

EVANS RIVER K-12 SCHOOL



STUDENT WELLBEING POLICY

CONTENTS

	Page No
Statement of Purpose	4
Outcomes	5
Students Rights & Responsibilities	6-7
Core Rules	8
Positive Behaviour for Learning Matrix	9
Mobile Phones, i-Pods and Game Boys (and like devices)	10
Attendance	11
Strategies to Promote Good Discipline & Effective Learning	12
Alternate Programs	12
Recognising Achievements	13
Risk Assessment	13
Merit Awards Scheme	14
Rewards	15
Relationships between Awards at Evans River	16
Strategies - Unacceptable Behaviour	17
After-School Detention	18
Discrimination, Anti Bullying and Harassment	19-20
Uniform	21-22
Levels of Discipline	23-24
Student Wellbeing Technology Use	25
Exceptions	26-27
Staff Roles & Responsibilities	27-29
Remember	29

STATEMENT of PURPOSE

“To create a K-12 community school, committed to excellence in academic and practical education in a safe, friendly and caring environment - emphasising personal growth, positive interactions and support between students, staff and community”

RATIONALE

The Wellbeing Policy involves the culmination of all the policies and structures and activities which are planned and implemented by the school to promote wellbeing.

It acknowledges that for students to thrive, connect and succeed a holistic wellbeing framework should be in place that addresses the cognitive, emotional, social, physical and spiritual wellbeing of students (NSW Department of Education and Communities - The Wellbeing Framework for Schools 2016)

STUDENT WELLBEING POLICY OUTCOMES

Through participation in the school wellbeing program, students will move towards the achievement of the following outcomes:

- * a sense of enjoyment and satisfaction from learning;
- * an ability to communicate effectively;
- * a coherent set of values to guide behaviour;
- * a sense of personal and social responsibility for their actions and decisions;
- * a sense of personal dignity and worth;
- * self-reliance and resilience
- * a sense of cultural identity;
- * a feeling of belonging to the wider community;
- * a caring attitude towards others; and
- * an ability to form satisfying and stable relationships.

A school, co-operating with parents, can work towards realising these outcomes through learning programs and support services in three major areas:

- * general measures to promote the personal development of students;
- * preventative measures to ensure the safety and well-being of students;
- * Interventions to overcome specific difficulties.

The focus of the Wellbeing Policy will be to promote the self esteem and personal development of students. It is also acknowledged that where students exhibit non co-operative and unsatisfactory behaviour in spite of the best efforts of teachers, then disciplinary measures must be available to ensure the educational rights of every student are protected.

STUDENTS RIGHTS AND RESPONSIBILITIES

As a student you have a right:

- 1 To be happy and to be treated with understanding.
- 2 To be treated with respect and politeness by both people in authority and peers.
- 3 To be seen as part of a school that has well behaved students while on excursions, sport fields and other school associated activities.
- 4 To be safe from the abuse and harassment of others while at school and travelling to and from school.
- 5 For your property to be safe.
- 6 To be provided with a safe school environment.
- 7 To a drug, alcohol, tobacco and weapon free school environment.
- 8 To be assisted in learning self-control. To not be ignored if you abuse the rights of others or when others abuse your rights.

As a student you have a responsibility:

1. To treat others with understanding - not to laugh at others, tease others, or try to hurt their feelings, but to contribute to others' happiness.
2. To treat others politely, and with respect and to obey reasonable and fair requests/directions from people in authority.
3. To behave in a way which develops a positive name for yourself and builds on the good name of the school.
4. To ensure the well-being of others by not threatening, hitting or hurting anyone in any way.
5. To not steal, damage or destroy the property of others and to take good care of your own property.
6. To tell teachers about any broken or dangerous parts of buildings, fittings or equipment.
7. To not bring to school any illegal drugs, alcohol, tobacco or weapons, or any prescription drugs of which the school has not been informed.
8. To learn self-control. You can expect to be corrected if you deny the rights of others.

