to executive member for time out from class.</li> <li>Negotiated behaviour contract</li> <li>N-Award warning letter and process followed.</li> <li>Apology requested</li> <li><b>Assistant Principal/Head Teacher/Deputy to phone home</b></li> <li><b>For the duration of the level, Student attendance at non-mandatory excursions, performances and sporting teams at the discretion of the AP/HT in discussion with the DP.</b></li> <li>School Monitoring booklet up to 10 days supported by the YA, monitored by AP/HT for Year level.</li> <li><b>Incident must be reported on SENTRAL by classroom teacher and Actioned by AP/HT/DP</b></li> <li><b>Level changed by AP/HT/DP</b></li> </ul>	TWO WEEKS

THREE	<ul style="list-style-type: none"> <li>• Failure to comply with Level 2 consequences</li> <li>• Failure to modify behaviour after Level 2</li> <li>• Theft (major or repeated)</li> <li>• Defiant or aggressive behaviour</li> <li>• Dangerous behaviour</li> <li>• Food throwing/throwing a dangerous item</li> <li>• Major breach of safety regulations</li> <li>• Major harassment</li> <li>• Smoking/associating with smokers</li> <li>• Serious breach of expectations/rights and responsibilities code</li> <li>• Abuse of others (verbal, physical, cyber or other)</li> </ul>	Deputy Actioned <ul style="list-style-type: none"> <li>• 1 after school detentions or 2 - ½ lunch detentions supervised by Deputy.</li> <li>• Placement on pre-suspension monitoring card up to 10 days, monitored by Deputy.</li> <li>• <b>Formal Caution regarding possible suspension.</b></li> <li>• Apology letter/ resolution requested</li> <li>• <b>Student excluded from all non-assessable excursions, performances and sporting teams</b></li> <li>• <b>Phone contact home by Deputy</b></li> <li>• <b>Incident must be reported on SENTRAL Actioned by Deputy.</b></li> <li>• <b>Level changed by DP.</b></li> </ul>	<b>TWO WEEKS</b>
FOUR	<ul style="list-style-type: none"> <li>• Possession of an illegal drug</li> <li>• Violence/threatening violence</li> <li>• Is in possession of a prohibited weapon</li> <li>• Persistent disobedience – e.g.: sexual harassment, direct verbal abuse of staff, continual refusal to follow comply</li> <li>• Engaging in criminal behaviour</li> <li>• Failure to comply with Level 3 consequences</li> </ul>	Principal Actioned <ul style="list-style-type: none"> <li>• <b>Suspension</b></li> <li>• Work MUST be completed and handed to DP at resolution meeting</li> <li>• Student banned from all excursions, performances and sporting teams</li> <li>• Apology letter/mediation requested if appropriate</li> <li>• Return to school meeting includes the Classroom Teacher/Year Adviser if appropriate.</li> </ul>	<b>TWO WEEKS</b>

