



Student Welfare and Good Discipline Policy

Saturday School of Community Languages
Connection Diversity Excellence

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1. Introduction

The Saturday School of Community Languages is a public secondary school, which operates on Saturdays on 14 high schools sites in Sydney, and one each in Wollongong and Newcastle.

The Saturday School of Community Languages offers students the opportunity to study their background community language when that language is not offered at their own school or college.

The Saturday School of Community Languages provides quality education for all students, taking into account their backgrounds, abilities and interests. We are committed to providing a safe and secure environment for all members of the school community.

The Saturday School of Community Languages provides effective learning and teaching within well-managed environments in partnership with parents/caregivers and the wider school community.

Student Welfare at the Saturday School of Community Languages:

- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Incorporates effective discipline
- Recognises the role that the school plays as a resource to link families with community support services
- Relates to effective learning and teaching
- Encompasses a positive school climate.

The Saturday School of Community Languages Welfare and Good Discipline Policy serves to ensure:

- Student expectations are clearly stated
- Students take responsibility for their own learning and behaviour
- Well managed teaching and learning environments are operational
- Students make progress in developing key social skills.

2. NSW Department of Education and Communities Policies and Procedures

NSW Department of Education and Communities student welfare policies and procedures are found on the Department's Intranet and Internet.

The Saturday School of Community Languages does not have a school uniform policy. Students are not required to wear their school uniform when they attend class on Saturday.

The Saturday School of Community Languages implements a school dress code that reflects school community standards which are consistent with work health and safety, anti-discrimination and equal opportunity legislation. This means that there is an expectation that students wear appropriate and suitable clothing that does not expose parts of the body, such as the midriff, as well as closed-toe footwear, i.e. no thongs. Tops with offensive language will not be tolerated. Parents/caregivers are requested to take an active role in vetting their child's clothing and will be contacted if there is a persistent issue that needs to be addressed.

Department of Education and Communities Policies

- Anti-Racism Policy
Supporting documents:
Anti-Bullying Plan template
Anti-Racism Contact Officer
Anti-Racism: Complaints of Racism
Anti-Racism: What Schools Can Do
- Assisting Students With Learning Difficulties
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
Supporting documents:
Bullying: Preventing and Responding to Student Bullying in Schools Guidelines
Bullying: Preventing and Responding to Student Bullying in Schools Planning Document
- Code of Conduct Policy
Implementation documents:
Code of Conduct Procedures
- Drugs in School Policy
- Homework Policy
- Mentoring and Supporting Students Guidelines
- Online Communication Services: Acceptable Usage for School Students
- Protecting and Supporting Children and Young People Policy
Supporting documents:
Protecting and Supporting Children and Young People Procedures
- School Attendance Policy
- School Uniform Policy

- Student Discipline in Government Schools Policy
Supporting documents:
Student Discipline in Government Schools – Support Materials
- Student Health in NSW Public Schools: A Summary and Consolidation of Policy
- Student Welfare Policy
- Suspension and Expulsion of School Students Procedures
- Values in NSW Public Schools – **Saturday School of Community Languages Behaviour for Successful Learning**
- Work Health and Safety Policy 2011

Access to the Department of Education and Communities Policies and Procedures

DEC Intranet - Staff Portal:

- Log into DEC intranet with your Username and Password
- Click on Policies and Procedures
- Click on A-Z of all DEC Policies

<http://detwww.det.nsw.edu.au/policies/index.shtml>

Internet – External Access:

- Log into the Internet using the external website address
- Click on 'Schools'

<http://www.det.nsw.edu.au/policies/index.shtml>

3. Saturday School of Community Languages Student Welfare Team

The Welfare Team is led by the supervisor and supports the welfare needs of students.

The Centre Student Welfare Team may include the following:

- Principal
- Supervisor
- Assistant Supervisor
- Curriculum Coordinator
- Teachers
- Weekday School Contact
- Parents/Caregivers

4. Saturday School of Community Languages policies and procedures

4.1 The role of staff

Our welfare system is underpinned by every teacher following the procedures **consistently and universally**. As an integral part of the school's welfare and learning system, positive reinforcement and the cultivation of a friendly and caring environment are the responsibility of every teacher.

The **principal**:

- Oversees the whole school welfare and support programs;
- Ensures that there is a network of support structures and processes for students within each centre;
- Identifies professional learning needs in the area of student welfare for all staff and provides training opportunities;
- Oversees the implementation and review of the Student Welfare and Good Discipline Policy.

