

WOONONA HIGH SCHOOL



Student Management Policy

2023

THIS BOOKLET SHOULD BE KEPT AT HOME FOR REFERENCE

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Woonona High School

Value Statements

At Woonona High School,

- We value our students
- We value the professionalism of our staff
- We value the pursuit of excellence
- We value a safe and supportive learning environment
- We value our good reputation and our relationship with the community

All students and staff at Woonona High School have the right to be treated fairly and with dignity in a quality learning environment which is:

- inclusive
- safe and secure
- free from disruption, intimidation, bullying, victimisation and discrimination

To achieve this, Woonona High School maintains high standards of learning and discipline. The aim of Woonona High School and the wider school community is to develop socially responsible young people who are capable of making informed decisions.

Students are expected to actively participate in their learning. This includes following the Student Code of Conduct and complying with teacher instructions.

Teachers are expected to provide an active learning environment and to support the effective implementation of the school Code of Conduct and Discipline Policy.

Parents are expected to support the school community in the development of learning and in the implementation of the school Code of Conduct and Discipline Policy.



Discipline Policy

In line with the Student Discipline in Government Schools Policy of the NSW Department of Education, there are four components to Woonona High School's Discipline Policy:

- The Student Code of Conduct
- Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- Strategies and practices to recognise and reinforce student achievement – the Merit System
- Strategies and practices to manage inappropriate student behaviour – the Discipline System.

The Student Code of Conduct

Students at Woonona High School are expected to:

- Follow teachers' instructions
- Be on time for class and be prepared to learn in every lesson
- Behave safely at all times
- Treat everyone with dignity, courtesy and respect
- Respect other students' right to learn
- Respect the teachers' right to teach
- Wear school uniform
- Care for property belonging to themselves, the school and others.

Strategies and practices to promote positive student behaviour

Woonona High School believes that respect is pivotal to the development of students. It is highlighted in the Code of Conduct and the school values. All students have a right to learn in an environment that emphasises scholarship, excitement and exploration and where they can be provided with quality teaching, courtesy, fairness and respect.

The school constantly encourages appropriate behaviour and recognises the rights and responsibilities of all members of the school community. Teachers strive to develop a wide ranging and innovative curriculum which meets the students' needs, supports their aspirations, maintains their interest and challenges their understanding.

Effective learning and appropriate behaviour is constantly promoted by:

- Persistent modelling of caring behaviour and emphasising the peaceful resolution of conflict
- Promoting training and development programs for staff, students and parents as required
- Ongoing regular contact with parents including dialogue on the cooperative role of parents in promoting acceptable behaviour
- Varied teaching strategies to complement individual difference

Academic, sporting and social responsibility is encouraged and recognised by a range of diverse activities to support effective learning and sound discipline including:

- The School Merit system
- Excellence Assemblies
- Presentation ceremonies
- Sporting ceremonies and grade sport with other schools
- Southern Stars performances
- School Assemblies that address issues of the local community, issues of socially acceptable behaviour, reinforcement of the Code of Conduct
- Year Assemblies for visiting speakers addressing social issues
- Showcasing student work in local exhibitions.
- Academic competitions and speaking and debating competitions.

To support students there are additional resources that provide learning and behavioural support. Within the school these include School Learning Support, School Learning Support Officers (Teacher's Aides), the Careers Adviser, Peer Support Program and the Homework Centre (each Tuesday 2.50pm to 4.30pm in the library) and senior study (each Wednesday 1:00pm to 2:30pm in the library).

Additional services may include Breakfast Club, YAM, School Gym, Duke of Edinburgh, Leadership Expeditions, Top Bloke Foundation, Conversations, Love Bites and Teen Mental Health First Aid.

The school provides ongoing academic support through classroom teachers, Head Teachers, Deputy Principals and Principal. The student progress monitoring that occurs approximately twice per term for Years 7 -12 identifies and supports students in need. Our links with TAFE, University of Wollongong and industry offer diversity in curriculum and resources to promote positive behaviours and learning.

Students have access to many counselling opportunities. The engagement of Year Advisers with their cohort provides ongoing guidance and support. The Head Teacher Wellbeing, Student Support Officer, Boys and Girls Advisor along with the School Counsellors provide intervention and support to assist in student success.