## Minor and Major Behaviours- Levels of responsibility

Minor behaviours managed by CLASS TEACHER	Behaviour	Definition	Suggested Interventions
	Verbal misconduct	Student delivers inappropriate verbal messages. Eg Swearing, gossiping, lying	<b>Teacher Response</b> <ul style="list-style-type: none"> <li>• Refer to classroom and White Ribbon core values</li> <li>• Positive reinforcement of achievement and/or appropriate behaviour</li> <li>• Rewarding positive behaviour with MCS Positives eg Merit Voucher, Merit Memo etc. Record on SENTRAL</li> <li>• Provide a choice</li> <li>• Level 1 monitoring card</li> <li>• Must record incident in Sentral Wellbeing</li> <li>• Consult Year Adviser, Sentral Wellbeing and/or counsellors for background information</li> <li>• Speak to student at the end of the lesson to discuss the problem (send to next class with a late note)</li> <li>• Recess or lunch detention involving reparation i.e. Complete work, clean desks, etc.</li> <li>• Alternate seating arrangement in class</li> <li>• If it is a minor playground issue, remind them of the core values &amp; apply a minor consequence.</li> <li>• Notify parent by phone.</li> <li>• Escalation to HT intervention if necessary and behaviour continues</li> </ul>
	Physical misconduct	Student engages in actions involving physical contact where unintentional injury may occur. Eg Potentially dangerous behaviour, rough play	
	Disruption	Student engages in behaviour causing short interruptions to a class or activity. Eg Calling out, talking, out of seat	
	Defiance	Student engages in initial refusal to follow reasonable directions. Eg Refusal to follow instruction, talks back	
	Harassment	Student delivers isolated disrespectful message to another student in regards to: Race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation. Eg written or verbal means	
	Device misuse	Student use their device in an inappropriate manner Eg. Unauthorised use of mobile phone/earphones/accessory, inappropriate use of laptop	
	Lack of equipment	Student fails to bring correct equipment to school. Eg failure to bring equipment for class	<b>Assistant Principal/Head Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Continue to support and provide advice to class teacher</li> <li>• If required support classroom teachers by reinforcing the consequences to the student.</li> <li>• Inform the student that the continuation of this behaviour may result in Level 2 and that parents will be contacted.</li> <li>• Discuss with Classroom teacher possible actions using PRIM.</li> <li>• Support the development of responsible class behaviour by visiting classes to acknowledge good behaviour and commitment to work</li> </ul>
	Incorrect uniform	Student fails to comply with uniform policy by wearing incorrect school uniform. e.g in sports uniform for non PE lessons or incorrect items.	
	Damage to property	Student participates in an activity that results in minor damage to property. Eg Rubbish, minor graffiti, damage to property	
	Unsatisfactory classwork	Student does not complete classwork to a satisfactory standard or copies work. Eg Not engaging, failure to complete work, poor standard, copying	
	Lack of attendance	Student is not in the right place at the right time. Eg Late to class, prolonged leave, leaves early	



Minor/major behaviours referred to A.P/H.T	Behaviour	Definition	Suggested Interventions
	Verbal misconduct	Student delivers loud, disruptive verbal messages. Eg Swearing at student, repetitive lying, name calling, sexual remarks/gestures	<b>Teacher Response</b> <ul style="list-style-type: none"> <li>• Remind and reiterate the school core values.</li> <li>• Interview student to ascertain reason for their behaviour.</li> <li>• Confine student to an isolation desk in the classroom.</li> <li>• Contact home to inform parents of classroom issues.</li> <li>• Record incident in Sentral Wellbeing and refer to relevant AP/HT.</li> <li>• Inform student of escalation of consequences.</li> <li>• Arrange for the student to be supervised temporarily in another class. (Class withdrawal)</li> <li>• Send student to A.P/H.T to discuss the problem.</li> <li>• For playground incidents, complete Sentral Wellbeing entry and refer to A.P/H.T on duty.</li> <li>• Discuss a behaviour management plan with AP/HT.</li> <li>• For Bullying/harassment refer to procedures</li> </ul> <b>Head Teacher Responsibilities</b> <ul style="list-style-type: none"> <li>• Action incident in Sentral Wellbeing</li> <li>• If appropriate place student on Level 2</li> <li>• Issue “n-award warning” letter within two weeks of due assessment date.</li> <li>• If appropriate refer to Learning Support Team or Deputy Principal</li> <li>• Class isolation if appropriate</li> <li>• Continue to liaise with Class Teacher</li> <li>• Discuss with Classroom teacher possible actions using PRIM.</li> <li>• Arrange parent interview or phone call</li> </ul>
	Physical misconduct	Student engages in aggressive or repetitive actions involving physical contact where injury may occur e.g Pushing, aggressive behaviour, repetitive dangerous behaviour	
	Disruption	Student engages in behaviour causing ongoing interruptions to a class or activity. Eg Constant calling out, sustained loud talk, constantly out of seat	
	Defiance	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions or behaviour is repeated over several lessons. High level and/or ongoing refusal to follow reasonable teacher direction Eg Repeated refusal to follow reasonable instructions, high level defiance	
	Bullying/harassment	Student delivers disrespectful messages to another student on more than one occasion in regards to: Race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation. Eg Written, verbal or social media	
	Device misuse	Student repeatedly uses their device in an inappropriate manner or fails to comply with device procedures. Eg Repeated unauthorised use of mobile phone/headphones/watch, failure to hand over mobile phone/headphones, repeated inappropriate use of laptop	
	Lack of equipment	Student repeatedly fails to bring correct equipment to school. Eg Regularly out of correct uniform, ongoing failure to bring equipment for class	
	Incorrect Uniform	Student repeatedly fails to comply with uniform policy by wearing incorrect school uniform. e.g in sports uniform for non PE lessons or incorrect items.	
	Damage to property/Theft	Student participates in an activity that results in significant damage to property eg Significant graffiti, significant damage to property, or is involved in theft at a minor level	
	Unsatisfactory classwork	Student regularly does not complete classwork to a satisfactory standard or plagiarizing someone else’s work. Eg Regularly not engaging, repetitive failure to complete work, ongoing poor standard, Plagiarism, failing to submit assessment task.	
	Lack of attendance	Student is regularly not in the right place at the right time or misses the large part of a lesson. Eg Consistently late to class, consistently leaves class early or partial class truancy	