- | | |
|--|---|
| <p>9 To benefit from all lessons and classes; to expect that other students will not prevent this by their behaviour.</p> | <p>9. To co-operate with teachers and other students to make sure that lessons proceed. To keep up-to-date with required work and not behave so as to interfere with other students' rights to learn. To bring the required books and equipment for each lesson. To not expect the school, the teachers or fellow pupils to lend you equipment. To be on time. To attend school regularly and to take part in activities that will benefit you.</p> |
| <p>10 To be assisted by being provided with quality homework that reinforces and extends classroom learning practices.</p> | <p>10. To attempt all homework and complete it to the best of your ability.</p> |
| <p>11 To be associated with your school by the wearing of the designated uniform.</p> | <p>11. To wear your correct uniform at all times when attending and representing your school.</p> |
| <p>12 To have pleasant, clean and well maintained school grounds.</p> | <p>12. To care for the school environment - to keep it neat and clean and to be prepared to remove litter.</p> |
| <p>13 To expect the local community to support, respect and have pride in the school.</p> | <p>13. To behave at school, and during out of school hours, so that the community will respect the school. To behave correctly when on excursions or sports visits and to be a good sport when playing in sport teams.</p> |
| <p>14 To respect the natural environment and the rights of animals.</p> | <p>14. To ensure the natural environment and animals are treated in a responsible manner.</p> |
| <p>15 To expect that all these rights will be yours so long as you are carrying out your full responsibilities.</p> | <p>15. To protect your rights and the rights of others by carrying out your full responsibilities at all times.</p> |

CORE SCHOOL RULES

Evans River K-12 School is a safe and happy place because:

- 1 We follow the directions of teachers and others in authority, obeying the class rules without argument. If differences arise that cannot be resolved quickly and simply then the issue will be addressed after class.
- 2 We behave in a manner that allows other students to learn. We do not disrupt, disturb or interrupt other students in any way. We treat others the way we like to be treated. We do not tolerate aggression or violence.
- 3 We always do our best and complete all required work carefully and to the best of our ability. We are prepared and on time.
- 4 Teachers and students respect one another and in doing so, respect individual differences and the school environment.
- 5 We abide by the school's Wellbeing Policy.

CORE SCHOOL RULES

Be a Learner

Be Respectful

Be Safe

CORE CLASS RULES

Take responsibility for your own learning and make it your first aim

Always do your best

Follow directions, behave sensibly and safely

Respect one another

Be prepared and on time

Take care of your environment

Evans River K-12 School - Positive Behaviour for Learning Matrix

	Classrooms	Playground	Stairs and Walkways	Canteen	Bus and Bike areas	Toilets	Offsite
Be a learner	<ul style="list-style-type: none"> * Be prepared and ready to learn * Follow directions * Complete set tasks * Do your best * Manage your time 	<ul style="list-style-type: none"> * Be punctual to class * Play the right game 	<ul style="list-style-type: none"> * Know your timetable * Be punctual to class * Line up quietly and wait outside the classroom 	<ul style="list-style-type: none"> * Follow directions * Choose healthy food * Manage your money 	<ul style="list-style-type: none"> * Follow directions * Wait in the bus area * Put your bike in the bike rack 	<ul style="list-style-type: none"> * Use water and toilet paper wisely * Report any problems to a teacher 	<ul style="list-style-type: none"> * Be prepared and ready to learn * Follow directions * Take care of your belongings
Be Respectful	<ul style="list-style-type: none"> * Raise your hand and wait to speak * Listen carefully * Use polite language * Accept individual differences * Respect personal space and property 	<ul style="list-style-type: none"> * Bin your rubbish * Play fair * Return sports equipment * Care for equipment * Care for the environment * Respect personal space and property 	<ul style="list-style-type: none"> * Move quickly and be quiet outside other classrooms * Respect personal space and property 	<ul style="list-style-type: none"> * Use your manners * Line up * Wait your turn * Respect personal space and property 	<ul style="list-style-type: none"> * Use your manners on the bus * Respect personal space and property 	<ul style="list-style-type: none"> * Flush after every use * Allow privacy * Use the bins * Respect personal property 	<ul style="list-style-type: none"> * Use your manners * Care for equipment * Care for the environment * Respect personal space and property
Be safe	<ul style="list-style-type: none"> * Follow class rules * Walk * Use equipment carefully * Get permission to leave the classroom 	<ul style="list-style-type: none"> * Wear school uniform * Wear socks and shoes * Remain in school grounds * Walk on concrete, stairs and walkways 	<ul style="list-style-type: none"> * Walk * Put bag on a hook, up on the seat or against the wall 	<ul style="list-style-type: none"> * Bin your rubbish 	<ul style="list-style-type: none"> * Keep all of your body inside the bus * Walk your bike inside school grounds * Wear a helmet * Obey the road rules. 	<ul style="list-style-type: none"> * Wash hands after every visit 	<ul style="list-style-type: none"> * Wear a hat * Use sunscreen * Take a water bottle * Obey road and water safety rules

MOBILE PHONES, i-PODS AND GAME BOYS (AND LIKE DEVICES)

Evans River K-12 School recognizes that mobiles phones may be perceived by some parents and carers as devices to improve the security and safety of their children. The following policy and procedures have this understanding in mind—while also being directed by the policy of the Department of Education.