Programs that offer leadership, community outreach and engagement in the real world include our Student Representative Council, House Leadership, linkages to partner Primary Schools, Peer Support Program, State wide Volunteering Program, work placement, work experience, CAPA performances within the school and broader community.

Attendance at School

All students must attend school each day that it is open for lessons. If absent, an explanation note signed by the parent must be brought on the first day back at school.

If a student is going to be away for two or more days, please notify the school by phone and provide a follow up note when the student returns to school. A computerised roll marking note is sent home for absences where no note is received.

The school has proformas for full day absences and part day absences. They are available at the Administration Office. Personal details for students should be updated with the Administration Office if there are any changes.

Absences longer than 5 days require permission from the NSW Department of Education and Training. Forms are available from the Administration Office.

School begins at 8.30am every day. Students who are late to school must report to the Administration Office with a note signed by parents. All students who are late without a note are to report to Room 16 at the beginning of lunch for a detention.

Student Monitoring Policy

Rationale:

Woonona High School operates a system of monitoring, tracking, counselling and positive recognition to ensure that all of our students receive a quality education and realise their potential.

Students receive formal academic reports which reflect their progress in learning regarding syllabus outcomes, attendance and engagement. These reports also include teacher comments that provides parent/s and student with feedback for future improvement. Academic reports are issued in week 10 of Terms 2 & 4 for years 7-11 and Terms 1 & 3 for year 12.

Students receive a monitoring report which reflects their engagement in learning and attendance. This occurs in Term 1 Weeks, 5 & 10; Term 2, Week 5; Term 3, Weeks 5 & 10 and Term 4 Week 5.

Outcomes:

- Early detection of students experiencing difficulties or causing concern across subjects
- Students develop a positive action plan and set individual learning goals via the interview process
- Assist students with early parental notification
- Involve other resources eg Careers Adviser, Year Advisers, Student Support Officer, Head Teacher Year Group, Counsellor, Head Teachers and Senior Executive, Homework Centre, (each Tuesday afternoon 2.50pm to 4.30pm, in the library), senior study (each Wednesday 1:00pm to 2:30pm in the library)
- Outstanding students are rewarded with a positive engagement letter to parents and earn points towards the school merit and house system
- All students receive a record of their monitoring results via the Sentral Portal
- Improved cooperation between home and school.

Monitoring Procedures:

- Staff to use Sentral reports to complete monitoring for each of their classes
- Data to be collated by Head Teacher Administration and SASS staff
- Monitoring report published on Sentral Portal
- Students who receive consistence will receive merit points based on a tiered system. *For example, a student in Stage 4 who receives **ten Cs** (consistently) will receive 60 merit points (achieved tier 1) and a student who receives **eight Cs** (consistently) will receive 45 merit points (achieved tier 2). Students who achieve tier 1 will also receive a positive letter home.*
- Students who receive **two or more Rs** (rarely) will have a letter sent home and progress moving forward will be monitored to support improved engagement.

Evaluation:

Positive feedback has been received from students, staff and parents. Students' performance has been enhanced. Students at risk have been identified early and assisted with development of a positive action plan.

The Merit Award System

At Woonona High School, we value the contributions that our students make to the school and we wish to recognise and reward deserving students. The Merit Award System works on a structure where students accumulate points across the school year (see page 8 for examples).

Level	Points	Reward
Bronze	200	<ul style="list-style-type: none"> • Bronze Award presented at year meeting • Invite to the End of Semester One Rewards Excursion
Silver	350	<ul style="list-style-type: none"> • Silver Award presented at year meeting • Canteen Voucher
Gold	500	<ul style="list-style-type: none"> • Gold Award presented at year meeting • Morning Tea - Gold Edition • Invite to the End of Year Rewards Excursion
Principal's Award	Top 3 Points holders in each year group	<ul style="list-style-type: none"> • Principal's Award - presented at presentation day
Woonona HS 'Big Hitter Award'	Highest Points Total across the school	<ul style="list-style-type: none"> • Trophy presented at end of year presentation • Gift Voucher

- Students eligible to attend the Bronze Rewards excursion at the end of Semester One are required to reach Bronze prior to the excursion.
- Students eligible to attend the Gold Rewards excursion at the end of Semester Two are required to reach Gold prior to the excursion.
- Year Advisers, Head Teacher Year Group and Deputy Principal will also use their discretion when finalising student attendance on the excursion.