	Failure to complete Level 1	Student fails to satisfactory complete Level 1 monitoring successfully	
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# Major behaviours referred to SENIOR EXECUTIVE

Behaviour	Definition	Suggested Interventions
Verbal misconduct	Threatening verbal or gestural interactions Eg Swearing at teacher, threatening student, lying to cause distress	<p><b>Teacher Response</b></p> <ul style="list-style-type: none"> <li>• Stay calm and avoid escalation.</li> <li>• Send a reliable student with a note for collegial assistance.</li> <li>• Isolate or remove student where possible.</li> <li>• Call on Assistant Principal/Head Teacher or other executive for assistance.</li> <li>• In extreme cases seek direct assistance from the Senior Executive.</li> </ul> <p><b>Teacher Follow-up</b></p> <ul style="list-style-type: none"> <li>• Complete Sentral Wellbeing entry</li> <li>• Notify Assistant Principal/Head Teacher of discipline issue verbally as soon as possible and refer the Sentral Wellbeing entry to them.</li> <li>• Debriefing: seek collegial support</li> <li>• Manage the welfare of the students either in class or in close proximity of the incident if it occurred in the playground.</li> </ul> <p><b>Assistant Principal/Head Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Respond to referral as soon as possible.</li> <li>• Arrange for student to be immediately excluded from class with appropriate supervision.</li> <li>• Send student to Deputy Principal to discuss the problem if necessary.</li> <li>• Notify Senior Executive of incident and provide Sentral Wellbeing entry with appropriate student statements as required.</li> <li>• Liaise with the Senior Executive to establish a behaviour management plan before allowing the student to participate in normal lessons.</li> <li>• Provide feedback to teacher involved and faculty.</li> </ul> <p><b>Deputy Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Deputy Principal implements Suspension and Expulsion procedures as required</li> <li>• Deputy Principal will contact parent and discuss the problem/issues</li> <li>• Failure to comply with the conditions set down may result in the student being suspended and incur a range of other consequences.</li> <li>• Deputy Principal will investigate other strategies that may assist the student e.g. Partial attendance, time out card, whole class monitoring books, external community support, counselling etc. feedback will be provided to all staff.</li> <li>• Learning Support Team referral (if necessary) to examine options and strategies.</li> </ul>
Physical misconduct	Actions involving serious physical contact where injury may occur or is sexual in nature. Eg Violence against student, violence against staff, inappropriate sexual contact	
Disruption	Student engages in behaviour causing major persistent interruptions to a class or activity. Eg Constant calling out, sustained loud talk, constantly out of seat	
Defiance	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions from HT or behaviour is repeated after HT intervention. Eg Refusal to follow HT instructions, ongoing high level defiance	
Bullying/harassment	Student delivers extreme or ongoing disrespectful messages to another student or staff member including threats and intimidation in regards to: Race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation. Eg. Written, verbal or social media	
Device misuse	Student uses their device in a highly inappropriate manner and/or fails to comply with HT directions. Eg Failure to hand over mobile phone/headphones to HT, high level inappropriate use of laptop	
Lack of equipment	Student repeatedly fails to bring correct equipment to school after HT direction. Eg Regularly out of correct uniform	
Damage to property/theft	Student participates in an activity that results in major damage to property e.g Major graffiti, major damage to property or is involved in theft at a serious level	
Unsatisfactory classwork	Student use someone else's work as their own in Stage 6. Eg Plagiarism of assessment task, cheating in an exam	
Lack of attendance	Student whole period or day or fails to be in right place at right time after HT intervention. Eg Consistently late to class, consistently leaves class early, whole class truancy, whole day truancy	
Substance misuse	Student is in possession of, caught using, or under the influence of illegal substances. Eg Drugs, cigarettes, alcohol	
Possessing a prohibited item	Student is in possession or a dangerous/illegal item. Eg Knives, guns, matches/lighters, pornography	
Failure to complete Level 2	Student fails to satisfactory complete Level 2 monitoring successfully	
Failure to complete Level 3	Student fails to satisfactory complete Level 3 monitoring successfully	

## Managing Student Use of Mobile Phones & Associated Accessories

The increased ownership of mobile phones requires the school to have expectations to ensure that mobile phones are used responsibly by students. We do not encourage Primary students to have mobile phones, if students bring a phone they must leave it with the Primary Deputy.