Generally a mobile phone will be used inappropriately if it

- Disrupts or is likely to disrupt the learning environment or interfere with the operation of the school
- Threatens or is likely to threaten the safety or well being of any person, or
- Is in breach of any law.

Inappropriate use of mobile phones includes students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone.

Action against students found using mobiles phones in breach of this policy includes

- Confiscating mobile phones from individual students
- Requiring students to hand in their mobile phones to designated school staff at the beginning of the school day for collection when students go home
- Applying disciplinary procedures as documented in the school's Student Wellbeing Policy.

Policy

1. In general students are discouraged from bringing mobile phones, i-Pods and other electronic devices to school. The school does not encourage the use of these devices in the school grounds or during an off-site school activity (unless with the permission of a teacher). The school will take no responsibility for lost, stolen or damaged devices or for costs incurred if used on school premises.
2. Any student bringing mobile phones to school will be expected to keep them in their bag or place them in the box provided by each class teacher.
3. If a student is identified as accessing/using one of these devices inappropriately the consequences will be as follows: the device will be confiscated and given to the appropriate Deputy Principal until the end of the day. The item should be turned off and, where possible, locked by the student.
4. The device is labeled and the student's name recorded on Sentral. It can be collected from the Deputy at the end of the day.
5. On the third occasion a device is confiscated, the parent/carers will be notified and the device will be held until the parent/carer can collect it. This will be the case for all subsequent occasions where the device is confiscated.
6. Student who fail to surrender a device when requested by a staff member will be deemed to be breaking school rules and may be disciplined through the school's Wellbeing Policy.

All parents and carers are required to give written permission for students to have mobile phones at school. NSW schools are required to maintain a mobile phone register on Sentral indicating incidences of inappropriate use.

ATTENDANCE

Government legislation requires students between the ages of six and seventeen to be enrolled at a government or registered non-government school and to attend school on each day that instruction is provided. It is the duty of the parent or care-provider of these students, under the Education Act 1990, to ensure that these obligations are fulfilled.

The school requests parents provide a letter of explanation for an absence within three days of the absence. The Act specifies that absences must be explained within seven days of the occurrence. If no explanatory note has been received at this time an 'Absentee Notice: Compulsory School Attendance' will be issued to the parent/carer. After fifteen school days no alteration will be made to school records regarding a student's attendance unless a school error has occurred. In the case of absence from a designated assessment task for students in Year 10-12, strict conditions are set regarding acceptable explanations. For further information refer to the relevant assessment manual.

School rolls are marked at the beginning of the day and checks are made each lesson to record the attendance of students. Partial absences (absences for part of a school day) are recorded. Attendance patterns of students are monitored to identify lateness and fractional truancy. Truancy is considered a breach of the Wellbeing Policy and consequences for breaches are outlined within this policy.

The school anticipates sound levels of liaison with parent/carers relating to the attendance of their child. Responsibility for the quality of this liaison lies with both parties.

POST COMPULSORY STUDENTS – MEETING REQUIREMENTS

A decision can be made to expel a student of post-compulsory age on the basis of unsatisfactory participation in learning, eg a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESA requirements for the awards of a NSW Record of School Achievement or Higher School Certificate. Prior to making a decision to expel on these grounds the student must receive at least one formal written warning that such action is being contemplated.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

The school will provide appropriate curriculum to meet the needs of each student where possible within school and staff limitations and support students in achieving success in learning by:

- * appropriate support programs eg. counselling, Support Teacher Learning
- * explicitly teaching good behaviour
- * staff continue to learn and develop practices that are reflected on regularly to ensure best practices
- * staff modeling consistent, caring and controlled behaviour
- * discussing with parents/caregivers, in partnership with the school, their roles and responsibilities in supporting their child
- * liaising with supportive community agencies
- * by providing financial assistance to students in need through schemes such as:
 - Student Assistance Scheme
- * early communication with parents and care givers regarding student progress
- * the operation of a learning support team

ALTERNATE PROGRAMS

Evans River K-12 School recognizes the individual needs of students and offers a number of alternate programs. Sometimes this may involve the student participating in activities with small groups of other students presenting with similar needs. Some of the alternate programs include STEP (School To Employment Program), the Green Team, SWAP, WISP, Infants Social Skills Program, and Individual Education Programs (IEPs). Alternate Programs are implemented on a needs basis. The Learning and Support Teacher / School Counsellor may provide assistance in the design or delivery of alternate programs.