School Medal

This is the highest level of award on the school Merit System and can be presented to students at the end of Year 12 who have attained some or all of the following criteria:

- Consistent effort and work in class
- Contributed to the good name of the school through representation in extra-curricula activities such as debating, public speaking, musicals, sporting teams etc
- Contributed to the community by performing community service
- Demonstrated a respect for the school community by their actions
- Received a Principal's Award
- Outstanding Academic Achievement.

In Term 3 each year, the Year Adviser of Year 12 will call for nominations for the school medal. These nominations will then be presented to the school Executive. The Principal will have the final determination of the recipients of the school medal.

Merit Points: May be awarded for but are not limited to

Academic Engagement	<ul style="list-style-type: none"> - Academic achievement and/or effort - Improved classwork - Positive contribution within the classroom e.g. discussions, assisting peers
Citizenship	<ul style="list-style-type: none"> - Leadership, kindness, showing initiative, courage, positive influence, grit, teamwork, empathy
Encouragement	<ul style="list-style-type: none"> - Improved attitude to classwork - Continued positive attitude to classwork
Volunteering/Community Service	<ul style="list-style-type: none"> - Community volunteering e.g. PSSA Sport, Primary School reading program, CAPA – technical assistance, junior band - Involvement in fundraising - Participation in CoS Days, Canteen Helper, Messenger etc
Leadership	<ul style="list-style-type: none"> - Leadership roles at Woonona HS (SRC, House Leadership, CAPA etc)
Monitoring	<ul style="list-style-type: none"> - Refer to page 6
Sport	<ul style="list-style-type: none"> - Attendance and participation at school carnivals - Representing Woonona HS e.g. zone, regional, grade sport etc - Achievements at school based carnivals e.g. age champion
Academic competitions	<ul style="list-style-type: none"> - Debating - Science, Maths, English Competitions etc
Year Advisors Awards	<ul style="list-style-type: none"> - Special service to their year, consistent levels of effort / behaviour etc on reports, works to promote positive peer relationships
Attendance	<ul style="list-style-type: none"> - Excellent and/or improvements in attendance each monitoring cycle
Extra-Curricular	<ul style="list-style-type: none"> - CAPA (Southern Stars, Dance Festival, Unplugged, School Musical, Drama Festival etc) - Cultural Programs
Roll Call Program	<ul style="list-style-type: none"> - Awarded by RC teachers and through activities such as RC trivia

The Discipline System

Classroom Behaviours of Concern

Teacher Intervention (Pink CLASS TEACHER MONITORING card)

- If a student displays behaviours of concern in a classroom, the classroom teacher will utilise a variety of classroom management strategies which may include:
 - identifying the problem behaviour with the student
 - warning the student
 - moving the student in the classroom
 - giving a sanction to the student such as a detention
 - encouraging student reflection on their behaviour
 - contact parents by letter and/or phone call
 - making a Sentral entry about the student's behaviour including the teacher action – the student will be told that this entry has been made
 - place the student on a **Class Teacher Monitoring** card. This will be issued to the student at the start of each lesson and collected at the completion of the lesson for 2 weeks.

Faculty Intervention (Green HEAD TEACHER FACULTY MONITORING card)

- If the student **continues** to display behaviours of concern in the classroom, the classroom teacher can refer the student to the Head Teacher of the subject. The **Head Teacher** may:
 - interview the student to identify the behaviours of concern
 - make or amend a Sentral entry about the student
 - contact parents by letter and/or phone
 - place the student on **Head Teacher Faculty Monitoring**
 - decide on appropriate consequences for the student's behaviour which may include detentions at lunch or after school or removal from class for a period of time.

The purpose of **Head Teacher Faculty Monitoring** is to give the student an opportunity to reflect on his/her behaviour so that he/she can demonstrate a return to expected behaviour. Faculty monitoring will continue for as long as the Head Teacher deems appropriate but for most students, the expected improvement in behaviour will need to be demonstrated for two weeks.

When the Faculty monitoring is completed satisfactorily, the Head Teacher will make an annotation to that effect on the student's Sentral record.

If the student does not comply with **Head Teacher Intervention** strategies, the student may be referred to the Deputy Principal.

- A **behaviour review meeting** will be held for each year group. Each of these meetings will involve the relevant Deputy Principal/Principal and the relevant Head Teacher. The purpose of these meetings is to review the Sentral records for the appropriate Year group. Other interested teachers may attend if they wish.