Our classroom expectations state that mobile phones must be switched off and left in student bags during School hours. This rule was designed to ensure that all students could concentrate on their learning without any interruptions while at the same time ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

The school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child as quickly as possible before and after school hours; however, to reach your child within school hours, the most efficient method is to phone our school on 6366 8224.

### Acceptable Uses

Mobile phones must be switched off and left in bags during School hours.

Parents are reminded that in cases of emergency, the school should be contacted (6366 8224). The office staff will ensure your child is reached as quickly as possible and will assist in any appropriate way. If it becomes apparent that the student has made a call to a parent from a mobile phone, students will be informed that they will be moved levels due to their misuse of technology.

Under Teacher direction students may be able to use a mobile phone for educational purposes and then the phone should be immediately turned off and placed in the student's bag. A phone for educational use should not be left out visibly in the classroom or playground.

### Unacceptable Uses

Mobile phones should not be used to make calls, send SMS messages, surf the internet, audio record, take photographs / videos or any other application during School hours.

Mobile phones should not disrupt classroom lessons by ringing, beeping or vibrating.

Mobile phones may not be used to record audio, video or photograph any person at school without their prior consent. Such recording may only be done under teacher direction, with the permission of both the teacher and person being recorded, for educational purposes.

Mobile phones may not be used as a Hot Spot to allow Wi-Fi access outside the Departments Filtered Internet.

### Non-compliance with guidelines for student use

If a phone **rings** during School hours: Students will be asked to turn it off and an incident report will be made on SENTRAL.

If a student **makes a call, takes a call, reads, sends or responds** to a message during School hours: The Student will be directed to switch off the phone and take it to the Deputy, if the Deputy is unavailable the phone will be handed in at the front office, for collection at the end of the day. Students will be informed that they will be moved levels due to their misuse of technology.

If a student uses the phone to access internet or provide access to internet. The Student will be directed to switch off the phone and take it to the Deputy, if the Deputy is unavailable the phone will be handed in at the front office, for collection at the end of the day. Students will be informed that they will be moved levels due to their misuse of technology.

## **Theft or Damage**

Mobile phones that are found in the school and whose owner cannot be located should be handed in to one of the Deputy Principals.

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

## **Inappropriate Conduct**

Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photographs or objectionable images and phone calls. Student using mobile phones to bully other students or staff at Molong Central School will face disciplinary actions as outlined in the School's Discipline Policy.

Parents and carers are advised that ongoing and inappropriate mobile phone use, in defiance of this policy, may be considered to be Continued Disobedience and subject to Clause 6.2 of the Suspension and Expulsion of School Students – Procedures, which states:

*"...the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:*

**1. Continued Disobedience. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students..."**

**Parent Contact:** If a student needs to contact their parents/carers for any reason, they should do so by going directly to the Deputy Principal, who will arrange telephone access. Alternately, students can go to the front office during breaks and request telephone access. Parents are asked to telephone the front office on 63668224 should they need to contact their child directly, rather than ringing the child's mobile phone.

This policy will be reviewed as part of the school's three-year review cycle.

# Managing Bullying and Harassment

## Definition:

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Bullying can come in many forms, verbal, physical, psychological and technological.

## Rationale:

Students learn best when they are happy, safe and able to take educational risks. The school will provide a positive culture where bullying is not accepted and neither is by-standing. All students will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

## Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

## Implementation:

- Parents, teachers, students and the community will be aware of the school's strong position on bullying.
- The school will adopt a three-phase approach to bullying.

### A. Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- School community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving through PDH.
- The curriculum to include anti-bullying messages and strategies through PDH.
- Student Representative Council, peer support delegates, staff, parents and students to promote the philosophy of respect and responsibility

### B. Early Intervention:

- Promote the safe and speedy reporting of bullying incidents
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.