PRACTICES DESIGNED TO RECOGNISE/REINFORCE STUDENT ACHIEVEMENT

Aims:

- 1 To recognise student achievement in all aspects of school life.
 - 2 To encourage students to reach their potential, regardless of ability.
- * In recognition of merit, our school provides rewards via classroom, faculty, assembly, playground, sport and other areas.
 - * The school has regular contact with parents through phone contact, parent interviews, social functions, assemblies and special functions.
 - * The school promotes acknowledgement of student successes through the local media.

RISK ASSESSMENT

Prior to any activity or excursion, staff will conduct a risk assessment to ensure the safety and well being of all students. As an outcome of this process, some students may not be able to attend the activity/excursion.

MERIT AWARD SCHEME

The merit award scheme is a system to recognise and promote excellence in conduct, work ethic and attitude within the school. All students are eligible to receive awards.

Awards may be issued at the individual staff member, faculty and school level. Some students react positively to the immediacy of the merit award. Staff are encouraged to use positive motivation in class, whether it be a teacher-issued merit award or another method of recognition with which the teacher is comfortable and which is in keeping with the school merit award scheme.

Students may achieve an award for excellent and consistent conduct, work ethic and attitude in the following areas:

- 1 Curriculum – class work
- 2 School service – hours given beyond class time
- 3 School representation – in any area
- 4 Involvement in community activities beyond the school

The merit award scheme is coordinated by the Deputy Principals and Wellbeing team.

K-6

K-6 students may receive awards during the school week with a points value attached to the award on the following basis:

Award Name	Issued by	Value
Weekly Merit	Class Teachers Only	1 Merit
Personal Best	Class Teachers Only	Combination of any 5 = 1 Merit
Evans Effort	RFF, Sport, One-Subject, Casual Teachers, Library	
Dirrawong (Playground)	Teaching and Non-Teaching Staff	

Weekly Merits are issued at an 'after lunch' assembly on Fridays. Personal Best and Evans Effort awards may be issued at any time to a student. Students are responsible for informing their class teacher of their award. A tally of the awards each student achieves are displayed on a chart in their classroom. The class teacher will sign the back of their award and add the points to the chart in the classroom. At the end of merit awards are issued based on the points a student has accumulated for that term, in accordance with the Award Formula. The Dirrawong Awards are based on playground conduct and prizes are drawn at the Wednesday assembly.

Merit Targets for K-6

Merit	Bronze	Silver	Gold	Platinum
K	4	8	15	25
Years 1 & 2	5	12	20	30
Years 3 & 4	7	18	29	40
Years 5 & 6	8	20	32	50

Years 7-12

Staff evaluate student progress continually with a reminder for the Deputy Principal and Wellbeing team in Week 3 and Week 6 of each of term. Entries are made by staff onto the school's student recording system (RISC).

Year Advisers will notify students of their progress at Year Meetings twice a term. The awards are cumulative through out the calendar year resulting in a Platinum Award after 40 Sentral entries and a Diamond Award after 50 entries.

Parents will be invited to attend the merit assembly followed by a morning tea to help acknowledge their students success.

NB Students in Year 11 and 12 who received Gold or Platinum in the previous year will automatically be given Bronze the following year.

REWARDS

The Big Day Out (K-6)

At the end of each term an activity held for students in K-6. This activity is for all students to attend and is a celebration of the goals achieved during the term.

Bronze Award

- Certificate
- Names of nominees presented in school assemblies, school newsletter, invitation to morning tea.

Silver Award

- Certificate
- Names of nominees presented in school assemblies, school newsletter, invitation to morning tea.

Gold Award

As for Silver students. Extra entitlements may include - eligible for official duties as required, eligible for end of term reward activity.

Platinum Award + Diamond Award (Years 7-12)

Certificate presented at the Annual Presentation Day (or for Year 12 students at their Final Assembly), eligible for Platinum and Diamond Award winner end of year reward activity.