The **supervisor**:

- Oversees welfare and support programs within the centre;
- Builds a network of support structures for students within the centre including parents/caregivers, teachers and the weekday school contact as appropriate;
- Notifies the principal of welfare issues causing concern.

The **assistant supervisor**:

- Monitors and follows up student attendance;
- Identifies students causing concern;
- Liaises with relevant personnel;
- Coordinates the merit award system including maintaining records and issuing merit awards;
- Liaises with the weekday school contact regarding individual learning plans, health care plans, special provisions, funding support and attendance;

- Communicates with parents/caregivers/weekday school contact on matters relating to student welfare and engagement, and ensures implementation as necessary;
- Develops and implements procedures to support international students enrolled at the centre.

Classroom teachers:

- are conscious of their special duty of care to the students in all educational activities in and out of school;
- identify students who are causing concern and refer them to the supervisor or assistant supervisor;
- meet the individual learning needs of students and assist each student to maximise their learning outcomes;
- demonstrate the highest standards of professional behaviour, exercise professional judgement and act in a courteous and sensitive manner when interacting with student, parents/caregivers, staff and the public;
- devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms;
- treat students equitably, including those with disabilities and other special needs;
- recognise student achievement, effort and behaviour through praise and encouragement as well as through regular use of the merit award system;
- provide a safe and supportive learning environment;
- consult with executive staff to develop and implement strategies to support students with identified needs;
- provide an attractive and interesting learning environment by displaying work, furniture layout, etc as appropriate;
- are prepared for the lesson and punctual to class;
- consider ways to minimise opportunities for disruption e.g. seating plans, grouping of students;
- target individual students whose behaviour is inappropriate by addressing the behaviour not the person;
- adopt a calm but firm manner when dealing with students;
- avoid the use of sarcasm, denigration and belittlement when talking to students;
- effectively manage and implement programs for child protection and student welfare;
- collaborate in the development of school plans, policies and programs;
- undertake appropriate ongoing professional development to promote competence in curriculum development, delivery and evaluation, classroom management and teaching skills.

A Good Lesson:

- encourages learners to be respectful, responsible and safe;
- follows the Behaviour for successful learning guidelines (refer to page 8);
- is well planned and related directly to the syllabus outcomes;
- has evidence of explicit goals or a clear plan that is understood by the students;
- contains clear instructions where the teacher checks for understanding through explicit teaching;
- is student centred and engages students in their learning;

- has a variety of teaching strategies;
- engages each student in learning and meets each student's individual learning needs;
- models and scaffolds desired skills and responses;
- models and acknowledges appropriate behaviour;
- demonstrates high expectations of student participation in the learning process and values work completed through checking and the provision of feedback;
- has appropriate and relevant content;
- contains a variety of teaching strategies and learning activities;
- involves the teacher moving around actively helping students and groups;
- motivates the students;
- rewards positive behaviour and achievement with verbal praise and encouragement as well as the merit award system;
- is significant because links are made with previous and future learning;
- includes appropriate homework; and
- provides opportunity for student reflection and evaluation.

4.2 Student referral process

- Any member of the Saturday School of Community Languages community who becomes aware of a welfare issue concerning a student should notify the supervisor or a member of the executive team. In the case of a child protection issue, the supervisor is to be informed immediately, who will in turn notify the principal.
- In consultation with the supervisor, the principal will use the Mandatory Reporter Guide and/or contact the Child Wellbeing Unit to help decide whether a report to Community Services is necessary.
- Information regarding students causing concern is recorded on the centre database and this information is to be included in the student's file.
- The centre executive team will meet to discuss students who have been identified as causing serious concern.
- The assistant supervisor liaises with the weekday school contact and parents/caregivers when a student causes concern.
- The supervisor is to notify the principal of students causing serious concern.

4.3 Behaviour for successful learning

All students who attend the Saturday School of Community Languages are expected to behave in a respectful, responsible and safe manner.

<p>Come prepared to learn</p> <ul style="list-style-type: none"> Your right is to have the opportunity to learn Your responsibility is to allow all students to learn. 	<p>Students will:</p> <ul style="list-style-type: none"> Show a positive attitude Pay attention in class Do their best at all times Report to class on time
<p>Respect yourself and others</p> <ul style="list-style-type: none"> Your right is to be treated with fairness and respect. Your responsibility is to treat others with fairness and respect. 	<p>Students will:</p> <ul style="list-style-type: none"> Accept responsibility for the choices they make Treat all people with respect Follow teachers' instructions at all times Use appropriate language at all times
<p>Care for your own and school property</p> <ul style="list-style-type: none"> Your right is for your property to be safe and secure. Your responsibility is to look after school property. 	<p>Students will:</p> <ul style="list-style-type: none"> Be responsible for looking after their own property and school property. Treat school property and school environment with respect.
<p>Behave Safely</p> <ul style="list-style-type: none"> Your right is to be safe and happy at school. Your responsibility is to act in ways which keep yourself and others safe. 	<p>Students will:</p> <ul style="list-style-type: none"> Remain on school grounds at all times unless they have permission to leave from executive staff. Follow all WHS (Work Health and Safety) procedures at the centre. Act responsibly and access only appropriate sites and materials on the internet.