### C. Intervention:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. Investigation could be by the Year Adviser or the Deputy Principal as appropriate.
- Both bullies and victims will be offered counselling and support.
- If student bullying is of a serious nature, or if bullying persists, parents will be contacted in a timely fashion and consequences implemented consistent with the MCS Wellbeing policy.

## Evaluation:

This policy and procedure will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle.

References: Safe Schools are Effective Schools booklet  
[www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)  
[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

### Wellbeing Officer

- Chair meetings
- Present data

### Executive of Year Group

- All Executive will need to follow a year group.
- *Assist with monitoring Level 2 placements for their year group*

### Year Adviser

- Mentor and assist with wellbeing support
- Make referrals to services as required
- Support students with un-resolved N warnings
- Facilitate proactive wellbeing activities for year group
- Monitor SENTRAL entries for Year Group.

### Fortnightly Wellbeing Meeting

- Discuss Wellbeing issues
- Look at data from Sentral
  - Behaviour
  - Progress
  - N Warnings
  - Attendance
  - Uniform
- Make decisions regarding Level placement
- Refer to LST
- Refer to Wellbeing programs and services
- Refer Attendance HT / HSLO
- Communicate with staff via minutes on Sentral

### Support Services

- School counsellor
- LST
- Wellbeing Programs –

## Roles and Responsibilities

### Principal:

- ✓ Provide leadership and direction. Be a role model
- ✓ Disseminate DOE policy information and training to all staff
- ✓ Ensure all procedures are in line with DOE policies and procedures
- ✓ Oversee all suspensions and complex wellbeing and discipline issues
- ✓ Liaise with staff, students, caregivers and relevant DOE personnel
- ✓ Issue & monitor long suspensions

### Teachers:

- ✓ Establish classrooms that have positive learning environments
- ✓ Liaise with head teacher re student issues and use SENTRAL WELLBEING to document
- ✓ Use the language & structure of respect as a role model for staff & students
- ✓ Make contact with caregivers, where appropriate and necessary
- ✓ Ensure positive student achievement is acknowledged and rewarded
- ✓ Issue, supervise and monitor Level 1 and Positives

### Deputy Principals:

- ✓ Provide leadership and direction. Be a role model
- ✓ Facilitate training and development opportunities for staff in classroom management.
- ✓ Overall responsibility for the implementation of school policy/procedures
- ✓ Liaise closely with Head Teachers and Wellbeing / LST Teams
- ✓ Recommend short / long suspensions to Principal and conduct resolutions
- ✓ Issue, supervise and monitor Levels 3 and 4

### Year Adviser:

- ✓ Be a positive role model for students and be a mentor to those in need
- ✓ Disseminate information for staff and use SENTRAL WELLBEING effectively for this
- ✓ Liaise with staff, executive and the Wellbeing Teams re student issues
- ✓ Use the language & structure of respect as a role model for staff & students
- ✓ Assist caregivers, staff and students with wellbeing issues as they arise

### Assistant Principals/Head Teachers:

- ✓ Provide leadership and direction within the faculty in Wellbeing & Discipline
- ✓ Daily monitor SENTRAL entries for their staff.
- ✓ Liaise with senior executive and the Wellbeing / LST Teams re student issues
- ✓ Use the language & structure of White Ribbon as a role model for staff & students
- ✓ Make contact with caregivers and conduct interviews, where necessary
- ✓ Issue, supervise and monitor Level 2

### Parents:

- ✓ Provide student with full uniform, sports uniform and correct equipment
- ✓ Provide relevant documentation to the school, where necessary
- ✓ Encourage child to be a "Respectful, Responsible and Committed Learner" at all times.
- ✓ Contact / support the school, where necessary, if any issues need resolving
- ✓ Read newsletter and school website to know about current activities

### Head Teacher Attendance:

- ✓ Work with students and parent/carers to resolve attendance issues
- ✓ Actively promote the importance of good attendance

### Students:

- ✓ Be a "Respectful, Responsible and Committed Learner" at all times.
- ✓ Use the SRC, Captains and Vice Captains to bring up issues of concern
- ✓ Participate in White Ribbon and wellbeing day activities with enthusiasm
- ✓ Be familiar with the school's expectations and follow them
- ✓ Ensure positive student achievement is acknowledged and rewarded