
CAMMERAYGAL HIGH SCHOOL



Positive Wellbeing and Fair Discipline Policy

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STATEMENT OF PURPOSE

Cammeraygal High School is committed to providing a positive and inclusive learning and working environment for students, teachers and support staff. The importance of a safe, tolerant, friendly and secure environment underpins our discipline and welfare practices and ensures that students can embrace learning.

Respecting and practising the school's values is essential in developing a culture of respect between students, teachers and enhances personal and academic success amongst students. Whilst we embrace individual expression and diversity, it is crucial that students respect school rules and are aware of their responsibilities within the school and social context.

We believe that students function best when expectations regarding rules and procedures are clearly communicated and consistently practiced. We also believe that personal appearance and attitude are important elements of a student's commitment to learning.

Cammeraygal High School aims to provide a learning environment that is rewarding for students and teachers. This document outlines our commitment to enhancing the self-esteem and motivation of students by providing a balance of positive behaviour reinforcement and also implementing a fair discipline system based on actions and consequences. In doing so, we recognise and value the potential of all students and encourage them to contribute to a friendly and supportive learning environment.

This document has been developed in accordance with the principles outlined in the NSW DEC *Student Discipline in Government Schools Policy* which can be accessed at https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316_i.shtml

SCHOOL VALUES

RESPECT
INTEGRITY
RESPONSIBILITY
ACHIEVEMENT

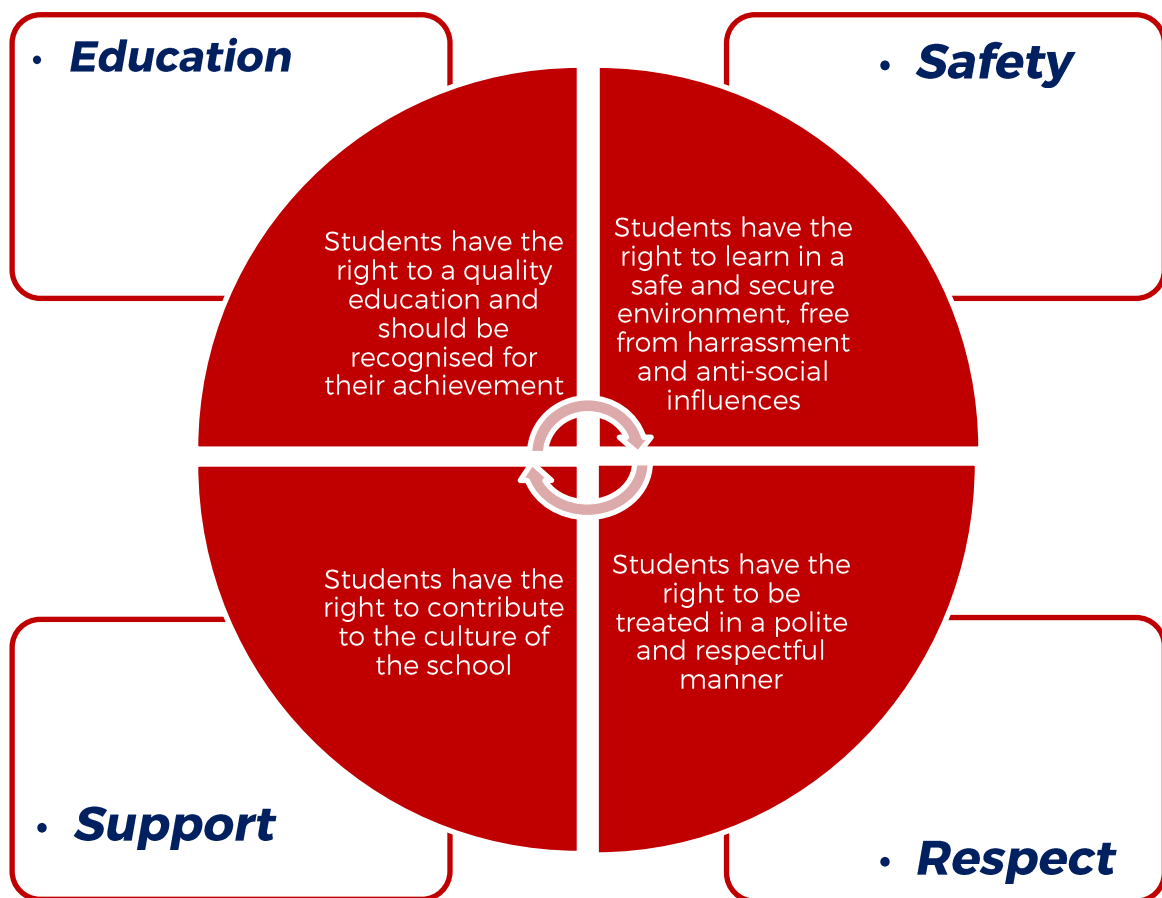
CODE OF CONDUCT

At Cammeraygal High School, students and teachers are expected to incorporate and practice the following code of conduct when interacting within, or outside, the school community:

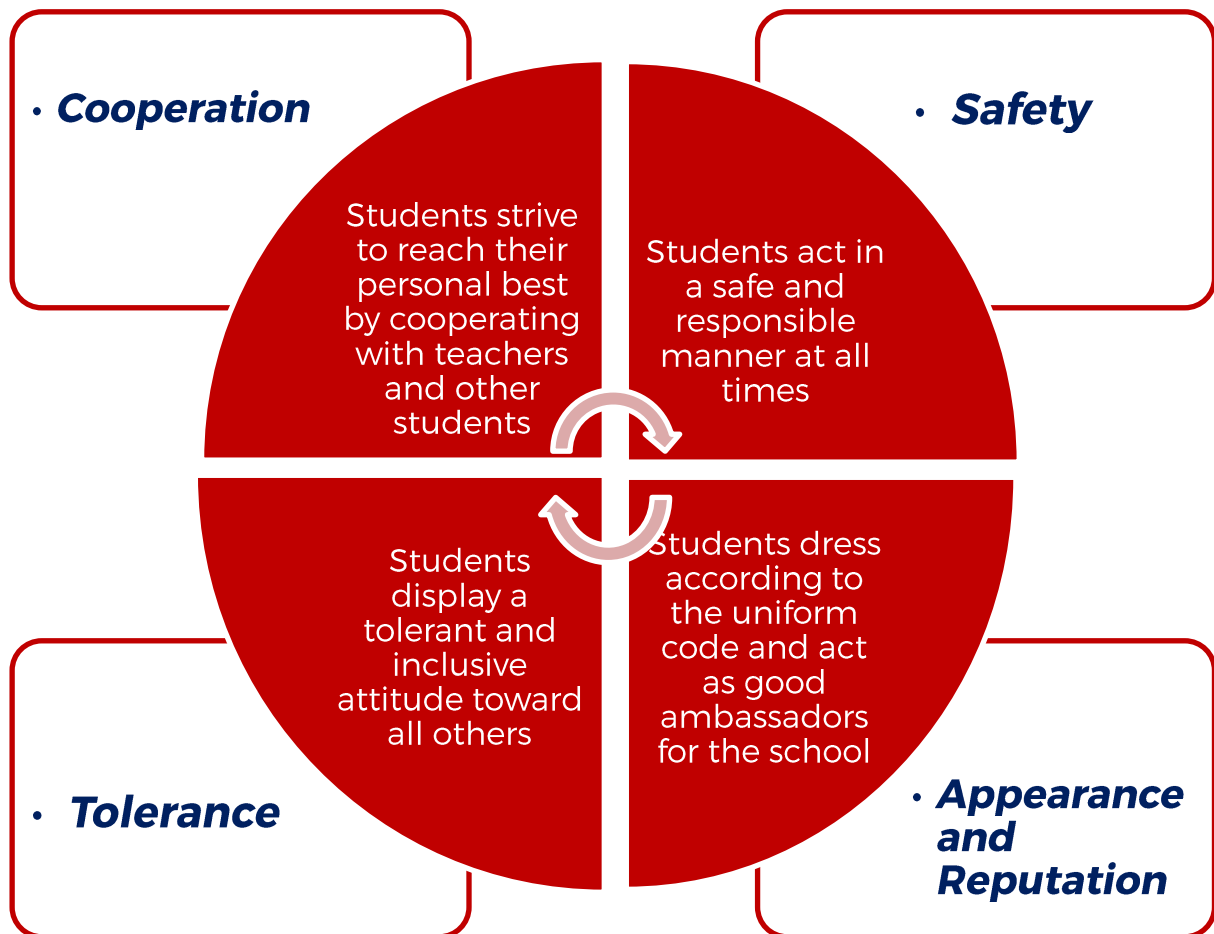
1. **RESPECT yourself**: an individual who strives to achieve their personal best by regularly attending school and taking advantage of the opportunities provided will contribute to the quality of their education and the school community;
2. **RESPECT ALL others** : a sensible, tolerant and courteous approach to all others will ensure a harmonious and cooperative working and learning environment. Any behaviour which impacts negatively on the well-being of others will not be tolerated;
3. **RESPECT the learning process**: an individual who values learning and the learning opportunities of others contributes to a progressive and collaborative culture;
4. **RESPECT the school's property and reputation**: a clean and safe environment instils pride in self and school and is the responsibility of all members of the school community. Furthermore, an adherence to the school's uniform policy reflects a commitment to high personal standards and professionalism;
5. **INTEGRITY**: an individual who believes in telling the truth and maintains this at all times contributes to a trusting and positive school community;
6. **RESPONSIBILITY**: an individual who takes responsibility for their actions and understands that these actions will have both positive and negative consequences;
7. **ACHIEVEMENT**: all members of the school community strive to achieve in as many areas of school life as they can.

Note: This code of conduct reflects the core values and rules addressed in the Department of Education's discipline policy.

STUDENT RIGHTS



STUDENT RESPONSIBILITIES



CONDUCT OF STUDENTS

CLASSROOMS

Students must display a consistent standard of behaviour irrespective of the classroom setting and teacher. The following list of rules should be adhered to for all class situations:

1. Pack your bag the night before and ensure that all necessary equipment and books have been packed for individual classes.
2. Ensure that you have gone to the toilet and used your locker before school, at recess and at lunch time so as to avoid leaving class unnecessarily.
3. Be punctual to all classes, sessions and activities.
4. Line up quickly and quietly outside the classroom and wait quietly for the teacher.
5. Enter the classroom in an orderly fashion.
6. Unpack and wait for your teacher's instructions.
7. Put your hand up and wait to be acknowledged before you speak to the teacher.
8. Listen carefully and actively participate in all activities.
9. Only use your laptop or tablet when you have been instructed to do so.
10. Do not have phones or any other electronic device out in class without teacher permission.
11. Do not eat, chew or drink anything other than plain water in class without express teacher permission.
12. Ask and gain permission before leaving your seat.
13. Use appropriate language when conversing in a classroom; be polite and respectful at all times.
14. Wait to be instructed to do so before packing up.
15. Leave the classroom tidy and orderly for the next class.
16. Proceed to your next class in a responsible and manner.

PLAYGROUND AND STUDENT LOUNGE

1. When attending the canteen, line up in an orderly fashion.
2. When purchasing food, maintain a polite and respectful manner.
3. Leave the canteen window immediately after making your purchase.
4. Place all your rubbish in the bins and encourage others to do the same.
5. Kicking balls is strictly prohibited anywhere near windows.
6. Only safe games, such as handball, are permitted in the COLA area.
7. Do not tackle any student at any time; CHS maintains a strictly hands-off policy and this includes most sport and all social games.
8. Students must eat their lunch and deposit their rubbish before they go to the Hall; no food is allowed in the Hall at any time.
9. Climbing onto roofs or ledges (or entering building sites) to retrieve balls is not allowed. Think of safety at all times!
10. Students should be aware that listening to music (through their earphones) can restrict their ability to be alert to their surroundings and can contribute to potential injury.

HAZELBANK ROAD COURTS

1. No student is to cross Hazelbank Road without direct teacher supervision. Students are to wait at the gate on the corner of Hazelbank Road (outside the library) until the teacher can come to the crossing and supervise their crossing of the road, with the traffic lights.
2. In the last 5 minutes of lunch all students are to return across Hazelbank Road under teacher supervision together.
3. Students are not to engage in rough play on the courts. Students who do so will be sent off the courts to sit on the grassed area.

SPORT

1. Hand in all relevant permission slips and alert the sports coordinator to any medical conditions that may hinder or impact your participation or performance.
2. Follow your teacher's or trainer's instructions when travelling to and from a venue.
3. Remain in your teacher's area of sight at all times.
4. Wear full sports uniform for all sporting events.
5. Know the rules of the game and play fair; being a "good sport" and team-player is more rewarding.