Wellbeing Monitoring

Year Adviser Intervention

Year advisers have an important role to maintain an overview of the students in their group and to provide support for students to manage discipline issues. They will be required to work closely with the classroom teachers for the year, Head Teacher and the Deputy Principal. The

Year Adviser may:

- If a student's Sentral record shows a **pattern of behaviours of concern** across one or more areas including different subjects, playground or sport, or there is not the desired improvement in Faculty Monitoring, consultation with the Head Teacher for the Year and/or Head Teacher Wellbeing will occur.

The Year Adviser may also:

- o interview the student to discuss the behaviours of concern
- o monitor ongoing behaviour through Sentral
- o provide guidance using solution focussed conversations
- o mentor student in the development of effective strategies to alter behaviour

Head Teacher Intervention (Yellow HEAD TEACHER YEAR MONITORING card) or Head Teacher Wellbeing Intervention (Purple HEAD TEACHER WELLBEING MONITORING card)

- If a student's Sentral record shows a **pattern of behaviours of concern** across one or more areas including different subjects, playground or sport, or there is not the desired improvement through monitoring at the Faculty/Year Adviser level, the relevant **Head Teacher** may initiate **Head Teacher Monitoring**. Based on the type of behaviour, the Head Teacher Year and Head Teacher Wellbeing will decide who facilitates the monitoring. The **Head Teacher** may:
 - o interview the student to identify the behaviours of concern
 - o make or amend a Sentral entry about the student
 - o contact parents by letter and/or phone
 - o expect the student to report to the Head Teacher at the designated time each day to review monitoring progress
 - o implement appropriate consequences for the student's behaviour which may include lunch or after school detentions
 - o remove school privileges such as attendance at socials and attendance at school excursions unless the excursion is a mandatory part of a course, representing the school in any events including sport teams or as a member of the SRC.

The staff will be informed of the decisions of each behaviour review meeting by email and the printed summary sheet given to each Head Teacher.

If the student does not comply with **Head Teacher Intervention** strategies, the student will be placed on **Deputy Monitoring** and possibly issued with a **Formal Caution** in consultation with the Deputy Principal.

Deputy Principal Intervention (Blue and Red DEPUTY PRINCIPAL MONITORING cards)

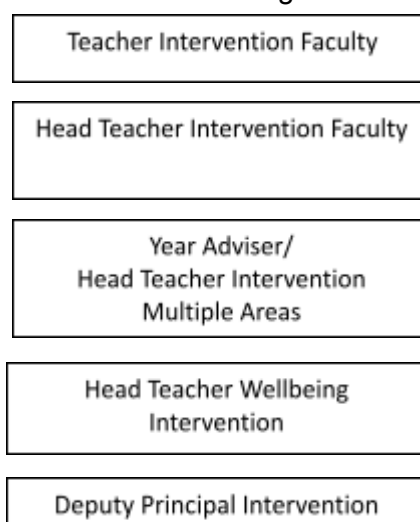
- If the student does not comply with Head Teacher monitoring or there is not the desired improvement in behaviour, the Deputy Principal will intervene in the management of the student. The **Deputy Principal** will:
 - o interview the student to identify the behaviours of concern
 - o make or amend a Sentral entry about the student
 - o contact parents by letter and/or phone and issue a formal caution
 - o place the student on **Deputy Principal Monitoring**
 - o decide on appropriate consequences for the student's behaviour which may include removal from class, removal from the playground and/or after school detentions
 - o remove school privileges such as attendance at socials, attendance at school excursions unless the excursion is mandatory part of a course, representing the school in any events including sport teams or as a member of the SRC.

Deputy Principal Monitoring will focus on the behaviours the student has displayed so that the student, teachers and parents know where improvement is expected. Monitoring cards will be taken home each afternoon for parents to sign. Deputy Principal monitoring will continue for as long as the Deputy Principal deems necessary but for most students, the expected improvement in behaviour will need to be demonstrated for two weeks.

When the **Deputy Principal Monitoring** is completed satisfactorily, the Deputy Principal will make an annotation to that effect on the student's Sentral record.

- Blue monitoring cards will be allocated for students **returning from suspension**
- Red monitoring cards will be issued for **serious behaviours of concern or continued disobedience.**
- **If the student's behaviour does not improve**, the student may be suspended from school for continued disobedience.