4.4 Attendance Policy

The Saturday School of Community Languages recognises that attendance is central to all academic and welfare issues which lead to successful learning. The responsibility for encouraging and monitoring high standards of attendance and punctuality is a shared responsibility amongst all members of the school community including: staff, students and parents/caregivers.

The legal basis for compulsory school attendance is located specifically within the principles established in the Education Act 1990 that states that all children between the ages of 6 and 17 must attend school each day that school is open, unless specific exemptions apply. The attendance policy is mandatory and assists the school in achieving the school's goals by all students.

The unique situation that the Saturday School of Community Languages operates within (classes on Saturdays only) requires prompt and direct communication with parents/caregivers and the weekday school to ensure each student is able to fulfil their academic potential and to immediately assist in any welfare concerns that may arise.

Aim

The Saturday School of Community Languages has a responsibility to improve and maximise student attendance rates in terms of both whole day and partial attendance. The school's attendance policy therefore aims to:

- Improve student overall attendance rates
- Decrease the incidence of fractional truancy
- Minimise the number of students arriving late
- Develop proactive approaches to attending school in order to maximise student learning opportunities
- Maximise student engagement and achievement of whole school goals through full attendance.

Implementation Procedures

Teacher responsibilities:

- Communicating high expectations for and acknowledging good attendance
- Responding to lateness and truancy for their own classes
- Maintaining a positive and attractive classroom environment
- Accurately marking school and class rolls
- Asking students to provide notes from parents/caregivers to explain absences
- Supporting the executive team in attendance initiatives
- Consistently implementing the Saturday School of Community Languages attendance policy and procedures.

Student responsibilities:

- Attending school punctually on each day that the school is open
- Attending each class punctually
- Remaining in class at all times unless given permission to leave
- Bringing notes from parents/caregivers to explain absences
- Abiding by school attendance policy and procedures.

Parents/caregivers responsibilities:

- Sending students to school on every Saturday the school is open
- Providing a positive attitude towards school attendance
- Providing written and/or verbal explanations for each absence from school
- Following school attendance policy and procedures.

Assistant supervisor responsibilities:

- Supervise accurate roll marking
- Ensure the effective running of the attendance marking system
- Ensuring attendance returns are accurately reflected in the term return
- Coordinate and maintain effective truancy procedures
- Promote and clarify Saturday School of Community Languages expectations for attendance
- Liaise with the weekday school in the monitoring of student attendance patterns
- Maintain effective communication with members of the school community
- Implement strategies to correct absenteeism and truancy
- Work with the executive team to develop individual attendance remediation programs
- Provide recognition for outstanding attendance including at school assemblies
- Liaise with the curriculum coordinator where an absence has occurred during an assessment task.

Supervisor responsibilities:

- Promote and clarify expectations for attendance
- Implement procedures and structures to support teachers dealing with attendance issues and to promote and recognise good attendance
- Ensure attendance records are accessible
- Ensure non-attendance letters are sent to weekday schools and parents/caregivers following two consecutive absences.

Strategies to Encourage attendance

- Counselling of students with poor attendance by the executive team, liaising with the home school to communicate concerns/issues
- Raising the profile of attendance through, teachers marking rolls in a public way, acknowledgement of good/improved attendance, verbal encouragement by all school personnel and correction of absenteeism and truancy
- Revise expectations on a regular basis through the executive team visiting classes and acknowledging excellent attendance, parent-teacher interviews and through the awarding of certificates at end of year assemblies
- Acknowledge good attendance through the merit system and special certificates each term for students with outstanding attendance
- Correct absenteeism and truancy through:
 - › Accurate roll marking and consistent follow-up
 - › Regular attendance checks of whole year groups by the assistant supervisor
 - › Follow up of lateness and truancy at classroom level
 - › Possible referral to Year Advisor or other appropriate personnel.