EXCURSIONS

1. Hand in all relevant permission slips and alert the coordinator to any medical conditions or other circumstances that may affect you during the excursion.
2. Wear full school uniform to all excursions unless otherwise instructed.
3. Follow your teacher's instructions at all times on the excursion; remain in their area of sight unless otherwise instructed.
4. Be courteous to all members of the public, especially when using public transport; offer your seat to adults if there is no other seat available.
5. Be a good ambassador for the school; display interest in the excursion and actively participate in all activities.

Strategies and Practices to Promote Positive Student Behaviour

WELLBEING

We have a dedicated wellbeing team, including the Year Advisers, Learning and Support Teacher, Counsellor, Deputy Principal and Principal, which reports to staff regularly and maintains consistent contact with teachers to communicate student welfare issues. A more compassionate and informed approach can be implemented when teachers are in a position to understand student motivations.

Students are monitored in the first instance by their classroom teachers, with a school-wide recording system in place. Students receive support and feedback in their classes to address underlying issues and rectify behaviour. It is only if the behaviour continues and/or escalates that placement on a formal level will be enacted. Parents are kept well-informed and are encouraged to support their child in making positive behaviour changes.

Year Advisers monitor student behaviour by the electronic database system and will regularly intervene to assist students to manage their behaviour. Where necessary, interim reports on students are filled in by relevant staff and are used to monitor a student's progress. Interim reports are used to inform parents and maintain open communication which promotes good discipline. Alternatively, these reports can be used to open a conversation with students who may be unaware of the extent of their behaviours; once alerted, students are empowered to take action in changing their conduct.

The introduction of faculty-based Letters of Commendation (positive behaviour reinforcement) also assists in enhancing positive conduct at all levels of schooling. Students who demonstrate positive behaviour receive a letter in the mail which acknowledges their good conduct, which often also has a positive effect on relationships between teachers and students. Likewise, a "PAL" letter (Parent Advice Letter) which expresses concern regarding a student's behaviour can be sent to parents with the aim of correcting negative behaviour. The main aim of this system is to ensure that parents remain informed as we believe that consistent contact with parents promotes positive student behaviour; a system of transparency and communication is simply good practice.

Cammeraygal also encourages parents to inform staff of any family circumstances that may or may have changed so as to better monitor students and ensure preventative strategies are put into place to deal with any adverse student reaction. This proactive strategy often proves beneficial to students and teachers.

Our school counsellor is professionally trained and can act in a supportive capacity for students struggling with personal issues or stress. The counsellor is an integral

part of the Wellbeing Team and is often referred to when students require access to special provisions. Special provisions are necessary for students who need more assistance in exam situations; they can promote a student's participation and engagement in a subject if the student feels supported by the system. Furthermore, counsellors assist students to adopt more positive attitudes to situations and often emphasise the importance of actions and consequences in an individualised setting. The support and comfort offered by counsellors contributes to a child's sense of well-being and self-esteem.

All teachers are made aware of various departmental policies that ensure the protection and welfare of students. This includes knowledge of such policies as those pertaining to child protection, anti-bullying and anti-discrimination, and gender equity.

PREVENTION OF BULLYING and CYBERBULLYING

Cammeraygal High School is an inclusive school environment that firmly rejects bullying behaviour in any form, be it verbal, physical, social or psychological. Discrimination in any form is unacceptable. Students who discriminate against or harass others are promptly counselled by staff or the counsellor and are guided into acknowledging and taking responsibility for their actions through the school's disciplinary system.

Because bullying devalues an individual and can affect their ability to achieve, all staff are trained to recognise any bullying situations. Teachers regularly deal with the ethics of behaviour in their curriculum content and practices and ensure that their own dialogue remains free of discrimination. Teachers are well aware that they are modelling acceptable behaviour for students in their own interactions with staff and students.

The prevalence of technology at home and in the school environment has redefined the way bullying can occur and the speed and frequency with which students can be bullied. With regards to cyber-bullying, we advise parents to be alert to their child's usage of electronic social media as this is typically the forum in which students are likely to experience bullying. Various cyber-safety workshops alert students to the potential dangers of their online behaviour and offer strategies to reduce risk. We encourage parents to actively model and monitor their child's internet activity at home as this is the most effective way of reducing cyber-bullying or other potentially harmful situations.

Strategies and Practices to Recognise and Reinforce Student Achievement

MERIT SYSTEM

The philosophy behind this merit system is the strong belief that 'positive behaviour reinforcement is a very powerful tool to reinforce or modify human behaviour' (Haydon, 2011). In addition to recognising and reinforcing positive behaviour, we aim to build students' self-esteem through tangibly recognising their achievements.

This merit system encourages students to work towards achieving personal and academic goals through accumulating different certificates corresponding to the consistency and nature of their effort/s.

Student achievement, effort, behaviour that reflects the core values of the school will be recognised through the use of Merit Awards which will be issued using the online database. These awards will be issued by classroom teachers and also by teachers who are responsible for the organization of extra-curricular activities, sport and community service.

Some examples of the type of achievements which might lead to a student being given a Merit Award include:

Being a responsible and considerate person; honesty; trustworthiness; achievement to the best of your ability; consistently improved attitude to classwork or homework; care of your environment; sporting endeavours; scholastic excellence; school service; community service; fairness in sport; organisation of school events; politeness to others; helping beyond what is normally asked; respecting the rights of others in a very responsible way; giving extra assistance at sporting events; actively caring to make our school a good place to be; helping others; being polite and helpful to visitors and in the community; assisting others to achieve their personal best.

A student progresses through the stages of the merit system as follows:

1. Students accumulate SIX Merit Awards representing at least three different areas of achievement and will receive ONE Year Adviser Award. Year Advisers will present these awards at Year Meetings.
2. Once students have collected THREE Year Adviser Awards they become eligible for a BRONZE Award. The Deputy Principal will present these awards at weekly assemblies.
3. An accumulation of THREE BRONZE Awards will allow students to access an SILVER Award and badge. The Principal will present these Awards at weekly or term assemblies.

4. An accumulation of THREE SILVER Awards will allow students to access a GOLD Award, badge and medal. All GOLD Awards will be presented on Presentation Day at the end of the year.