Please note that students who are consistently placed on welfare monitoring due to unsatisfactory progress may be automatically elevated to the level of Head Teacher or Deputy Principal monitoring without notice. Students may be placed on Deputy Monitoring immediately if the concern is deemed serious enough to be dealt with by a Deputy Principal.



Sport Behaviour

- If a student displays behaviours of concern at Sport, the sport teacher will utilise a variety of management strategies which may include:
 - identifying the behaviour with the student
 - warning the student
 - giving a sanction to the student such as a detention
 - making a Sentral entry about the student's behaviour – the student will be told that this entry has been made.
- If the student **continues** to display behaviours of concern at Sport, the sport teacher will refer the student to their **Head Teacher** who may:
 - interview the student
 - contact parents by letter and/or phone
 - place the student on Sport detention for one or more weeks
 - make or amend a Sentral entry about the student.

The Sport Coordinator may also change the student's sports group.

- If the student is **misbehaving at sport as well as in other areas of the school**, he/she may be referred to the Deputy Principal for Deputy Principal Monitoring.

Playground Behaviour

- If a student displays behaviours of concern in the playground, the **playground duty teacher** will utilise a variety of management strategies which may include:
 - identifying the behaviour with the student
 - warning the student
 - giving a sanction to the student such as detention
 - making a Sentral entry about the student's behaviour – the student will be told that this entry has been made.
- If the student **continues** to display behaviours of concern in the playground, the playground duty teacher will refer the student to the **Head Teacher on duty** who may:
 - interview the student
 - place the student on recess, lunch or after school detention
 - make or amend a Sentral entry about the student
 - If the issue is serious enough, the Head Teacher on duty may refer the student to the Deputy Principal.
- If the student is **displaying behaviours of concern in the playground as well as other areas of the school**, he/she may be referred to the Deputy Principal for Deputy Principal Monitoring.

Behaviour when travelling to and from school

Students are expected to follow Woonona High School's Code of Conduct when they are travelling to and from school and on occasions when they are in the community in school uniform. If students are reported for misbehaviour at these times, the Deputy Principal will ensure that appropriate consequences will follow in line with the Department of Education and Woonona HS student Management Policy.

Truancy

Students who **truant** will be referred to the **Head Teacher Administration**. Some consequences may include:

- o interviewing the student
- o contacting parents by letter and/or phone
- o placing the student on **Attendance Monitoring**
- o placing the student on lunch or after school detentions
- o referring the student to the Principal or a Deputy Principal.

Failure to wear the correct school uniform

Students are expected to be in full school uniform each day. If a student cannot be in uniform any day, they are required to bring a note from their parent to explain why they are not in uniform. This note must be handed into the Deputy Principal before school. All students out of uniform are to report to the room 16 at the beginning of lunch.

Students who continue to not wear correct school uniform (**including fully enclosed black leather shoes**) or who fail to attend the required lunch time detention may be given further consequences for continued disobedience. See Woonona HS Uniform Policy for more information.

Serious behaviour incidents

Any student who is involved in a serious incident such as:

- o fighting or aggressive behaviour
- o verbal abuse of a teacher
- o physical abuse of a teacher
- o carrying a weapon

will be referred directly to the Deputy Principal.

The Deputy Principal will follow the NSW Department of Education's policy about such incidents. Possible consequences are a short suspension, a long suspension or expulsion.

At the end of any form of suspension, students will be placed on **Deputy Principal Monitoring (Blue Card)**.

Bullying/Harassment

Anti-bullying Policy

What is bullying?

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

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

Bullying behaviour can be:

- **verbal:** including name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical:** including hitting, punching, kicking, scratching, tripping, spitting
- **social:** including ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological:** including spreading rumours, dirty looks, hiding or damaging possessions, malicious emails, messages or social media, inappropriate use of camera phones
- **technological:** eg Flaming – heated exchange, harassing and threatening messages; Denigration – sending nasty SMS, pictures or prank phone calls; Impersonation - using person's screen name or password; Outing or trickery – sharing private personal information, messages, pictures with others, posting 'set up' images/video; Ostracism – intentionally excluding others from an online group; Sexting – sharing explicit material by mobile phone
- The effect of bullying is such that it:
 - devalues, isolates and frightens
 - affects an individual's ability to achieve
 - has negative mental health and wellbeing impacts on individuals who are the subjects of bullying behaviour and onlookers or bystanders
 - can lead to anxiety, depression and suicide

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

The school's Anti-bullying Plan sets out the processes for protecting, preventing, early intervention and responding to student bullying.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff members have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school.