4.5 Merit award system

The Merit Award System has been implemented to recognise student participation, to celebrate student achievement, to encourage ongoing commitment to learning as well as to recognise citizenship.

The Saturday of Community Languages merit award process

Merit certificates are given to students by their teachers to recognise effort, improved and/or positive attitude to work as well as academic achievement. Students who achieve outstanding attendance each term will receive a merit certificate.

The Merit Award System operates on two levels:

- 5 **Merit** certificates equate to a **Supervisor's** award
- 3 **Supervisor's** awards equate to a **Principal's** award

Once students have collected certificates they are to present these to the assistant supervisor, or another executive member, who will organise a Supervisor's or Principal's award.

The assistant supervisor or another executive member will maintain the database record of awards issued to students.

Students who receive the Principal's award are to receive their awards at the Annual Presentation Day in December (or at the end of Term 3 if the student is in Year 12).

The awards remain valid for the duration of a calendar year and expire at the end of the school year.

4.6 Health care plans

The health and well-being of students is a priority within the Saturday School of Community Languages. Students may have a range of health care needs and these may change over time. Parents, caregivers and weekday schools are asked to provide information about their child's/student's health both on enrolment and on an ongoing basis.

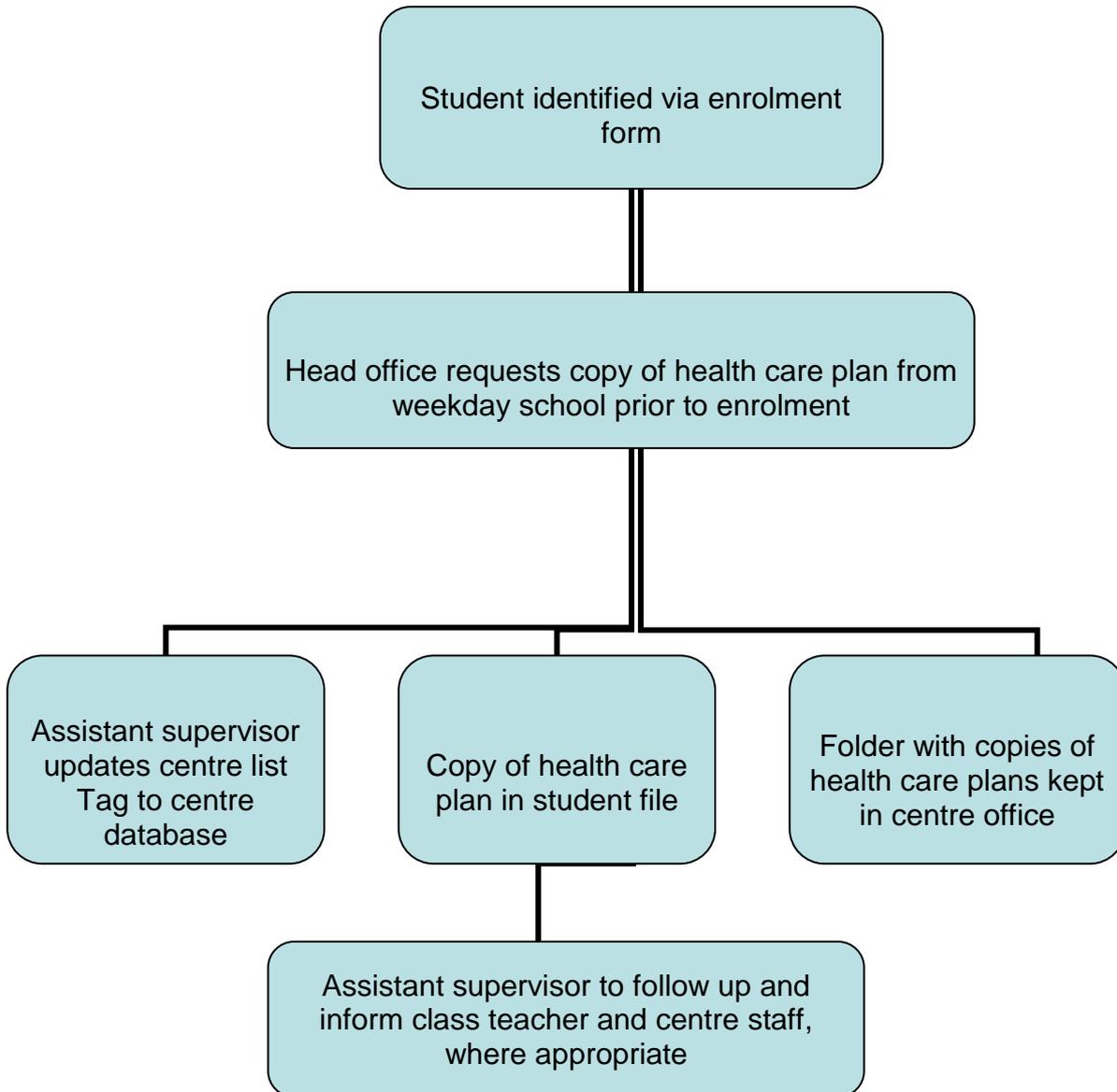
Parents and caregivers and/or the weekday school must provide a copy of the health care plan at the time of enrolment or upon request from the relevant Saturday School of Community Languages centre. Health care plans are required if a student has an allergy or other medical condition. In the case of students diagnosed at risk of anaphylaxis, a copy of the ASCIA Action Plan for Anaphylaxis must also be provided.

