

MANLY VALE PUBLIC SCHOOL

STUDENT WELFARE PROCEDURE

RECOGNITION AND REINFORCEMENT OF STUDENT BEHAVIOUR

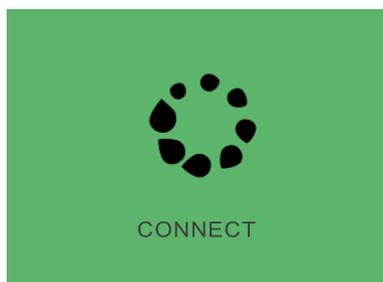
Date: July 2020

Review Date: July 2021

OUTCOMES

At Manly Vale Public School our vision is to see our students Connect, Succeed and Thrive. We promote student achievement and wellbeing through social and emotional development. It is our aim that students make appropriate and responsible behaviour choices and become self-reflective, respectful and responsible citizens of the community.

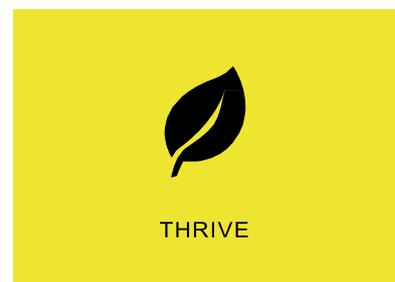
Our Student Welfare Procedures are based around the Department of Education & Communities Wellbeing Framework.



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

Promoting Positive Student Behaviour

K – 6 Good Discipline and Effective Learning Strategies

- Model/explain behaviours/expectations
- Praise/reward good behaviours
- Separate disruptive class members
- Positive physical response: handshake
- Ongoing systems operating within classes eg. good behaviour bank
- Clear class rules, expectations and consequences
- Promote a positive learning environment
- Self-directed learning opportunities
- Teacher devised class rewards
- Display children's work
- Show work to the Principal or Deputy Principal
- Consistent, fair discipline
- Time out system for Years K – 6
- Students self-regulate and focus on their learning

Whole School Approach

Recognising and promoting positive student behaviour

Super Kids:

- Teachers keep 'Super Kids' in their classrooms to distribute to students exhibiting positive behaviours in the playground and classroom.
- Super Kid cards to go into a draw for Friday Assemblies. House Captains to tally up house points prior to assembly. House points will go towards a house point trophy at the end of the year.
- At the assemblies 3 tickets will be drawn from each stage and a \$1.00 canteen voucher will be presented to each of the winning children by the leaders.
- Super Kids also add to House Point totals to be tallied each week and announced by House Captains at the end of each term.

K – 6 Practices to Recognise and Reinforce Student Achievement

- | | |
|---|--|
| • Stamps, stickers, certificates issued by teachers | • Report achievement to parents |
| • Rewards earned over a period of time from class teacher | • Publish achievement in the Bush Telegraph newsletter |
| • Special privileges eg jobs and responsibilities | • Announce achievement at assemblies |
| • Assembly awards | • Display student's work |
| • Share achievement with peers/other classes/other staff | • Photographic displays |
| • Verbal praise | • Media coverage |
| | • Leadership responsibilities |

Encouragement Awards

There are many different types of awards given to recognise and reinforce achievement in all areas. These incentives are issued for children displaying the following:

- | | |
|---------------------|---------------|
| • Good behaviour | • Respect |
| • Self-discipline | • Achievement |
| • Responsibility | • Effort |
| • Citizenship | • Improvement |
| • Caring for others | |

These awards are:

Academic

- Merit Certificates – 3 awarded per class at assemblies
- Daily awards of stickers and stamps
- End of year academic awards

Social

- Commendation by teachers during assemblies and in the newsletter
- Merit Certificates
- End of year citizenship awards

Super Owls

Given to individual students for academic and social behaviour. Teachers are expected to give out 2-3 Super Owls per week.