Anti-bullying Plan

- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur

Cyberbullying

Cyberbullying is defined by the Australian Communications and Media Authority (ACMA) as the use of information and communication technologies to support repeated and hostile behaviour intended to harm others, sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

Cyberbullying can involve humiliation, domination, intimidation and victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender.

Forms of cyberbullying include:

- Harassing and threatening messages
- Denigration – sending nasty SMS, pictures or prank phone calls
- Impersonation using person's screen name or password
- Outing or trickery – sharing private personal information, messages, pictures with others
- Posting 'set up' images/video e.g. Snapchat
- Ostracism – Intentionally excluding others from an online group
- Sexting – sharing explicit material by mobile phone

Anti-bullying Plan

Woonona High School is committed to providing a safe and secure environment for all members of the school community. We respect at all times individual differences and the rights of others.

At Woonona High School, we believe that every person:

- has the right to learn in a safe environment
- should respect and value others.

Bullying and harassment will not be tolerated at Woonona High School in any form.

The school's Anti-bullying Plan is reviewed at least every three years in consultation with the school community and is based on the following premises:

- When staff, students and parents work together to prevent incidents of bullying there is a much greater chance of creating a safe, secure, tolerant and happy school community
- To ignore bullying is to give your approval to it and will only serve to foster its existence in the school
- The best outcomes are achieved by school communities which:
 - o promote a positive school culture that fosters student connection with both the school and the wider community, which supports the development of protective factors that include relationships, knowledge and skills (**protection**)
 - o work together to help prevent bullying from occurring (**prevention**)
 - o act early to stop any bullying from getting worse (**early intervention**)
 - o respond in a timely and appropriate way to bullying incidents if they occur (**response**)
 - o When students who are being bullied have the courage to speak out they may help to reduce the distress they are experiencing and will have a better chance of a long term solution to the problem
 - o When students who witness bullying have the courage to speak out they help reduce the distress of the victim and to themselves and they contribute to the building of a safe and secure school environment
 - o The school's Anti-bullying Plan includes protection, prevention, early intervention and response strategies for student bullying, as follows:

ASPECT	STRATEGIES INCLUDE
<p>Protection:</p> <ul style="list-style-type: none"> Those forces that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences 	<ul style="list-style-type: none"> As a school community, all members of WHS have the responsibility to work actively towards the prevention of bullying All staff, students and community members (including parents and carers) actively foster the creation of a safe, secure, tolerant and happy school community The Kids Helpline number is published in the school newsletter and on the school website
<p>Prevention:</p> <ul style="list-style-type: none"> Builds on the protective factors and refers to strategies specifically designed to prevent bullying behaviour 	<ul style="list-style-type: none"> Developing and implementing programs for bullying prevention Regular education and discussion in regards to bullying at Year Assemblies Embedding anti-bullying messages into some curriculum areas: e.g. PDHPE
<p>Early Intervention:</p> <ul style="list-style-type: none"> Providing support before an issue emerges or escalates 	<ul style="list-style-type: none"> Teacher Mentoring Program which provides targeted students with one-on-one support from a teacher of their choice Students can be referred by a staff member, self-referrals or parents and Counsellors will offer support and guidance until necessary. Creating smaller classes to provide extra support to students with behavioural difficulties and learning needs Social skills are taught across KLAs in various lessons through teacher demonstration of socially accepted behaviour. Conversation Starter program (small group of 10-12 students) focuses on social and emotional strength, resilience, positive relationships, anti-bullying and common social issues.
<p>Response:</p> <ul style="list-style-type: none"> The actions of the school when an incident occurs The informed development of future protection, prevention, early intervention and response strategies 	<ul style="list-style-type: none"> Empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders Responding to incidents of bullying quickly and effectively Providing ongoing support to any student who has been affected by, engaged in, or witnessed bullying Providing updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents Annually evaluating WHS bullying policies Any incident of bullying is responded to with one or more of the following: <ul style="list-style-type: none"> Counselling Conflict resolution/ mediation with students An agreement regarding standards of future behaviour Referral to Year Adviser, Head Teacher Wellbeing, Deputy and/or Principal Suspension

WOONONA HIGH SCHOOL

Anti-Bullying Action Flowchart

Anti-Bullying Action Flowchart

BEHAVIOURS OF CONCERN

This can include any of the following:

- Physical: e.g. hitting, punching, spitting etc.
- Psychological: e.g. dirty looks, spreading rumours, hiding or damaging possessions etc.
- Social: e.g. ignoring, making inappropriate gestures etc.
- Verbal: e.g. name calling, putdowns, insults etc.
- Cyberbullying: Harassment etc.