RELATIONSHIPS BETWEEN AWARDS AT EVANS RIVER K-12 SCHOOL

School Awards

- Diamond (7-12)
- Platinum
- Gold
- Silver
- Bronze
- Community Service

Faculty Awards

- Faculty Awards
- Assistant Principal Letters of Commendation
- Head Teacher Letters of Commendation

Individual Staff Member Issued Awards

- Class and Weekly Merits
- K-6 Personal Best (PB) Award
- K-6 Evans Effort (EE) Award
- K-6 Dirrawong Award (Playground Behaviour)
- Stickers
- Prize Draws
- Lucky Draws for cooperation in groups
- Positive Classroom Awards
- Class Teacher Letters of Commendation
- Special Class Weekly/Termly Awards, eg. Most Improved Reader, Best at Spelling, Fastest at Times Tables

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

- * In class, students will be expected to take responsibility for their own learning and actions.
- * If students are disruptive and affecting the teaching and learning of other students, and/or the effective teaching role of the teachers, then their behaviour will be dealt with by the teacher and may be recorded on Sentral.
- * Outside the classroom, students will be expected to obey the core school rules and display responsible behaviour at all times.
- * If students are being rude, uncooperative or irresponsible, then their actions will also be recorded.
- * The above actions will be reported to the Wellbeing Committee and may lead to a placement on a discipline level.
- * Clean ups may be a consequence of unacceptable behaviour. Clean ups involve students caring for the school environment and may involve students collecting litter and placing it in its appropriate place.
- * Time out/detention may be a consequence of unacceptable behaviour.

TIME OUT/DETENTION

REASONS FOR BEING PLACED ON TIME OUT

- * Students behaviour has been unacceptable (eg not following instructions, not working in class, not having required equipment).

WHAT HAPPENS TO STUDENTS PLACED ON TIME OUT/ DETENTION

- * Student will be isolated during lunch time and counselled in relation to unacceptable behaviour.
- * Student will be given the chance to change the unacceptable behaviour.
- * Student may be sent to senior class and not return to their class until they resolve concerns with class teacher.

DETENTION (YR 7-12)

- * Truancing
- * Harassment
- * Not attending lunchtime detentions
- * Repeated unacceptable classroom behaviour (eg not following instructions, not working in class, not having required equipment).

WHAT HAPPENS TO STUDENTS PLACED ON AFTER-SCHOOL DETENTION

- * Students informed of their placement on this detention by a member of the School Executive.
- * Parents are informed by phone and/or letter of child's detention.
 - * Letter sent home.
 - *
 - * Constructive school work to be done at this time.
- * Support offered in relation to unacceptable behaviour.

All communications concerning this detention will go through a Deputy Principal.

The school expects full cooperation and support from parents/caregivers, however, parent/caregivers may raise concerns before detention occurs.

DISCRIMINATION

The NSW Anti-Discrimination Act (1997) makes it unlawful to discriminate against or harass a person on the grounds of race, sex, marital status, disability, age or homosexuality.

Consequences for breaches will be in accordance with the Department of Education and Training *Anti-Discrimination Policy and Suspension and Expulsion of School Students Procedures* (2004).

ANTI BULLYING/HARASSMENT

Harassment and 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. Cyber bullying 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.

Conflict or fights between equals or single incidents are not defined as bullying.

It is wrong for an individual to stand by and accept any form of harassment. It is an individual's right to protest harassment and to expect a caring and supportive response from the school community. Complaints should be brought to the attention of a staff member. Students will be encouraged to respond assertively to harassment. Any action taken will be in the best interest of both the harasser and the victim and may include counselling and/or behaviour modification.

CONSEQUENCES

The action to be taken when a student has been accused of harassing another member of the school community may involve the student being placed on a Level of the Wellbeing Policy.

In general, consequences will be determined by the relevant Deputy Principal or Principal taking into account whether this offence is the first to be recorded against the student, the nature of the harassment, the age of the student and the awareness of the student. Counselling may occur. Continued harassment or harassment of a severe nature will result in suspension.

For playground and classroom offences:

1. As soon as it is confirmed that an incident of harassment has occurred, the student involved will be given a formal warning and the incident will be recorded.
2. If a second incident occurs between the same students, the offending student's parents/caregivers will be contacted and the student will be placed on a level.
3. If a third incident occurs the offending student may be suspended. The school will follow the normal suspension procedure.
4. A student may be suspended immediately in accordance with our Wellbeing Policy.

Continuation of harassment will result in a further suspension, possibly a long suspension, during which the school would seek to organise an alternate program of support for the offender.