Sport

- Ribbons for sporting activities and athletics carnivals
- Commendation in sports reports during assemblies
- Perpetual sporting trophies/medallions
- Commendation in the Newsletter
- Patches for District, Regional and State PSSA achievement

Implementation Guidelines for the Award Systems

Staff consistency is essential in implementing this policy. Staff are to ensure that:

- They are fully aware of, and consistently implement, the policy
- They maintain a record of awards presented, and
- Discussion between teachers occurs regularly to maximise consistency across the school
- Merit awards issued for class or playground achievement are to be processed by individual teacher.
- Principal Awards and Banners are recorded on Sentral

- Super Owls are to be kept by students at home or in a small plastic bag at school. When 5 Super Owls are achieved, students hand in the Super Owls and receive 1 Merit Certificate.
- 5 x Merit Certificates can be exchanged for 1 x Principal Award. Principal records these certificates on Sentral.
- 3 x Principal's Awards - students receive a school banner at a formal assembly. Parents are invited to attend.
- 3 x Banners - students receive a School Medal to be given at the Celebration of Learning Assembly at the end of the year.

See flow chart following:

Manly Vale Public School Reward System



Students collect 5 'Super Owl' awards to receive a Certificate. Students can receive these for positive behaviours that demonstrate our school behaviour expectations of "Caring, Sharing & Personal best".

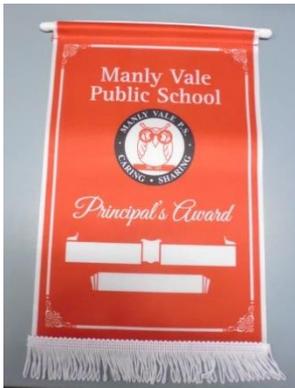
Super Owl awards are not replacing 'Super Kids'



Students collect 5 'Merit Certificates' to be awarded a 'Principal Award'. Handed out at Wednesday or Friday assembly.



5 'Merit certificates,' to be rewarded 'Principal's Award.' Handed out at Wednesday or Friday assembly.



3 'Principal's Awards' to be awarded a 'School banner.' Parent notification. Banners to be presented to a K-2 or 3-6 assembly on a Friday.



Once Students have received 3 'School Banners,' they will receive a 'School medal.' To be presented at a Celebration of Learning assembly at the end of the year.

MANLY VALE PUBLIC SCHOOL

DISCIPLINE PROCEDURE

Rationale behind Manly Vale Public School's Discipline Procedure

Schools and their communities work together to provide quality learning environments which are:

- Inclusive
- Safe and secure
- Free from bullying, harassment, intimidation and victimisation.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

In implementing the school discipline policy, no student is to be discriminated against, harassed and victimised on any grounds as required by legislation.

The school discipline policy may 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.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools, students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy and dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

OUTCOMES

All students are aware of the consequences of inappropriate behaviour.
All teachers use an approach that is consistent with the managing student inappropriate behaviour.

CLASSROOM

INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM

Teachers recognise and understand the individual needs and abilities of their students and respond to each incident accordingly.

STEP 1

- Deal with behaviour immediately yourself. Strategies may include:
 - Discussion, referring to whole school behaviour expectations
 - Keeping in (not for the whole break time),
 - Making child complete work in own time,
 - Loss of privileges,
 - Reflective evaluation chart,
 - Change in seating etc.

STEP 2

- If the behaviour persists, send student to a neighbouring classroom or supervising teacher with appropriate work to complete. Ensure that the teacher is aware a student has been sent to them and how much work should be completed in the session. Check that the work is completed when the student returns to class.
- Younger students will need to be escorted to the classroom they are being sent to.
- The student should stay with that class until they are sent for by the class teacher or returned by the supervising teacher.

STEP 3

- Raise concerns for discussion at stage meetings.
- Assistant Principal monitors student.

STEP 4

- If behaviour continues then a White Card will be issued and logged on Sentral by the stage supervisor with possible referral to L&S team

STEP 5

- Discuss and review welfare concerns in stage meetings. Executives to report back at executive meetings.

STEP 6

- Risk management or individual behaviour plans will be implemented by executive team for consistent or extreme inappropriate behaviour concerns with teacher consultation.

CERTAIN BEHAVIOURS are not acceptable at any time and a **WHITE CARD** will be issued for the following behaviours:

VIOLENCE, EXTREME INSOLENT, PERSISTENT DISOBEDIENCE, HARASSMENT, VANDALISM/THEFT, CONTINUAL DISRUPTIVE BEHAVIOUR.