Individual health care plans should be submitted for the following:

- Severe asthma, type 1 diabetes, epilepsy and anaphylaxis.
- Any student who is diagnosed as being at risk of any emergency.
- Any student who requires the administration of specific health care procedures.

The Saturday School of Community Languages seeks updated health information where a student's health needs have changed. All students with health care plans are identified on the centre database. Hard copies of their plans are to be stored centrally in the centre office.

4.7 Health care plan procedures



4.8 Anti-bullying policy

To ignore bullying is to give your approval to it and will only serve to foster its existence in the school.

All members of the Saturday School of Community Languages have a right to learn and teach in a safe, happy and productive environment.

We respect the individual differences and the rights of others and bullying and harassment of any type is not and will not be tolerated at the school in any form.

What is bullying? (as defined in the Department's Preventing and Responding to Student Bullying in Schools Policy)

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

Conflict or fights between equals or single incidents are not defined as bullying, however must be dealt with by the class teacher and/or centre executive.

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.

All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

Bullying may take many forms, for example:

Physical bullying:

pushing and shoving (where hurt is intended), kicking, invasion of personal space, the destruction of property, tripping, punching, standing over someone, throwing objects.

Verbal bullying:

any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; including name-calling, offensive language, spreading of rumours, using words that suggest stupidity or physical problems, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames.

Exclusion bullying:

includes the deliberate isolation (both explicit and implicit) of an individual student from their peer group.

Extortion bullying:

the use of force or threats to obtain money, food or personal belongings from other students; harassing other students eg buying lunch, carrying materials.

Cyber bullying:

the use of information and communication technologies such as email, mobile phone, text messages and electronic social networking sites to support repeated and deliberate hostile behaviour intended to harm others.

Strategies for prevention of bullying

As a school community all members have the responsibility to work actively towards the prevention of bullying.

Staff*Principal and Supervisors*

The principal and supervisors have the responsibility to:

- maintain a positive climate of respectful relationships where bullying is less likely to occur
- develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- develop and implement an Anti-bullying Plan according to the Department's guidelines
- respond to incidents of bullying that have been reported to the school quickly and effectively
- provide support to any student who has been affected by, engaged in or witnessed bullying behaviour
- include procedures for contacting the child wellbeing unit or school liaison police officer where appropriate

Executive, teaching staff and clerical staff

All staff have the responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- identify patterns of bullying behaviour and immediately respond to such patterns to prevent bullying
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan
- be vigilant in monitoring for signs of bullying behaviour, including the use of technology within the school setting

- make efforts to remove opportunities for bullying by proactive supervision during breaks
- take steps to help victims by removing sources of distress
- actively seek appropriate assistance to help students develop resilience
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- recognise instances of bullying and be able to differentiate them from playful activity
- refer suspected incidents of bullying to the supervisor or assistant supervisor as soon as possible.

Students

All students at the Saturday School of Community Languages have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens that utilise technology in a manner that respects the rights and privacy of students, teachers and other members of the school community
- behave as responsible bystanders by ensuring they make a conscious decision not to be involved in any incidents of bullying
- report incidents of bullying to the class teacher or executive.

Students who are being bullied are encouraged to inform their class teacher or executive to take preventative action so that they may help reduce their distress and have a better chance of a long term solution to the problem. It is essential that all students, class teachers and executive work together to build a positive school environment that supports the wellbeing of all students.

Students who witness bullying are strongly encouraged to speak out so they can help reduce the distress to the victim and contribute to the building of a safe and secure school environment.

Parents/caregivers

When staff, students and parents/caregivers work together to prevent incidents of bullying there is a much greater chance of creating a safe, secure, tolerant and happy school community.