Anti-Harassment Procedures

An accompanying document "Anti-Harassment and Bullying Policy" and a Brochure are also available to provide a more detailed explanation of the steps which follow after an incident of harassment

Strategies to promote Anti-Bullying

- The use of literature based bully units K-8 (K-6 in library), 7-8 English book room.
- Social skills programs – Stop, Think, Do; Talk Sense to Yourself; Conflict Resolution
- Peer Support (K-6, 7 & 10)
- Harmony and Wellbeing Day
- Visits from Police Liaison Officer– Cyber Bullying Workshops 7-10
- Periodic items in the school newsletter to assist parents in strategies of how to deal with bullying

EVANS RIVER K-12 SCHOOL UNIFORM POLICY

The Evans River K-12 School Council has determined that Evans River K-12 School will be wearing a uniform-wearing school. The council has requested that the school enforce the wearing of the school uniform without variation. This means that the students are expected to dress in the uniform as described below. Parents who are uncertain as to whether or not an item of clothing meets this policy's requirements should consult with a Deputy Principal or the Principal prior to purchasing the item. Daily checks of student dress are conducted. Students out of uniform are afforded a warning, further breaches of the dress requirements are dealt with in accordance with the school Student Wellbeing policy.

Uniform is mandatory at Evans River K-12 School, for further information refer to the Wellbeing Policy.

Acceptable Uniform

Jade shirt with embroidered logo (white with embroidered logo for seniors), plain navy on bottom half (not denim, leggings or tights and no coloured inserts, stripes, pockets or logos). Plain navy or black stockings may be worn under a skirt or shorts.

Footwear is to be completely black (no coloured logos, trim, sides of soles or laces), footwear must be leather or suede (not canvas), completely cover the foot (i.e. sealed, no mesh) and of sturdy construction (i.e. a shoe or boot; ugh boots are not acceptable); navy, black, grey or white short socks (not multi-coloured).

Shorts and skirts must reach the length of finger tips when arms and hands are extended down the side of the body.

Winter Wear- Boys: One of the three school tops for cold weather (all have school's logo). Girls are the same except they can also wear a plain navy button down knit cardigan.

Navy is preferred for headwear.

Senior students are also permitted to wear a plain white button down shirt with firm collar (i.e. not a polo) with school tie, pleated navy slacks, shorts or skirt, with white socks. Black leather shoes must be worn.

Out of Uniform Procedure

Uniforms will be checked on a daily basis during roll call.

Students out of uniform will be sent to the Learning Centre where they will be expected to change into correct uniform.

Students who fail to comply with uniform policy on two or more occasions will be placed on a weekly detention, Monday first half of lunch.

Students who continue to reoffend will be placed on a discipline level for disobedience.

If there are financial reasons for your son/daughter being out of uniform you may contact the Principal and assistance will be provided through the Student Assistance Scheme.

No student needs to be out of uniform for financial reasons.

THE LEVELS OF DISCIPLINE AT EVANS RIVER K-12 SCHOOL

1 There are four levels: Level 1, 2, 3, 4.

Level 1 - Classroom

Initiated by the classroom teacher and approved by Assistant Principal/Head Teacher. Students on level one will be on the level for 5 lessons (for 7-12 for that particular class). It would be expected that teachers would have already tried other discipline procedures prior to the level placement. This would be as a result of failure to attend detention or continued disruptive behaviour in class. On this level the teacher would notify the student and continue with normal discipline procedures. A letter is generated by the Class Teacher, signed by the Assistant Principal/Head Teacher and forwarded to parents.

Level 2 - Head Teacher/AP

A student who has not been successful on level 1 or is deemed by the Assistant Principal/Head Teacher to require AP/HT intervention may be placed on Level 2 (for 7-12 for that particular class). It would be expected that the student would have a number of Sentral entries. Students may be withdrawn from extra-curricular activities. Students will be on this level for 5 days (K-Year 6) or 5 lessons (for 7-12 for that particular class). On this level students may be on detention with the AP/HT or may be withdrawn from this class etc. Attendance and Playground conduct will be monitored by the Deputy Principals. A letter is generated by the Assistant Principal/Head Teacher and forwarded to parents.

Level 3 - Warning Suspension

A Deputy Principal will monitor the student's conduct for 10 days. Students who are on Level 2 for two or more subjects based on Sentral and behaviour strategies put in place, will be placed on Level 3 at the DP's discretion. Students may also be placed on this level for those incidences deemed by the DP to warrant Level 3 eg smoking, truancy. Students may be withdrawn from extra-curricular activities. A letter is generated by the Deputy Principal warning of possible suspension and a phone call is made to parents advising of the level placement.