Any of the above offences may lead to suspension or expulsion in line with the Department of Education and Training's Suspension and Expulsion policy and at the discretion of the principal or the principal's delegate.

Executives will log white cards onto Sentral for monitoring.

PLAYGROUND INAPPROPRIATE BEHAVIOUR IN THE PLAYGROUND

STEP 1

- Deal with minor behaviour problems, immediately yourself. Minor problems may include littering, out of bounds, disputes over games/rules and minor agreements. Strategies may include picking up papers, walking with the teacher, sit down and do not play in a shaded area etc.

STEP 2

- If behaviour continues then a White Card will be issued and logged in Sentral by stage supervisor. Class teacher to be notified of white cards that are issued.

STEP 3

- Discuss and review welfare concerns in stage meetings. A possible referral to LST. Executives to report back at executive meetings.

STEP 4

- Risk management or individual behaviour plans will be implemented by executive team for consistent or extreme inappropriate behaviour concerns with teacher consultation.

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MANLY VALE PUBLIC SCHOOL

ANTI-BULLYING PROCEDURE

OBJECTIVE

Manly Vale Public School is against all forms of bullying. Bullying, in any form, goes against the values of the school. At Manly Vale we strive to build and maintain a positive school climate where respectful relationships are fostered so that bullying is less likely to occur.

DEFINITION OF BULLYING (from NSW DOE)

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.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

RIGHTS

No student, employee, parent, carer or community member should experience bullying within the learning or working environments of the school. Everyone has the right to feel safe, respected and accepted in a secure and inclusive school environment.

RESPONSIBILITIES (adapted from the NSW DOE *Bullying: Preventing and responding to student bullying in schools policy*)

School staff will:

- respect and support students
- model and promote appropriate behaviour
- respond in a timely manner to incidents
- provide proactive and quality teaching about fostering positive relationships
- teach students to develop an understanding of bullying and its impact on individuals and the broader community

- implementing the Anti-Bullying procedure

Students will:

- respect individual differences and diversity
- behave appropriately and responsibly in the school environments, both physical and digital
- be responsible and helpful bystanders
- report all incidents according the Anti-Bullying policy

Parents and carers will:

- support their children to become responsible citizens
- support their children to develop safe and responsible on-line behaviour
- support their children to develop positive responses to incidents of bullying, as stated in the Anti-Bullying policy
- report incidents of bullying to the school in a timely manner
- work collaboratively with the school to resolve bullying incidents when they occur

BYSTANDER RESPONSIBILITIES (based on information from the Australian Human Rights Commission)

A bystander is someone who sees or knows about bullying or other forms of harassment that is happening to someone else.

Bystanders can either contribute to the problem or be an important part of the solution. Bystanders can act in different ways when they see or know about bullying.

At Manly Vale we strive to teach the importance of and model the strategies for being a supportive bystander.

Supportive bystanders:

- make it clear to peers that they won't be involved in bullying behaviour
- never stand and watch or encourage bullying behaviour
- do not harass, tease or spread rumours about others, in the school learning and work environment and also in the digital environment (eg. social media sites)
- support the person who is being bullied to ask for help, by taking or directing them to a place where they can get help
- report it to someone they trust, eg. teacher, school counsellor, parent, carer

PREVENTION

All members of the school community have the responsibility to model and promote positive relationships that respect individual differences and diversity within the school community. They must support the school's Anti-Bullying plan through words and actions and work collaboratively with the school to resolve incidents if they occur. The school will implement a range of strategies that aim to build and maintain a positive school climate of respect and understanding, so that bullying will be less likely to occur. Anti-bullying programs and strategies will also be used to ensure that all members of the school community are aware and active in Manly Vale's stance against bullying.

Some of these strategies include (but are not limited to):

- teaching and reinforcing the school values
- promoting and praising respectful and appropriate behaviour
- working collaboratively with the wider school community to promote inclusion and understanding of individual differences
- embedding anti-bullying messages into curriculum and teaching
- encouraging and assisting students to become supportive bystanders
- modelling and reinforcing the importance of online safety
- providing students and other school community members with safe and secure ways to share their opinions or voice concerns

For students that are identified as being at risk of difficulties with social relationships, or have previously experienced or engaged in bullying behaviour, the school will implement a range of intervention strategies.