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
- take an active interest in their child's social life
- closely monitor computer use at home and appropriate use of communication technology such as Facebook, Twitter, etc.

- talk with their child about bullying and be aware of and report signs of distress – e.g. unwillingness to engage in their schooling.
- advise their child to tell a member of staff if bullying has occurred.
- have their child ask others to help them say “STOP” to the person bullying.
- make it safe for their child to talk about what happens at school and how it makes them feel. Try to listen without rushing in with solutions.
- encourage their child to speak up and tell the truth if gossip is being spread about someone they know. Ask their child not to join in bullying behaviour.
- be willing to attend interviews at the school if their child is involved in any bullying incident
- be willing to inform the school of any cases of suspected bullying even if their child is not directly affected.

Additional strategies to deal with bullying may include:

- conflict resolution/mediation with students and/or families involved
- counselling
- restitution
- an agreement regarding standards of future behaviour
- suspension
- expulsion
- participation in behaviour guidance programs (e.g. anger management, improving social skills...)
- referral to external agencies.

4.9 Anti-racism policy

The Saturday of Community Languages implements the Department's Anti-racism policy:

The policy commits the department to the elimination of all forms of racial discrimination in its schools and worksites and applies to all employees of the department, all students in government schools and has implications for each school's community.

- The Department rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible.
- No student, employee, parent/caregiver or community member should experience racism within the learning or working environments of the Department.
- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of the Department.
- All staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- Schools and workplaces, including all centres of the Saturday School of Community Languages, have a trained anti-racism contact officer (ARCO) who provides timely and professional responses to complaints regarding racism.

Implementation documents and related documents can be found on the DEC intranet under school policies and procedures.

Implementation documents include:

- [Anti-Racism Contact Officers](#)
- [Anti-Racism: Complaints of racism](#)
- [Anti-Racism: What schools can do](#)

Related documents and sites include:

- Aboriginal Education and Training Policy
- Racism. No way!
- Complaints Handling Policy Guidelines
- Values in NSW Public Schools
- Anti-Bullying Plan for Schools
- Student Welfare Policy

4.10 Electronic devices policy

Mobile phones, iPods, iPads, MP3/MP4 players, Blackberries, headphones and other personal music or electronic communication devices are in common usage in our society today. The use of each of these devices has a communication or entertainment benefit which is highly desirable for the user. They do, at the same time, also have the potential to distract the user from other tasks, make those tasks more difficult or to intrude upon the rights of other individuals nearby. They may be used as a tool to bully other students. The possession of these personal electronic devices may also pose a serious threat of theft and the complications associated with deterring or solving theft of personal valuables.

The Saturday School of Community Languages endorses acceptable and appropriate use of these items as they are beneficial in developing the skills necessary for our students to function in a modern technological world. These devices are prolific in society and do have genuine and fair application in the learning environment provided they are used unobtrusively and appropriately.

Aim

The aim of this policy is to allow students to use personal electronic devices in an appropriate way and to facilitate their use in student learning. It aims at developing in students a learned understanding of when and how to be courteous and responsible users of personal electronic devices. This policy and code of practice ensures that fair and responsible use is practised and the rights of all learners and teachers in the school are maintained without conflict.

Implementation guidelines

Electronic communication devices are permitted as a privilege within the boundaries of the school subject to the following restrictions:

1. They may be used in the playground unless otherwise directed by a teacher.
2. Individual teachers and/or the executive maintain the authority to determine whether they are permitted to be used in a classroom and under what circumstances. Each individual teacher has the ultimate professional right to determine what learning conditions are appropriate for their own classrooms.
3. The default rule in every case will be that the device should not be used unless a teacher expressly states that they have given permission. This may be at the start of the year or for each individual lesson.
4. Before entering a classroom all phones should be turned off or placed on silent mode. Students are not permitted to make calls, respond to calls or send SMS messages while in class.
5. Under no circumstances should phones or any other electronic device be used during exams or formal assessment tasks.
6. When being spoken to by a teacher in face to face communication, headphones should be removed from both ears as a courtesy to the speaker.

7. Electronic communication devices/music players should not be used at excursion venues unless explicit permission is given ahead of time by the organising teacher. Instructions should be provided about taking them on excursion, although sometimes allowance will be made for use on the bus or train or in transit.
8. The maximum headphone volume permitted at any time should not be audible to other persons nearby.
9. Safe keeping and security of each item is the responsibility of the owner.
10. Teachers will impose fair and escalating consequences for breaches of these guidelines. These may include temporary confiscation of the device.
11. Students who continue to misuse these guidelines may be deemed to be judged persistently disobedient under the school welfare and good discipline policy.
12. The use of social networking tools is strictly prohibited within the classroom environment.
13. A Department approved educational networking tool is permitted.