TEACHER ACTION

MISBEHAVIOUR

Take immediate actions to deal with the behaviour
Complete Sentral entry notifying Year Adviser and Head Teacher Wellbeing

YEAR ADVISOR TEACHER and HT WELLBEING PROCESSES

- Collect statements and document evidence
- Allocate: Loss of privileges, detention, playground isolation etc as appropriate

YEAR ADVISOR POSSIBLE ACTIONS

- Student coaching, monitoring and support
- Referral to Head Teacher Wellbeing or school counsellor as appropriate
- Organise peer mediation if necessary

HEAD TEACHER WELLBEING POSSIBLE ACTIONS

- Student coaching, monitoring and support
- Referral to school counsellor
- Referral to Deputy* (advice, suspension)

COUNSELLOR REFERRAL: POSSIBLE ACTION

- Counselling
- Referral to Principal (advice, suspension)
- Referral to external agencies
- Referral to other educational institutions

REFER TO DIRECTLY TO DEPUTY PRINCIPAL

* The Principal is involved in all processes which may lead to suspension or expulsion

Excellence · Innovation · Success

13

Woonona High School

Electronic Communications Devices Policy and Procedures

Student Copy

Code of Practice

Electronic communication devices such as mobile phones, laptops and other personal music or communication devices should not impact on teaching and learning:

1. **At school** all phones must be **turned off and placed away, out of sight, as soon as they enter school grounds**. Students are not permitted to use their device.
2. Students are not permitted to use headphones, including AirPods, whilst on school grounds.
3. No phone use is permitted in the canteen. Students must use a card or cash to pay.
4. Under no circumstances should electronic communication devices be used or in the student's possession during examinations or formal assessment tasks. This will result in malpractice.
5. Phones should not be used at excursion venues unless explicit permission is given ahead of time by the organising teacher.
6. If these items are brought to school, safe keeping and security of each item is the responsibility of the owner.
7. Parents/carers are to contact the front office if they need to communicate information to their child.

Consequences of Inappropriate Use of Telecommunication Devices

The following consequences may be put in place as a result of inappropriate use of communication devices:

1. Mobile phones and/or other devices may be confiscated from individual students. In some cases, parents may be asked to collect them.
2. Students who continue to breach the Code of Practice may be deemed to be exhibiting behaviours of concern under the Department of Education Behaviour Code for students outlined in the Inclusive Education Policy. This may lead to suspension from school.

At Woonona High School the following flow chart will be put into practice if a student is caught with a mobile phone and/or other devices such as AirPods, at school.

Step 1: Teacher will confiscate mobile phone, and/or other devices and take it to the office where it will be stored until the conclusion of the day.

Step 2: If a student refuses a request to hand over a mobile phone, the teacher will send the student to the Deputy Principal.

Step 3: The front office SASS Team will run a weekly report and provide this information to the Deputy Principals

Step 4: If a student has had their phone confiscated twice (x2) in a week, the student will be placed on DP Monitoring and home will be notified

Step 5: Any further infringement of the policy may require a parent/carer to come to the school to pick up the phone.

In addition, students should note:

If a student continues to refuse to follow instructions and uphold Woonona HS Policy and Procedures, they may be issued with a formal caution or suspension.

Any student sighted with a phone, whether they are actively using it or not, will be required to comply with teacher requests. 'Just checking the time' 'I was just repacking my bag' 'it's not even turned on' will not be deemed as acceptable excuses for being caught with a mobile phone in their possession.

Students will not be prevented from communicating with parents/carers, however, any student needing to contact a family member is encouraged to see a teacher or office staff who will be able to arrange this. Students who do require the use of their mobile phone due to exceptional circumstances must discuss this with a Deputy Principal to gain permission in order to avoid consequences for mobile phone misuse.