Some of these strategies include (but are not limited to):

- referral to the Learning and Support team for ongoing monitoring
- access to the School Counsellor for individual programs or a confidential conversation
- social support programs such as Playground Mentors, Peer Support, Buddies
- explicit and modelled teaching of social skills and interactions, including problem solving and conflict resolution

RESPONSE TO BULLYING

All incidences of bullying, including cyberbullying are taken seriously by the school and will be responded to according to the Anti-bullying policy and the policies of the NSW DEC.

A range of strategies and interventions may be implemented in cases of bullying. If a case is reported, it will be shared with a member of the school executive and recorded.

The victim/s will be provided with support and access to the school counsellor. The school provides all students with information about Kids Helpline and how to access this free and confidential service. Students who have experienced bullying may also be provided with teaching and support in how to resist or avoid being bullied. They will be supported in their positive decision to report the incident.

Interventions and strategies that the school may employ in cases of bullying may include (but are not limited to):

- verbal reprimands
- meetings with parents
- withdrawal of privileges
- removal from the environment (eg. classroom, playground)
- restorative practises
- in serious cases, suspension or expulsion (according to the policies of the NSW DEC)

WORKING WITH PARENTS AND CARERS

Collaboration with parents and carers plays a vital role in preventing and addressing the problem of bullying.

Parents and carers have access to NSW DEC information on helping their children to become supportive bystanders.

Parents and carers will be informed if their child has been involved in an incident of bullying. The school will communicate and work with parents and carers to resolve these issues and decide on further actions where appropriate.

REVIEW

This policy will be reviewed: July 2021

MANLY VALE PUBLIC SCHOOL CYBER SAFETY PROCEDURE

OBJECTIVE

Manly Vale Public School is against all forms of bullying. Bullying, in any form, goes against the values of the school. At Manly Vale we strive to build and maintain a positive school climate where respectful relationships are fostered so that bullying is less likely to occur.

The internet provides an opportunity to enhance students' learning experiences by providing access to vast amounts of information across the globe. Online communication links students to provide a collaborative learning environment and is intended to assist with learning outcomes. Today's students are exposed to online communication tools and the internet in their community. They have the right to expect secure access to these services as part of their learning experiences with the NSW Department of Education and Communities.

At Manly Vale we aim to support students to become responsible and perceptive users of technology and the Internet. It is the joint responsibility of the school and the parents and carers of each student to educate the student about their responsibilities when using various Information Communication Technologies. The students of Manly Vale are expected to use the school's ICT resources in a manner consistent with this policy and will be held accountable and responsible for their use.

All students will review the Manly Vale Digital Citizenship Agreement annually, in order to reinforce these responsibilities. Students in years 3 – 6, along with their parents or carers will formally acknowledge these responsibilities, through the signing of the Digital Citizenship Agreement.

Use of ICT resources by students outside of school hours remains the responsibility of parents and carers to monitor.

DEFINITIONS ASSOCIATED WITH CYBER SAFETY (from NSW DEC and www.esafety.gov.au)

Cyberbullying occurs when technology is used to deliberately and repeatedly engage in hostile behaviour to harm someone. Groups and individuals can be both the perpetrators and targets of bullying. (www.esafety.gov.au) Groups and individuals can be both the perpetrators and targets of bullying. Flaming is the sending of messages that includes bad language, or undesirable or obscene content.

Flaming, also known as 'flame wars', generally occurs in unmoderated chat rooms. The majority of chat rooms remain 'open', where messages are posted automatically with no human intervention.

Trolling is when a user intentionally causes distress, anger or argument in an online public forum for the purpose of disturbing other users. Individuals who partake in trolling seek an emotional response from others, whether with malicious or humorous intent. Specific instances of trolling may constitute an offence under the Criminal Code Act 1995. Responding to trolling comments can result in an escalation of inappropriate communication. The best response is to ignore, block and report to site administrators. (www.esafety.gov.au)

For further information on other Cyber Safety terms please visit <https://www.esafety.gov.au/education-resources/iparent/glossary>

RIGHTS

No student, employee, parent, carer or community member should experience bullying within the learning or working environments of the school. Everyone has the right to feel safe, respected and accepted in a secure and inclusive school environment.