Failure in general by a large number of students to comply with this policy and its guidelines will lead to a review of the policy and more severe restrictions relating to the possession and use of personal communication devices.

4.11 Suspension and expulsion of students policy

The Saturday School of Community Languages follows the Department of Education and Communities' Suspension and Expulsion of School Students - Procedures.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

In cases of unacceptable behaviour, parents/caregivers should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.

In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds:

- race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
- sex
- marital status
- disability, including HIV/AIDS
- homosexuality
- transgender, or
- age.

The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents'/caregivers' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the parent/caregiver will work together with a view to assist a suspended student to re-join the school community as quickly as possible.

Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are:

- the right to be heard, and
- the right of a person to a fair and impartial decision.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

These procedures apply and include the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

Suspension

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Supervisor will consider the safety, care and welfare of the student, staff and other students.

Before a suspension is imposed, with the exception of the cases outlined in dot points below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate school student welfare strategies and discipline options have been applied and documented.

In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.

When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with these procedures, any student who:

- is physically violent: Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and well being of others is to be suspended immediately.
- is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).
- uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.
- engages in serious criminal behaviour related to the school.

Principals will ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parents/caregivers have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said.

For details on arranging an on-site or telephone interpreter, refer to: <http://www.schools.nsw.edu.au/adminsupport/intertranslate.php>

In all cases of suspension:

- a formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. The principal must ensure that the student is given explicit

information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing.

- a suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parents/caregivers, should utilise the available resources in seeking a means of assisting the student to modify his or her behaviour.
- Should parents/caregivers require a support person in order to participate fully in the suspension resolution or expulsion meeting, a person acceptable to both the parents/caregivers and the principal may be involved.

Short Suspension

In cases where a range of appropriate student welfare and discipline strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **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.
- **Aggressive Behaviour.** 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 cyber bullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days.

In determining if a student's behaviour is serious enough to warrant a long suspension the principal must discuss the matter with their line manager and consider the following:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Subject to factors outlined in the dot point above, the principal will impose a long suspension for:

- **Physical violence:** A student is involved in 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*. Note – “reasonable excuse” includes Kirpans carried by Sikhs for religious purposes);
- uses or possesses a firearm of any type (including live ammunition, and replica firearms).
- **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.

Subject to factors outlined in the first dot point above, supervisors may also impose a long suspension for:

- **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.

In the formal disciplinary interview, the student must be able to have an appropriate observer of their choosing present at the interview. The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the line manager. If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, and the matter has to be discussed with the line manager.

Deciding on, notifying and resolving a suspension

The decision to suspend must be taken by the principal, or in the principal's absence, the supervisor. If the decision is taken by the supervisor, then communication must be made with the principal as soon as practicable.

A student will not be sent home before the end of the school day without notification being made to their parents/caregivers and, if necessary, agreement reached about arrangements for the collection of the child from school.

Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification.

The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents/caregivers, to discuss the basis on which the suspension will be resolved.

If parents/caregivers are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.

Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed. If the issues cannot be addressed before the final day of the suspension, the principal must refer the matter to the line manager who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.

Expulsion

In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.

In all cases where expulsion is being considered the principal must:

- notify the student and the parents/caregivers, in writing, that expulsion from the school is being considered, giving reasons for the possible action
- organise an interpreter or cultural assistance and/or translated documents, or other assistance for disability issues as appropriate, in order to allow parents/caregivers to participate fully in the process
- obtain and consider a report from the students' weekday school, e.g. learning support team or school counsellor, as appropriate, that includes recommendations for further action
- provide the parents/caregivers with a copy of all documentation on which the consideration of expulsion is based
- allow seven school days for students and parents/caregivers to respond
- consider any response from the student and parents/caregivers before proceeding further
- discuss with the student and the parents/caregivers the implications of expulsion and provide information relating to the right to, and process for, an appeal.

Expulsion from a Particular School for Misbehaviour

When considering expelling a student for misbehaviour, the principal must:

- ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented
- convene a formal disciplinary interview with the student. The principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students or students with certain disabilities it may be advisable to have a parent present at the meeting
- place the student on a long suspension pending the outcome of the decision making.