CAMMERAYGAL MERITS

MERIT AWARD
(FROM 3 DIFFERENT
SUBJECT AREAS)

6



YEAR ADVISERS
AWARD

3



BRONZE AWARD

3

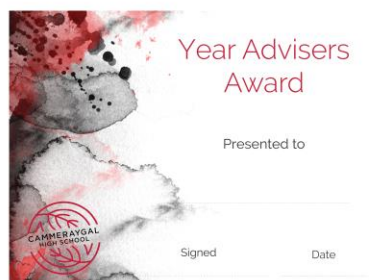


SILVER AWARD

3



YOU WIN AT LIFE!!



ASSEMBLIES

Weekly Assemblies

Students who participate in various events/activities within/outside school are recognised at weekly school assemblies. At Cammeraygal, we not only recognise students who perform well but also students who make the effort to participate. Students who are recognised tend to increase their participation in a range of activities and develop all round skills.

Term Assemblies

Whole school formal assemblies also provide a forum for recognising student achievement. The Principal and Deputy Principal generally present students with certificates, representative of their efforts in a variety of areas. This forum also allows head teachers and staff from various faculties to present students with awards relevant to their particular area. Such awards may be given for participation or excellence in debating, science and maths competitions or sports-oriented activities.

Members of the Student Leadership Team (SRC, Sports Captains, *Social Justice Committee, Sustainability Committee*) host these assemblies and, in doing so, learn to harness their public speaking and organisational skills. They are also acknowledged for their leadership skills at such events; their participation allows other students to see Student Leaders as representatives undertaking a serious and respected role, further reinforcing the Leadership Team's importance as role models for others.

These assemblies also allow students to present successful projects to their peers and can inspire other students to embark on similar project-based endeavours. Students feel that their work and effort is valued when they are praised in such a forum and are permitted to articulate the process of learning and achievement gained from participation in extracurricular or school-based projects. Students who have a passion for a charity or a particular cause are also permitted to vocalise this passion and develop an awareness of these values in the school community.

TEACHER PRACTICE AND MODELLING OF BEHAVIOUR

Teachers use regular praise in their classes to acknowledge student behaviour and performance. Additionally, student work is displayed in classrooms building students' self-esteem by displaying their good work to others.

Teachers also provide students with assessment booklets and marking grids (prior to due dates) which assists students to understand the criteria and expectations of courses. Understanding expectations can assist students in developing a greater awareness of what is needed to perform at a high standard; therefore, students can be directed to adopt successful pathways to learning and producing quality projects.

Strategies and Practices to Manage Inappropriate Student Behaviour

Letters Home/Parent Contact

Students who persistently demonstrate inappropriate behaviour will be managed within the school's level system but, at a stage/faculty level, teachers are encouraged to maintain open communication with parents and keep them informed of their child's conduct. At a faculty level, Parent Advice Letters are sent home indicating notification of the child's conduct and seeking parental cooperation as a means of teaching students to be responsible and respectful.

Teachers are also encouraged to liaise with year advisers in order to develop an understanding of the reasons for why a child may be 'acting out' or not completing work. At times, a student's attitude can be directly impacted by their personal circumstances and we need to take this in consideration. This does not, however, alter our overall philosophy of making students accountable for their actions. It is merely an avenue teachers use to understand the contributing factors to a child's behaviour and adequate strategies can be put in place to mitigate the likelihood of the child showing adverse reactions to personal situations.

Year Advisers may also send out an interim report on a child if they feel, or have heard from other staff, that the child has been consistently displaying poor behaviour. Parents can also make a request for an interim report to be sent out on their child if they have noticed a reduction in work at home or any other significant factor. Teachers make a comment on the child's behaviour, attitude and application and a typed copy is sent home to parents. This procedure is quite beneficial in minimising a student's escalation of poor behaviour as parents and teachers are cooperatively monitoring the child.

THE LEVELS SYSTEM

Cammeraygal manages inappropriate student behaviour through its levels system. The levels system is designed to allow students to independently monitor their behaviour with the support of their classroom teachers and, where appropriate, faculty Head Teachers, the Deputy Principal and the Principal, and make appropriate modifications at certain levels so as to avoid an escalation of consequences. We believe that students who are held accountable for their actions and can see a clear pathway from actions to consequences will be more likely to develop self-discipline and make the necessary changes to their behaviour.

The levels system is a whole school approach to monitoring student behaviour. It is a particularly important way of monitoring student behaviour across a variety of teaching contexts and subject areas; this extension of monitoring involves a number of staff thereby making the student consistently accountable and increases the likelihood that a student will work to modify their behaviour.

STAGES OF THE LEVEL SYSTEM

Students who misbehave at a class/playground/school level will be given consequences such as detention, time-out or community service (which requires picking up rubbish from around the school) and/or may be counselled. We recognise that some students are unaware of the inappropriateness of their behaviour and the methods they can use to alter it; counselling, by teachers, head teachers and/or year advisers, is a beneficial way of addressing past, present and future behaviour.

EXAMPLES OF MISBEHAVIOUR MAY INCLUDE (but not limited to):

Verbal	Physical	Cyber -based
Insolence	Bullying – threatening a student in a physical manner	Using the laptop when the teacher is talking
Belligerence	Pushing/shoving others, even if a student claims it is meant to be playful	Playing games on the laptop during class
Calling out Swearing	Pushing in at the canteen	Using a mobile – students must have their mobiles off and out of sight
Bullying- abusive comments or explicit gestures that are intended to demean or hurt another student/staff member	Overly ‘rough’ demeanour during sport or team events	Taking a photo of students or staff members without their permission
Disruptive or loud behaviour which undermines teachers	Being in an ‘out of bounds’ area	Listening to an iPod or using other electronic devices in a non-school task
Refusal to follow a teacher’s instructions	Truanting or being late to class without a teacher’s note	Bullying – sending threatening or abusive messages via phones, email or internet
Mimicking others with the intent of being disrespectful or challenging authority	Smoking	Distributing ‘questionable’ material to other students

INITIAL BEHAVIOUR MANAGEMENT STRATEGIES

The discipline levels system comprises 4 levels, each of which carries its own actions and consequences for inappropriate behaviour. If a student does not modify their behaviour in accordance with the terms of their Agreement on one particular level they may be moved to the next level.