RESPONSIBILITIES (adapted from the NSW DEC *Online Communication Services: Acceptable Usage for School Students Policy*)

Use of the internet and online communication services provided by the NSW Department of Education and Communities is intended for research and learning and communication between students and staff. Access to internet and online communication tools at school will assist students to develop the information and communication skills necessary to use the internet effectively and appropriately.

Responsible use of the services by students, with guidance from teaching staff, will provide a secure and safe learning environment.

School staff will:

- respect and support students.
- model and promote appropriate behaviour.
- respond in a timely manner to incidents.
- provide proactive and quality teaching about fostering positive relationships.
- teach students to develop an understanding of bullying and its impact on individuals and the broader community.
- implement the Anti-Bullying policy.

Students and staff:

- have the responsibility to report inappropriate behaviour and material to their teachers or supervisors.
- should be aware that a breach of this policy may result in disciplinary action in line with their school's discipline policy.
- who use the internet and online communication services provided by the NSW Department of Education and Communities must abide by the Department's conditions of acceptable usage. They should be made aware of the acceptable usage policy each time they log on.
- not disable settings for virus protection, spam and filtering that have been applied as a departmental standard.
- ensure that communication through internet and online communication services is related to learning.
- promptly tell their supervisors or teachers if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
- seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
- never knowingly initiate or forward emails or other messages containing:
 - a message that was sent to them in confidence,
 - a computer virus or attachment that is capable of damaging recipients' computers,
 - chain letters and hoax emails, spam, e.g. unsolicited advertising material.
- never send or publish:
 - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments,
 - remarks or material that is threatening, bullying or harassing towards another person or making excessive or unreasonable demands upon another person,
 - sexually explicit or sexually suggestive material or correspondence,
 - false or defamatory information about a person or organisation.
- ensure that personal use is kept to a minimum and internet and online communication services are generally used for genuine curriculum and educational activities. Use of unauthorised programs and intentionally downloading unauthorised software, graphics or music that is not associated with learning, is not permitted.
- never damage or disable computers, computer systems or networks of the NSW Department of Education and Communities.
- be aware that all use of internet and online communication services can be audited and traced to the e-learning accounts of specific users.

Parents and carers will:

- support their children to become responsible digital citizens.
- support their children to develop safe and responsible on-line behaviour.

- support their children to develop positive responses to incidents of bullying, as stated in the Anti-Bullying policy.

BYSTANDER RESPONSIBILITIES (based on information from the Australian Human Rights Commission)

A bystander is someone who sees or knows about bullying or other forms of harassment that is happening to someone else.

Bystanders can either contribute to the problem or be an important part of the solution. Bystanders can act in different ways when they see or know about bullying.

At Manly Vale we strive to teach the importance of and model the strategies for being a supportive bystander.

Supportive bystanders:

- make it clear to peers that they won't be involved in bullying behaviour
- never stand and watch or encourage bullying behaviour
- do not harass, tease or spread rumours about others, in the school learning and work environment and also in the digital environment (eg. social media sites)
- support the person who is being bullied to ask for help, by taking or directing them to a place where they can get help
- report it to someone they trust, eg. teacher, school counsellor, parent, carer

PREVENTION

All members of the school community have the responsibility to model and promote positive relationships that respect individual differences and diversity within the school community. They must support the school's Anti-Bullying plan through words and actions and work collaboratively with the school to resolve incidents if they occur. The school will implement a range of strategies that aim to build and maintain a positive school climate of respect and understanding, so that bullying will be less likely to occur. Anti-bullying programs and strategies will also be used to ensure that all members of the school community are aware and active in Manly Vale's stance against bullying.

Some of these strategies include (but are not limited to):

- teaching and reinforcing the school values
- promoting and praising respectful and appropriate behaviour
- working collaboratively with the wider school community to promote inclusion and understanding of individual differences
- embedding anti-bullying messages into curriculum and teaching
- encouraging and assisting students to become supportive bystanders
- modelling and reinforcing the importance of online safety
- providing students and other school community members with safe and secure ways to share their opinions or voice concerns

For students that are identified as being at risk of difficulties with social relationships, or have previously experienced or engaged in bullying behaviour, the school will implement a range of intervention strategies.