Having reached a decision to expel a student from the school, the principal will:

- inform the student and the parents/caregivers in writing. This formal advice should also restate the right to appeal the decision.
- arrange, within 10 school days, and with support from the student's weekday school discuss alternative educational placement appropriate to the needs of the student.

In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the line manager.

Expulsion from a Particular School of a Student over 17 Years of Age for Unsatisfactory Participation in Learning

The principal will decide whether a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

Prior to giving consideration to expulsion the principal must ensure that the student has received at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.

When considering expulsion in these circumstances, the principal will notify the student and the parents/caregivers, in writing, that expulsion from the school is being considered, giving reasons for the possible action. There is no necessity to place the student on long suspension pending the decision making process in these circumstances.

Having reached the decision to expel the student from the school the principal will inform the student and the parents/caregivers in writing. This formal advice should also restate the right to appeal the decision.

The arrangement of an alternative placement is the responsibility of the student and the student's parents/caregivers. Advice for students and parents/caregivers in these circumstances is available from principal.

Appeals

Students and parents/caregivers may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached. Some students or parents/caregivers will require assistance in lodging an appeal. Students or parents/caregivers requiring assistance should be referred in the first instance to the Saturday School of Community Languages office. Regional office personnel should identify appropriate support people for the student or parents/caregivers if this type of assistance is requested.

Appeals can be made to **the principal** about the imposition of a suspension or a decision to expel a student from a particular school. The principal will:

- deal with the appeal within 20 school days of its lodgement
- ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
- review all relevant material
- ensure that appropriate material has been made available to the student and his or her parents/caregivers
- discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
- advise all the parties of the decision and the specific reasons for reaching the decision.

Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the appeal. The fact that an appeal has been lodged does not put on hold the principal's decision to suspend or suspend prior to expulsion from a particular school.

APPENDIX 1

ANTI-BULLYING PLAN

The Saturday School of Community Languages 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 the Saturday School of Community Languages, 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 the Saturday School of Community Languages 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
 - 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**)
 - work together to help prevent bullying from occurring (**prevention**)
 - act early to stop any bullying from getting worse (**early intervention**), and
 - respond in a timely and appropriate way to bullying incidents if they occur (**response**)
- 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
- When students who witness bullying have the courage to speak out they help reduce the distress to the victim and to themselves and they contribute to the building of a safe and secure school environment

The school's Anti-bullying Plan includes protection, prevention, early intervention and response strategies for student bullying, as follows:

ASPECT	Strategies include:	Saturday School of Community Languages strategies include:
<p>Protection</p> <ul style="list-style-type: none"> • Those factors that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences 	<ul style="list-style-type: none"> • A shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying • A statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour • A commitment to maintain a positive climate of respectful relationships where bullying is less likely to occur 	<ul style="list-style-type: none"> • As a school community, all members of the Saturday School of Community Languages 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 centre student handbook.

Prevention

- Builds on the protective factors and refers to strategies specifically designed to prevent bullying behaviour
- Developing and implementing programs for bullying prevention
- Embedding anti-bullying messages into each curriculum area and in every year
- Each centre has embedded anti-bullying messages into courses for each year group
- On enrolment, students sign an undertaking regarding responsible behaviour, including in relation to information and communication technologies

Early Intervention

- Providing support before an issue emerges or escalates
- Developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
- Developing and implementing early intervention support for those students who are identified at or after enrolment as having experienced bullying or engaged in bullying behaviour
- Students who have been bullied, or witnessed bullying, before enrolment at the Saturday School of Community Languages are identified by weekday school and information is communicated to the appropriate centre.
- Students complete an appropriate module on digital citizenship which aims to identify students who may need support

Response

- The actions of the school when an incident occurs
- The informed development of future protection, prevention, early intervention and response strategies
- Empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Developing and publicising clear procedures for reporting incidents of bullying to the school
- Responding to incidents of bullying that have been reported to the school quickly and effectively
- Matching a planned combination of interventions to the particular incident of bullying
- Providing support to any student who has been affected by, engaged in or witnessed bullying behaviour
- Providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- Identifying patterns of bullying behaviour and responding to such patterns
- Monitoring and evaluating the effectiveness of the Plan
- Reporting annually to the school community on the effectiveness of the Plan
- Students who are bullied, or witness bullying, during their time enrolled at the Saturday School of Community Languages are referred to the supervisor for appropriate management and support
- Any incident of bullying is responded to with one or more of the following:
 - › Conflict resolution/mediation with students and/or families involved
 - › Counselling
 - › Restitution
 - › An agreement regarding standards of future behaviour
 - › Suspension
 - › Expulsion