Level 4 - Suspension – As per Departmental Suspension and Expulsion of School Students Procedures.

Students may be withdrawn from extra-curricular activities. Students seeking to return from Level 4 will be required to sign a negotiated contract to ensure they are aware of the need to alter behaviour. Parents will also be required to sign the contract and a copy will be provided to parents and Assistant Principal/Head Teachers at the conclusion of the suspension resolution meeting. Students will be required to carry a copy of the contract on the day of return and show teachers. If students fail to follow the conditions of the contract or are placed on Level 1 for any subject they will automatically return to Level 3 or Level 4 at the Deputy Principal's discretion.

A student may be placed on level 4 (suspension) if they have continued to present poor behaviour choices following previous placement on lower levels. Suspension may be from one to twenty days at the Principal's discretion.

TEACHERS MUST BE FREE TO TEACH
AND
STUDENTS MUST BE FREE TO LEARN

STUDENT WELLBEING AND COMPUTER USE

Students at Evans River have the opportunity to use the school computer systems as a valuable research tool. The Internet offers students vast resources for learning. Email and Usenet groups allow students to collaborate on projects, with other students from within the school, or from any school around the world. Our aim is to provide a service that promotes excellence in learning.

Students will have access to

- Electronic communication with people from around the world.
- Access to web sites of educational interests.
- Access to Usenet discussion groups, where these groups provide relevant educational experience.

With access to computers and people all over the world also comes the availability of material which may be considered to be of little or no educational value. However it is the belief of the school that the educational advantages of internet access for students far outweigh the possibility that users may procure materials not in keeping with educational and social aims of the school. Teachers will attempt to limit student access to inappropriate material. The Department of Education employs the use of filters to stream unacceptable material away from student access.

Students have the responsibility to use the Internet in a manner that reflects positively for themselves and for the school. The use of the Internet should be regarded as a privilege, not a right, and inappropriate use will result in the loss of that privilege. The system administrator shall determine what is appropriate and their decision is final. Students who are deemed to have violated appropriate use of the school networks may have their rights of use revoked and/or be dealt with in a manner as outlined in the Wellbeing Policy. Students who, use technology, access, transmit, or act to promulgate the transmission of inappropriate material (including pornographic material) **will be suspended** from school.

Students are expected to

- Be polite. Sending abusive messages to others is an inappropriate use of technology.
- Use appropriate language. Use of swearing is not permitted.
- Use the network in a manner that does not interrupt the proper functioning of the network.
- Not transmit material in violation of State and Federal legislation. This includes, copyrighted material, threatening or obscene material or material protected by trade secret. The use of the connection for commercial activity is unacceptable.
- Accept responsibility for their messages. Messages can be traced. Once a message is sent it can not be recalled.
- Advise teachers immediately if any pornographic or other inappropriate material is accessed accidentally or by way of attachment. Failure to do so will result in disciplinary measures.

EXCEPTIONS

Compulsory HSC Assessments

All students must attend compulsory HSC Assessment Tasks/Activities and Work Experience. Level 3 students may participate in special Work Experience Programs which have been organised for them.

Drugs, Alcohol, solvents and propellants

Involvement with illegal drugs is automatically a police matter and parents will be notified. Suspension is to **occur immediately** if the substance is being passed off by the student as an illegal substance or is in fact an illegal substance. Schools must be places which are absolutely free of illegal drugs.

Any student suspended for the possession and/or use of illegal drugs at school, may be asked to participate in drug and alcohol counselling before they return to school.

No alcohol is allowed on school premises or at any school function where students are present.

Solvents and propellants also must not be used to cause intoxication at school. Any student found under the influence of these drugs will have their parents/ caregivers contacted and may be **suspended**.

In summary, never bring illegal substances onto the site, never attend school under the influence of illegal substances and, never pretend to be in possession of them or under their influence (school performance activities, eg drama classes, an obvious exception).

Smoking

The Department of Education has issued a policy which prohibits smoking on school premises. This includes parents, community members, staff and students.

1st Offence - Parents will be notified by letter and a warning of suspension.

2nd Offence - Student will be suspended. Parents will be asked to attend an interview where agreements are reached about the management of this problem.

In simple terms, never smoke in school uniform at any time (including, for example, whilst waiting for the bus before school in the mornings, visiting a shopping centre after school hours). Furthermore, never smoke at any school activity whether or not you are in uniform and whether or not the activity is on the school site.