Some of these strategies include (but are not limited to):

- referral to the Learning and Support team for ongoing monitoring
- access to the School Counsellor for individual programs or a confidential conversation
- social support programs such as Playground Mentors, Peer Support, Buddies
- explicit and modelled teaching of social skills and interactions, including problem solving and conflict resolution

RESPONSE TO BULLYING

All incidences of bullying, including cyberbullying are taken seriously by the school and will be responded to according to the Anti-bullying policy and the policies of the NSW DEC.

A range of strategies and interventions may be implemented in cases of bullying. If a case is reported, it will be shared with a member of the school executive and recorded.

The victim/s will be provided with support and access to the school counsellor. The school provides all students with information about Kids Helpline and how to access this free and confidential service. Students who have experienced bullying may also be provided with teaching and support in how to resist or avoid being bullied. They will be supported in their positive decision to report the incident.

Interventions and strategies that the school may employ in cases of bullying may include (but are not limited to):

- verbal reprimands
- meetings with parents
- withdrawal of privileges
- removal from the environment (eg. classroom, playground)
- restorative practices
- in serious cases, suspension or expulsion (according to the policies of the NSW DEC)

WORKING WITH PARENTS AND CARERS

Collaboration with parents and carers plays a vital role in preventing and addressing the problem of bullying.

Parents and carers have access to NSW DEC information on helping their children to become supportive bystanders.

For further information, including tips and guidelines for safe Internet use in the home environment can be found at the Australian Government website www.esafety.gov.au Free home filtering is also available at this site.

Manly Vale Public School's Digital Citizenship Agreement outlines how students can become good digital citizens by looking after themselves, other people and property. Parents and carers play a key role by reviewing the agreement with their children and co-signing it to show their commitment to cyber safety.

Parents and carers will be informed if their child has been involved in an incident of cyberbullying at school. The school will communicate and work with parents and carers to resolve these issues and decide on further actions where appropriate.

REVIEW

This policy will be reviewed: July 2021

Manly Vale Public School

Student Use of Digital Devices and Online Services Procedure

Purpose

This procedure guides student use of digital devices and online services at our school.

Our school acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognise they may cause harm if used inappropriately and that we need to support our students to use them in safe, responsible and respectful ways.

Scope

This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents and carers. It also provides a framework to manage potential risks to student safety and wellbeing.

This procedure covers student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure covers the use of school-provided and personal digital devices and all online services.

Our School's Approach

At Manly vale Public School, we provide One to one devices for educational use in the classrooms. Students are not required to bring their own device including mobile phone, smart watch, tablet or iPad, to school. If a student brings a personal device to school it must be turned off and stored in their school bag upon entry to the school grounds. Students may turn their device on when they leave the grounds at the end of the school day. No liability will be assumed for devices that damaged, lost or stolen at school.

The device is not to be accessed during the day (including recess and lunch) unless there has been teacher permission given to do so.

Exemptions

Use of digital devices may be permitted at recess, lunch and during class-time if a student requires a digital device or online service for medical reasons or for reasonable adjustments made as part of their individual education plan. These are not considered exemptions.

Exemptions to any part of this procedure may apply for some students in some circumstances. Parents and carers can request an exemption and these will be considered on a case-by-case basis and granted when required by law or at the principal's discretion.

Consequences for inappropriate use

If a device is accessed during the day it will be removed from the students, stored with the principal and parents will be called.

Please refer to School Discipline Procedure on the school's website.

(insert link)

Contact between students and parents and carers during the school day

Should a student need to make a call during the school day, they must:

- approach the administration office and ask for permission to use the school's phone; or
- approach class teacher

During school hours, parents and carers are expected to only contact their children via the school office.

Responsibilities and obligations

Supporting students to use digital devices and online services in safe, responsible and respectful ways is a shared responsibility.

For students

- Be safe, responsible and respectful users of digital devices and online services, and support their peers to be the same.
- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different arrangements.
- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.

For parents and carers

- Recognise the role they play in educating their children and modelling the behaviours that underpin the safe, responsible and respectful use of digital devices and online services.
- Support implementation of the school procedure, including its approach to resolving issues.
- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.
- Communicate with school staff and the school community respectfully and collaboratively as outlined in the 2018 School Community Charter.
- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.
- Provide digital devices that meet school specifications where a school is participating in a bring your own device program and complete any related paperwork.