LEVEL ONE - GREEN MONITORING CARD

- A student who has breached the school's Code of Conduct through unacceptable behaviour or truancy will be placed on Level One by their classroom teacher. The student and teacher will complete a Plan of Action which asks the student to specify the behaviour that requires change, and for the student and teacher to determine strategies that the teacher will employ to support that change.
- The student's placement on Level One is recorded on the SENTRAL system and a letter is sent home informing parents of the this decision;
- Students are issued with a GREEN monitoring card for FIVE days (or five lessons in that subject). The card will specify the specific target areas that the student must focus on in order to modify their behaviour and remove themselves from levels monitoring, and the strategies the teacher will use to support them.
- It is the student's responsibility to ensure that they hand their card to the teacher at the beginning of each lesson and ask for the card at the end of the lesson. The student must ensure that all periods are filled in by the teacher supervising the student. Students who fail to ensure that their card is filled out by the relevant teachers are likely to remain on LEVEL ONE for another week;
- A student who has breached the school's Code of Conduct presenting unacceptable behaviour in the playground is referred to the relevant Grade Head Teacher and placed on a Level One Playground Card. Parents will be contacted and the student's behaviour will be monitored for one week in the Student Lounge.
- Parents are required to sign the card each day, acknowledging their awareness of their child's behaviour. This is a crucial part of the levels system as a student's modification of behaviour and success in self-discipline is strengthened when there is a partnership between the school AND the home;
- Students on GREEN LEVEL are constantly monitored by the faculty Head Teacher. Students must take their card to the Head Teacher at the end of the five day monitoring period to be signed;
- If the student has received consistently positive comments from the teacher, then the student is deemed as having satisfactorily completed their monitoring period and will be removed from the level;
- If the student has failed to consistently abide by the school's code of conduct, or failed to have their card signed by their classroom teacher and parents on a daily basis, then the student will remain on the level or be placed on LEVEL TWO.

LEVEL TWO – YELLOW MONITORING CARD

This level is for students who:

- Fail to modify their behaviour whilst on a LEVEL ONE monitoring card;
- Repeatedly breach the School Code of Conduct;
- Threaten or abuse students or staff;
- Truant.

- A student whose behaviour or progress has not improved in a subject area will be referred to the Head Teacher and placed on Level Two. A Student / Head Teacher Plan of Action will be completed and a Yellow card requiring monitoring by the Head Teacher and parent will be used for one complete cycle (2 weeks). Parents/carers will be notified of the student's placement on this level.
- A student who has been placed on Level One in more than one course may be issued with a Level Two Yellow monitoring book requiring daily monitoring by the Grade Head Teacher and Parent/Carer for two weeks. Parents/Carers will be notified of placement on this level by letter. Placement on the monitoring book will be accompanied by an interview with the Grade Head Teacher to discuss behaviour and learning goals, and strategies for improvement.
- A student who has truanted for one or more whole days or a number of lessons in different courses will be placed on a Level Two Yellow book monitoring attendance and progress in all classes for a period of two weeks following the completion of a Level Two Plan of Action with the relevant Grade Head Teacher. Parents will be contacted. The student reports to their Year Adviser each day and the parent signs the book each evening.
- A student who has breached the school's Code of Conduct by persisting in unacceptable behaviour in the playground may be placed on a Level Two orange Playground card by the relevant Grade Head Teacher. Parents will be contacted and the student's behaviour will be monitored in the Library for two weeks.
- Students who are placed on this level may not be permitted to represent the school in any capacity for one week; at the discretion of the school on a case by case basis. Students must ensure that they are aware that failure to modify their behaviour will have a direct impact on their ability to be part of a sports team or creative arts event;
- The student will be isolated in the classroom or placed in an area allocated to them by the supervising teacher;
- The same expectations of students outlined in LEVEL ONE above, apply to this level;
- A student on Level Two will be required to attend a Wednesday after-school detention and may be placed on lunchtime detentions as part of their Plan of Action, to be determined by the relevant Head Teacher;

- If the student has received consistently positive comments from staff, then the student is deemed as having satisfactorily completed their monitoring period and, subject to the committee's decision, can be placed on LEVEL ONE or removed from a level completely;
- If the student has failed to consistently abide by the school's code of conduct, then the student will remain on the level or be placed on LEVEL THREE. This latter decision is subject to the deliberation of the Wellbeing Team. The student also increases the likelihood of a warning of suspension letter as a result of their persistent disobedience;
- The student will also be offered counselling by the school counsellor if the specific student appears to be 'acting out' based on personal circumstances or experiences difficulty with managing their anger. The counsellor can offer the student certain strategies to assist them in mitigating their overly emotional reactions to situations.

LEVEL THREE - ORANGE LEVEL

This level is for students who:

- | |
|---|
| <ul style="list-style-type: none">• Fail to show improvement at LEVEL TWO;• Continue to breach the School's Code of Conduct;• Demonstrate instances of violent/threatening/abusive behaviour. |
|---|

Students who are placed on this level can expect to be given the following consequences:

- Wednesday afternoon detentions;
- Removal from playground with Deputy supervision (at the Deputy's discretion);
- Removal from class or isolation in all classes (subject to circumstances);
- No school representation;
- No participation in excursions;
- May be excluded from Wednesday sport;
- Daily orange monitoring card for TWO weeks by the Deputy Principal.

LEVEL THREE students must abide by the expectations of LEVEL ONE and TWO students as outlined in the section above.

The student will also be offered counselling by the school counsellor if the specific student appears to be 'acting out' based on personal circumstances or experiences difficulty with managing their anger. The counsellor can offer the student certain strategies to assist them in mitigating their overly emotional reactions to situations

After two weeks of positive behaviour, the student will undergo an interview with the Deputy Principal who will determine whether the student is to be moved to LEVEL TWO or LEVEL ONE. This decision is subject to the student's overall success and the initial problem.

If the student continues to breach the code of conduct (when on this level) and cannot adequately modify their behaviour over an extended period of time, they

will receive a formal warning of suspension and a parental interview is required. Continued breaches on this level can also result in a suspension.

LEVEL FOUR –GREY 'RETURN FROM SUSPENSION'

Students may be suspended from school in accordance with DEC policy, *The Suspension and Expulsion of School Students*.

Students may be suspended from school for up to and including four days for:

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; use of alcohol or repeated use of tobacco.
2. **Aggressive behavior:** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

Long suspension for up to and including 20 days can be imposed for:

- **Physical Violence:** Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
- **Use or possession of a prohibited weapon, firearm or knife.**
When the student:
 - uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act 1988**);
 - uses or possesses a firearm of any type (including live ammunition and replica firearms).

*Note – “reasonable excuse” includes ceremonial Kirpans carried by Sikhs for religious purposes.