Violence and Foul Language

Any student intentionally causing injury or threatening serious violence against another student or staff member may be **suspended**. Incidents of lower level violence are treated in accordance with the school's level system. Any student who directs foul language towards a staff member may be suspended.

Weapons

Any student in possession of a prohibited weapon or using or threatening to use any item or instrument as a weapon is to be **suspended** immediately. Police will be contacted.

Technology Use

Any students who uses school computer facilities to access, transmit or acts to promulgate, the distribution of inappropriate (including pornographic material) may be suspended. Students are advised to inform their teacher immediately should inappropriate material appear on a computer they are using. Failure to do so may lead to disciplinary procedures.

Neglect, Physical/Sexual Assault or Emotional Abuse

It is mandatory for the Principal to notify the Family and Community Services in matters of assault or abuse where the student is under the age of sixteen years and at risk of harm.

STAFF ROLES & RESPONSIBILITIES WITH RESPECT TO STUDENT WELLBEING

All staff

The most important area for student wellbeing is within the classroom. The classroom teacher must set up an environment for learning. This will be obtained by the teacher being fully prepared for each lesson, recognising individual needs and following Department of Education (and NESAs) requirements. The staff are expected to know and follow the school student Wellbeing Policy. The school encourages staff to be proactive in student wellbeing and discipline matters rather than reactive.

Principal

Ensures the Department of Education and school policies are followed and that procedural fairness is maintained. The principal makes the final decision in matters where suspension is being considered.

Deputy Principals

Ensures the Department of Education and school policies are followed and that procedural fairness is maintained. The Deputy Principal makes recommendations to the Principal in matters where suspension is being considered. The Deputy Principal supports students in achieving success at school through ensuring a consistent approach to the Wellbeing Policy by staff. The Deputy Principal supports staff through ensuring the DET and School policies are adhered to.

Assistant Principals and Head Teachers

Assistant Principals (APs) and Head Teachers (HTs) are the people to whom students are referred should issues not be resolved with class teachers. The APs and HTs liaise with the Deputy Principals on matters of student behaviour. They provide assistance to the classroom teacher in meeting student needs and implementing the Wellbeing Policy. Students may be referred to APs and HTs and these people may issue reward or consequence for student behaviour choices.

Support Programs Coordinator

Provides assistance to the executive and Year Advisers in the design, implementation and evaluation of wellbeing support programs to students. The Support Programs Coordinator is involved in liaisons with appropriate interagencies to support student needs.

Year Advisers

The Year Adviser's role is predominately to provide wellbeing support to the student. They liaise with other personnel in the school, administer progress reports and merit awards and meet with parents.

Class Teachers

The class teachers are responsible for the provision of high quality learning programs for students. In doing so, they take into account the needs of students. They apply the rewards and consequences of the Wellbeing Policy to support students in achieving their best at school. Classroom teachers will operate rewards and consequences within their classroom. Classroom teachers are responsible for within-class behaviour management. Students who exhaust a classroom teacher's consequence system will be referred to an Assistant Principal or Head Teacher.

School Counsellor

The School Counsellor assesses student progress both academically and socially, and provides interview and counselling services for students.

Student Adviser—Girls

The Student Adviser Girls provides wellbeing support to female students.

Pastoral Care Worker (employee of P&C)

The Pastoral Care Worker's role is to support school students and the wider school community in a range of ways, such as helping School Counselors and staff in offering wellbeing services and support in cases of bereavement, family breakdown or other crisis and loss situations, providing guidance on values and ethical matters, and assisting students in exploring their spirituality.

Student Wellbeing Committee and Learning Support Team

The Wellbeing Committee monitors and implements the school student Wellbeing Policy. The Learning Support Team is a committee of the school which meets to identify and plan for the needs of students at risk of not achieving to the best of their ability.

Student Learning Support Officers, School administrative and support staff, Aboriginal Education Officer, Tutors

These staff assist the classroom teachers to support the students in their learning.

General Assistant, Farm Assistant and P&C Canteen Supervisor

These people note behaviours and refer them to the appropriate staff for follow up. They are not involved directly in issuing rewards or consequences. From time to time the General Assistant and Farm Assistant are involved in assisting with the delivery of alternate programs for students.

REMEMBER

Our aim is to reward positive behaviour through the **Merit System**. The **Level System** is designed to modify the behaviour of those students who have acted/behaved inappropriately.

Our emphasis is on the **positive** - help us to achieve this and make our school a safe and happy one for all.

This policy is reviewed on a two year cycle. It will be reviewed again during 2020.