For the principal and teachers

- Deliver learning experiences that encourage safe, responsible and respectful use of digital devices and online services. This includes:
 - Establishing agreed classroom expectations for using digital devices and online services, in line with this procedure and departmental policy.
 - Identifying strategies to ensure that all students are able to engage in classroom activities including strategies to accommodate students without a digital device.
 - Reading and abiding by the Terms of Service for any online services they use in teaching, including those limiting use by age.
 - Educating students about online privacy, intellectual property, copyright, digital literacy and other online safety related issues.
- Model appropriate use of digital devices and online services in line with departmental policy.
- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes:
 - Reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements.
 - Working with the department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse.
 - Following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.
- If feasible and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.
- Participate in professional development related to appropriate use of digital devices and online services.

For non-teaching staff, volunteers and contractors

- Be aware of the department's policy, this procedure and act in line with the conduct described.
- Report any inappropriate use of digital devices and online services to the principal, school executive or school staff they are working with.

Communicating this procedure to the school community

Students will be informed about this procedure through classroom induction at the beginning of each year.

Parents and carers will be advised via the school newsletter. This procedure can be accessed electronically via the school's website and in hardcopy at the school's administration office.

Review

The principal or delegated staff will review this procedure annually.

Review date: September 2021

MANLY VALE PUBLIC SCHOOL BULLYING INCIDENT REPORT FORM

Date: _____ Student Name: _____

Class: _____ Teacher: _____

Location of incident: _____

Where did the bullying occur?

- Before school
- Recess
- In class
- Between classes
- Lunchtime
- After school

Was there an adult in the area? _____

Behaviour displayed: Bullying Being bullied

Physical	Verbal	Emotional
<input type="checkbox"/> Hitting, punching	<input type="checkbox"/> Teasing	<input type="checkbox"/> Exclusion from friends
<input type="checkbox"/> Kicking	<input type="checkbox"/> Name calling	<input type="checkbox"/> Ignoring someone
<input type="checkbox"/> Pinching	<input type="checkbox"/> Insulting someone	<input type="checkbox"/> Making fun of someone
<input type="checkbox"/> Scratching	<input type="checkbox"/> Threatening remarks	<input type="checkbox"/> Stopping someone from joining in
<input type="checkbox"/> Damaging or stealing property	<input type="checkbox"/> Discriminatory remarks	<input type="checkbox"/> Disrupting someone's game
<input type="checkbox"/> Throwing things at someone	<input type="checkbox"/> Lies or nasty stories	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Offensive language	

Comments _____

Who was the person/people bullying? _____

Who else was there when it happened? _____

Actions taken:

- Discussed with class teacher
- Discussed with executive support
- Relevant students interviewed
- Parents informed

Other: _____

Teacher signature _____
Faculty/Office/2020 Admin/ MVPS Student Welfare Procedures

Parent signature _____

MANLY VALE PUBLIC SCHOOL INCIDENT REPORT FORM

Date: _____ Student Name: _____

Class: _____ Teacher: _____

Location of incident: _____

Details of incident: _____

Who was involved: _____

Who witnessed the incident? _____

Witness report (if necessary) _____

Actions taken:

- Discussed with class teacher
- Discussed with executive support
- Relevant students interviewed
- Parents informed

Other: _____

Teacher signature _____

Parent signature _____

MANLY VALE PUBLIC SCHOOL TIME OUT/REFLECTION SHEET

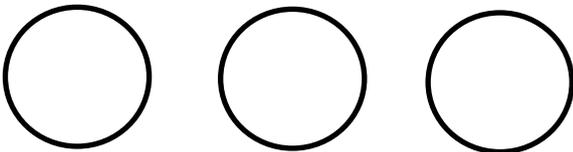
Student Name: _____

Date: _____ Class: _____

What did I do? _____

Who did I affect? _____

How did they feel?



hurt

scared

upset

frightened

What can I do differently next time? _____

Consequences:

- 1. Loss of playtime
- 2. Phone call home
- 3. Time with Teacher

Student signature: _____

Teacher signature: _____