- **Possession, supply or use of a suspected illegal substance:** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **Serious criminal behaviour related to the school:** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure another person (including use of an offensive

implement, which is any implement made or adapted to cause injury to another person).

- **Persistent or serious misbehaviour.** This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

The principal will convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents or carers to discuss the basis on which the suspension will be resolved. Following resolution a student will be issued with a Level 4 – Grey book requiring daily monitoring by the Deputy Principal and parent/carer for four weeks. The Deputy Principal will negotiate a plan of action with this student to ensure that daily monitoring is ongoing and the student is being made accountable for their actions.

BANNED ITEMS

- Pressure pack spray cans including aerosol deodorants (as they may cause asthma)
- Laser pointers
- Cigarette lighters or matches
- Tobacco and tobacco products
- All illicit drugs
- Alcohol
- Felt tipped pens or markers other than extra fine point
- Liquid paper or other correction fluid (correction tape is acceptable)
- Any publications, either hard copy or electronic, of a sexually explicit or inappropriate nature

Any other item which is intended to cause harm to others or to school property

USE OF ELECTRONIC DEVICES

Cammeraygal High School encourages the use of technological devices that will enhance learning and engagement. We do, however, have restrictions on the use of these items in class situations and without the direct permission of teachers. We recognise that devices such as mobile phones are a convenient point of contact for parents and they may be also be carried for security reasons; however, students are to respect the school's expectations if they intend on carrying a phone. If a parent wishes to contact a child, they are to contact the school and the duty monitor will be sent to the student's classroom with a note informing the child of the request. We expect that parents will assist the school in demonstrating responsible usage of mobile phones.

Mobile Phones and MP3s/iPods

We have a simple but strict policy on the use of mobile phones in the school environment. Mobile phones must be 'off and out of sight' when students are in class, walking between classes, or even engaged in a study period. Students are not to use their mobile phones during the allocated time periods for class or for study. Students must turn their mobile off between periods so as not to disrupt the class environment.

Mobile phones/iPODs are not permitted in the playground or on excursions as the use of phones/iPODS may inhibit a child's ability to be perceptive to their surroundings and their ability to interact positively with their peers. Students who are distracted by listening to music, playing games, or texting may find that their ability to react to a situation may be affected by their reduced attention to their environment. If a student needs to use a mobile phone for an urgent purpose on the playground or on excursion, they should seek permission from the teacher on duty.

Teachers may allow students to use various electronic devices because it may be an essential component of their lesson. A student is to use these items only with explicit permission from the teacher.

Students who are found to be using electronic devices without permission will have their phone/IPOD confiscated. If a student is cooperative in handing over their device, they will usually receive the device on request at the end of the day. If a student continues to argue or refuses to hand over their device, they will be referred to a member of the executive and consequences will continue to escalate. A student who is uncooperative may find that their device will be kept for a longer period of time or a parent/guardian may be required to pick up the device on behalf of the student.

Any student who misuses technology, either to harass or to take visual or sound recordings without permission, will have their device confiscated. Disciplinary action will be taken and the police may be involved in certain instances; misuse of technology is becoming an increasingly serious offence and will be treated as such by the school. The device will only be returned if a parent/guardian collects the item from the school.

Students are responsible for the security and safe-keeping of their devices at all times.

“SEXTING “

Sexting is the act of sending sexually explicit photographs or messages to another person, usually by mobile phone.

The Department of Education has issued some very useful information on this topic. Legal Issues Bulletin 42, 17th July 2009, states:

- *"Principals and Institute managers need to use their judgment based on the nature of the materials in question. In some cases, it may be necessary to report the matter to the local police for further investigation. It may also be appropriate to confiscate mobile phones which have images on them and secure them until the police are able to view the material. In other instances, it may be more appropriate to have the student (s) involved delete the material from their phones.*
- 12. *If the offenders are school or institute students, principals and institute managers should also take the appropriate action under the relevant student discipline policy."*

CHS Classroom BYOD Policy

As schools redefine their teaching and learning strategies to become more technologically oriented, students are permitted greater access to and greater use of computers. These changes in learning are welcomed by the staff at Cammeraygal who are already becoming more proficient in the use of technology and have innovated lesson plans and assessment tasks to meet the demands of 21st Century learners and ongoing changes to the syllabus.

Laptop and tablet usage can be quite exciting and can deepen engagement but students must be aware of their responsibilities regarding the use of laptops and tablets.

Students must ensure that they:

- a. Prepare for lessons by ensuring their laptop or tablet is fully charged, especially for assessment tasks;
- b. Follow the teacher's instructions with regards to logging on and general application in class;
- c. Do not interfere with another student's laptop or attention to the task at hand;
- d. Save all their work - class and homework;
- e. Only work on the tasks set by the teacher of that particular lesson;
- f. Only use the resources and sites recommended by their teacher;
- g. Refrain from taking unauthorised photos or recordings. Note that even the school is required to obtain written permission from parents/guardians before student photographs/works are published;
- h. Do not listen to music or other audio unless directed by their teacher;
- i. Do not plagiarise content from the net or from other students;
- j. Look after their laptop- if a student breaks their laptop, they are responsible for damages. They must immediately see the TSO and fill in the official paperwork.

Students who use their laptop or tablet inappropriately will be subject to the same disciplinary measures that students receive when they fail to abide by the school's code of conduct. Failure to bring in a laptop or tablet is considered the same as failure to bring in equipment or books and the student will receive similar consequences.

In cases where the student is persistently misusing their laptop or tablet, the school has the right to confiscate the device until a plan of action or resolution has taken place.

When students are using technology they need to remember to:

1. Be polite - do not be abusive in your messages;
2. Use appropriate language- do not swear;
3. Refrain from revealing personal details about yourself or others;
4. Allow others to use the Internet without disruption;
5. Access appropriate material and inform a teacher if you come across anything which is dangerous, illegal or offensive;
6. Set a good example when publishing material by being honest and respectful;
7. Refrain from vandalism- this is defined as any malicious attempt to harm or destroy the data of another user, including uploading or creating computer viruses;
8. Respect other people's privacy- do not use other people's passwords;
9. Respect a teacher's privacy and professionalism: teachers are encouraged not to invite a student to join their personal Facebook or other social networking site as this can compromise their professional relationship with students. Conversely, teachers should not accept an invitation from students to join the student's Facebook or other social networking site.

PARENTAL RESPONSIBILITY

It is essential that parents are aware of the activities of their children on the Internet. Students should not provide any personal details or photos of themselves on their personal web pages as 'online predators' or advertising companies may be able to use them. Once information appears online it is no longer private or confidential; everyone leaves a digital footprint. Students and parents need to understand that personal information or information used to bully another will remain online permanently.

Parents should ensure that the home computer is placed in an 'open area' of the home so that active monitoring can take place.

Parents also need to be aware that future potential employers are now using the Internet to check personal web pages of applicants and may not be impressed if they read inappropriate language or view inappropriate visual material.

Some useful websites for keeping informed of cyber-safety issues include the following:

1. Michael Carr-Gregg (adolescent child psychologist) - <http://www.michaelcarr-gregg.com.au>;
2. Government based- Cybersmart - <http://www.cybersmart.gov.au>
3. <http://www.digitalcitizenship.nsw.edu.au/>
4. <http://www.schoolatoz.nsw.edu.au/technology/>

Cammeraygal High School requests that parents ensure that the school logo, uniform and photos identifying the school or students are removed from social networking sites. We hope that parents understand that we do not want inappropriate images of students associated with the school's name or uniform. In addition, parents should note that the school follows the Department of School Education's 'Online Communication Services: Acceptable Usage for Student's Policy', which states, *'Students need to have a clear understanding that any behaviour of a criminal nature occurring during school activities, or where there is a close link between the behaviour and the school, will result in action under the Department of School Education's 'Suspension and Expulsion' guidelines.'*

*Information below is from the website:
<http://www.schoolatoz.nsw.edu.au/technology/>*

'Keeping your kids safe online is easy with a few simple precautions.

- 1. Nothing replaces parental supervision and education for kids about cybersafety.*
- 2. Set a technology curfew.*
- 3. Remind your child to never give out identifying information such as your home address, school name or telephone number in a public message such as chat or newsgroups.*
- 4. If your child posts photos online, use privacy settings to limit access to people they know well.*
- 5. Remind your child that people don't always tell the truth online, and they can't take anything at face value.*
- 6. Reassure your child that they can tell you anything, without fear of losing the laptop or internet access.*
- 7. If they get a message or email that's threatening or rude, they should 'STOP, BLOCK, TELL'. First step is to tell your child to **stop** responding to the abuse and then **block** those people sending threatening or rude messages if they continue. Let your child know that if they are being bullied, or know someone else who is, they should **tell** a trusted adult.*
- 8. Never click on any links that are contained in emails from people they don't know. As well as sexual content, they could contain a computer virus.*
- 9. If you suspect your child has been contacted by a predator, try to save a copy of the chat log (or whatever form the contact takes) for evidence. Call Crime Stoppers 24-hour line 1800 333 000 to make a formal complaint.*
- 10. Your child will be using computers and the technology for the rest of their lives – you're in the great position of being able to get them off to a safe, positive start. '*

At Cammeraygal , we value the use of technology and are keen to see students develop their technological literacy in preparation for the demands of the modern workplace. In addition, we encourage students to be responsible digital citizens by educating them to use technology in an ethical manner thereby assisting them to build safe digital communities and constructive dialogue.

PREVENTION OF BULLYING

Cammeraygal High School is an inclusive environment where diversity is acknowledged and individual differences are respected. ALL members of the community have a shared responsibility to ensure that strategies are in place to minimise the occurrence of bullying and to deal effectively with bullying when it occurs.

The role of the bystander is consistently questioned and discussed in all our K-12 programs. We believe that the role of the bystander can be a strong deterrent to those intending on bullying others; we nurture the belief stated by the political philosopher, Edmund Burke, *"All that is necessary for the triumph of evil is that good men do nothing."*

Cammeraygal is a local community school and, as such, has a culture where cooperation and acceptance is fostered and harassment is not tolerated. Teachers are informed of the importance of child protection and will act accordingly to ensure that a child's safety, physically and mentally, dictates their actions.

BULLYING DEFINITION

"Intentional repeated behaviour by an individual or group of individuals that causes hurt, distress or undue pressure of another.

Bullying involves the abuse of power in relationships. It can involve all forms of harassment including:

1. Sex
2. Race
3. Disability
4. Homosexuality
5. Transgender

Examples of Bullying include:

Verbal	Physical	Social	Psychological
Name calling	Hitting	Ignoring	Spreading rumours
Teasing	Punching	Excluding	Dirty looks
Abuse	Kicking	Ostracising	Hiding or damaging possessions
Putdowns	Scratching	Alienating	Malicious SMS
Sarcasm	Tripping	Mimicking	Social media harassment
Insults	Spitting	Making inappropriate gestures	Nasty messages through email
Threats	Shoving	Withholding important information in a group	Mocking others

		setting	
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At Cammeraygal High School we recognise that bullying can:

1. Devalue, isolate and frighten;
2. Affect an individual's ability to achieve;
3. Cause long-term effects on those engaging in bullying behaviour, those who are the targets of bullying behaviour, and those who are onlookers or bystanders

CAMMERAYGAL PREVENTION OF BULLYING STRATEGIES

It is important to note that our school believes that reducing bullying occurs when there is a partnership between students, staff and parents. Acting together to reinforce positive relationships is a powerful way of reducing anti-social behaviour and contributing to a safe and secure school and home environment.

Cammeraygal High School is aware that a child's tendency to bully stems from a variety of factors. We are committed to the welfare of each child but we are also focused on making students accountable for their actions. Thus, we combine a welfare and disciplinary approach to ensure a balanced approach to treating and reducing bullying.

1. Inform students, through class and whole-school discourse, the definition of bullying and the responsibilities students have in contributing to a whole-school harmonious environment;
2. Teach and model the core values of respect, integrity, responsibility, tolerance and inclusivity in all aspects of schooling be it in the classroom, on the sports field or on excursions;
3. Recognition of positive achievement through the school newsletter;
4. Develop program-specific activities across year groups to develop further awareness of bullying and strategies to reduce its impact and occurrence; in addition, ensuring that students are constantly practicing the school values in a variety of contexts;
5. Encourage active participation in recognising events such as 'Harmony Day' which reinforces the need for tolerance and respect across cultures;
6. Encourage students to actively report bullying, either as witnesses or victims, so that immediate action can be taken;
7. Maintain open communication with the parents of all the parties concerned so as to reinforce expectations of positive behaviour;
8. Organise conflict resolution opportunities between parties involved in order to develop an understanding of the reactions and actions of each student and develop a plan of resolution;
9. Providing peer support and peer mediation programs which assist younger students in developing strategies to reduce bullying and allow older students

to reinforce their responsibilities as they act as mentors to others; students also develop links with other students which can act as a supportive network in times of potential distress;

10. Provide visual encouragement through motivational posters and signs that reflect a 'zero tolerance' of bullying;
11. Invite the police liaison officer to the school to discuss legal and social ramifications of bullying;
12. Arrange cyber-safety workshops and talks from guest speakers to ensure students are aware of their digital footprints; strategies are offered to assist students in protecting themselves from online predators or cyber-bullying;
13. Encourage parents of cyber-bullying victims to take the matter to the police as cyber-bullying is considered a crime;
14. Inform students of how they can protect their passwords so as to maintain control of their privacy;
15. Organise leadership days and training to encourage students to develop harmonious relationships with others and to take action as a 'leader' if they witness bullying;
16. Develop a strong SRC team that can act to voice their concerns re bullying to staff and work with the school on developing strategies to combat bullying;
17. Reward students, through the merit system, who are seen to be actively reducing forums which contribute to bullying;
18. Encourage and support students to undertake volunteering activities so as to improve their values-based learning;
19. Involve staff, students and parents in revising procedures across the school for documenting bullying;

Students who are being bullied are encouraged to:

- Report the incident/s to a teacher or to their year adviser. Immediate reporting can reduce the tendency for bullying to reoccur;
- Not accept bullying as a part of 'growing up';
- Tell a 'friend/s' who may act to support them if the incident is repeated;
- Keep parents informed because, if a child feels uncomfortable about discussing it with the teacher, a parent can act as an intermediary;
- Work with the year adviser, teacher or counsellor to develop strategies to counteract bullying behaviour;

Teachers/Year Advisers who hear or are told about bullying should:

- Ensure that the student reporting the incident is not overly distressed and feels comfortable in returning to the class or playground;
- Ask the student reporting to write a report on the incident/s (which may help to relieve their anxiety); this report serves as important documentation that the teacher needs to proceed further with the incident;
- Report the matter to the teacher, year adviser or counsellor;
- Offer the student counselling if they appear distressed;
- Discuss the matter with the 'bully' and explain the ways in which the 'targeted' student feels;
- Reinforce school values and the reasons for them when interviewing the 'bully';
- Ask the 'bully' to explain why their actions are unacceptable;
- Offer the 'bullying' counselling which may help them to deliberate over their anti-social actions and to learn about strategies that may help them access power in more positive ways;
- Inform the student (if applicable) about the potential special needs of the 'victim' and the reasons for their behaviour; students with autism or other 'disabilities' may often invite attention from certain students who fail to understand their particular needs so communication and education is essential;
- Offer students involved the opportunity to resolve differences through 'conflict resolution' discussions;
- Consult with the parents of both children in order to inform parents and follow up on any home situations which may be exacerbating the behaviour;
- Inform staff who teach the students so that they can proactively monitor the situation in the class or playground;
- Maintain open communication with both students so as to let them know that you are actively monitoring the student over the long term.

In cases where a student is found to be repeatedly harassing a student, staff will apply disciplinary measures as indicated in the levels system section. Any severe cases of bullying may have consequences such as suspension or expulsion; these

consequences are subject to the decision of the principal who will make a decision after reviewing all the facts of the case.

FIGHTING AND/OR ASSAULT

Violent behaviour is unacceptable and will not be tolerated. Students who encourage violence will also be subject to disciplinary measures. The principal will suspend a student who threatens physical violence or assaults others. Students have the right to expect that the school environment is a safe and secure environment.

Students who are assaulted/feel threatened should inform the teacher on duty immediately rather than respond in kind to the assault.

Students who are aware that a fight may occur between students should understand that they have a responsibility to report the potential fight to a member of staff. Their actions could prevent potential serious injury to other students. We expect that ALL students will act in the interests of the community.

ANTI-DISCRIMINATION

At Cammeraygal , we advocate cultural inclusivity in class, peer groups and in whole school approaches. We make it clear to students that we do not support incidents of 'racial abuse, harassment and discrimination'.

Our teaching and learning strategies are implemented so as to combat indirect racism as well. We ensure that all staff implement cultural diversity in some part of the teaching programs and discussion about the reasons and inadequacies of stereotypes, bias and prejudice feature in a range of key learning areas.

Students who may attempt to engage in racially-biased discussions are actively encouraged to employ the school values to their approach to others; in this way, teachers work to challenge any instances of prejudiced attitudes and to direct students to their superficial reasons for stereotyping.

Students/Staff who continue to vilify or discriminate are referred to the ARCO (Anti-Racism Contact Officer). The ARCO assists parents, staff and students by talking to the complainant about the complaint, seeking an informal resolution, if appropriate, and explaining how the complaint will be dealt with using the Complaint Handling Policy Guidelines. Formal complaints should also be referred to the principal.

Students who continue to display instances of discrimination will also be subject to disciplinary measures having breached the school's code of conduct.

ATTENDANCE

We believe it is only possible to take full advantage of the learning opportunities available at school when students attend regularly as is required by law. We recognise students who regularly attend school and reward them through the merit system.

In accordance with the DEC *School Attendance Policy*, parents are legally responsible for the regular attendance of their child and teachers are responsible for the care and monitoring of students whilst at school. Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence.

The Deputy Principal, Year Adviser and Grade Head Teacher monitor attendance and lateness and interview students who show consistently poor attendance and/or punctuality. Parent contact will be made for students who are persistently late or absent. Any absence or late arrival must be justified. Students who are persistently late without justification (ie, a letter from their parents/carers) will be placed on Wednesday afternoon after school detention.

If a student is found to be truanting, they will be counselled by the Year Adviser but they will also be required to follow the consequences as outlined in the levels system. A student who is truanting is immediately placed on Level Two and is required to attend an afternoon detention.

Attendance at school and in class is essential for a student to demonstrate commitment to the school and to participate in their own learning process.

Compliance with current DEC policy requirements is mandatory, ie:

- Education Act (1990)
- NSW DEC School Attendance Policy (2010)
(https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml)
- Exemption from School – Procedures
- Student Attendance in Government Schools – Procedures (2010)
- Attendance Register Codes
- Guidelines for Supporting Student Attendance – working document (2011)