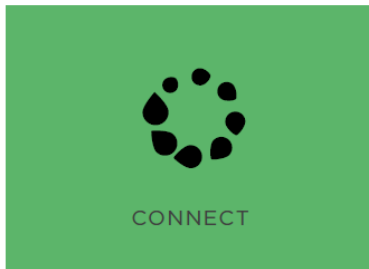


MULLUMBIMBY HIGH SCHOOL



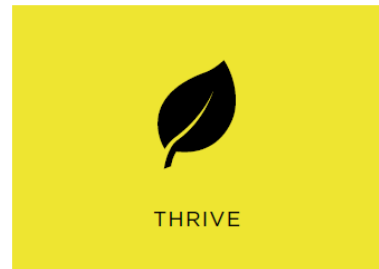
STUDENT WELLBEING POLICY



CONNECT



SUCCEED



THRIVE

Our shared understanding of wellbeing:

- ❖ is that it is dynamic and integral to learning
- ❖ focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- ❖ recognises the importance of developing and shaping the character of the individual
- ❖ is multidimensional and Interrelated
- ❖ takes into account the context of children's and young people's lives and uses both objective and subjective measures
- ❖ incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- ❖ considers the wellbeing of children and young people in the present as well as focusing on long- term outcomes
- ❖ acknowledges the diversity of contributors to and influences on the wellbeing of children and young people and recognises our obligations and responsibilities.

School Vision Statement

Mullumbimby High School will support all our students to achieve success as lifelong learners. Through the creation of rich learning opportunities, within an inclusive and caring environment that celebrates the diversity of our community and builds upon school traditions, we will ensure our school is recognised for outstanding educational programs. Our core values are respect, responsibility and learning. These values underpin the school culture and reflect the positive behaviour expectations of the whole school community.

Rationale

At Mullumbimby High School, we recognise that student achievement, attendance and engagement are directly impacted by student wellbeing. We are committed to developing and delivering a range of procedures and programs to promote the positive wellbeing and safety of all students at school. We recognise that students need clear boundaries and rules. We are committed to developing and maintaining positive relationships with students and managing a range of intervention strategies for students who exhibit problem behaviours.

This policy document draws together Mullumbimby High School student wellbeing procedures, programs and personnel role statements. The document has been developed in accord with the NSW Department of Education's ***Wellbeing Framework for Schools*** and ***Student Welfare Policy***.

These procedures, programs and role statements are consistent with our School Plan 2022-2024 strategic directions. Ongoing reflection and improvements to this policy will continue. An effective policy should remain a developing document reflecting changing student needs and new school or DoE policy.



Key Student Wellbeing Responsibilities:

The **Principal** will ensure that:

- ❖ a commitment to student wellbeing underpins all the policies and activities of the school.
- ❖ the school community reviews policies and practices related to student wellbeing.
- ❖ student wellbeing is regularly reviewed using appropriate planning processes.
- ❖ a school discipline policy is developed and regularly reviewed.
- ❖ the review processes take into account other mandatory policies.
- ❖ strategic issues identified in reviews are incorporated into the school plan.
- ❖ the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties
- ❖ students, staff and parents are assisted to develop strategies for addressing student wellbeing and discipline needs
- ❖ other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school
- ❖ all staff undertake mandatory training to comply with legislative and policy requirements.

The **Deputy Principal** will:

- ❖ take a lead role in developing and reviewing student wellbeing policies
- ❖ address the wellbeing needs of students and staff through the effective implementation and coordination of Department of Education and school wellbeing policies
- ❖ liaise with staff, students, parents, relevant Department of Education personnel and outside agencies to address student wellbeing and discipline needs
- ❖ disseminate pertinent wellbeing and discipline information to relevant staff
- ❖ implement effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties
- ❖ provide support and guidance to students, staff and parents regarding academic, curriculum, wellbeing, behavioural, attendance and vocational issues
- ❖ conduct enrolment interviews
- ❖ support Head Teachers in addressing student wellbeing needs and implementing discipline procedures
- ❖ manage significant discipline issues and make recommendations to the principal regarding short and long suspensions.

The **Head Teacher Wellbeing** will:

- ❖ take a lead role in developing and reviewing school wellbeing policies
- ❖ lead the Wellbeing and Core Learning Support teams
- ❖ lead and manage school wellbeing programs
- ❖ address the wellbeing needs of students through the effective implementation of Department of Education and school wellbeing policies
- ❖ liaise with staff, students, parents, relevant DET personnel and outside agencies to address student wellbeing needs
- ❖ provide guidance to staff, students and parents regarding wellbeing issues
- ❖ disseminate pertinent student wellbeing information to relevant staff
- ❖ co-ordinate and manage implementation of merit schemes
- ❖ manage the Student Welfare and Student Assistance budgets

Year Advisers will:

- ❖ provide guidance for and promote the wellbeing of students in their year group
- ❖ initiate and organise cohort assemblies, excursions and year meetings
- ❖ monitor trends in individual students relating to academic progress, classroom behaviour, attendance, social behaviour, adjustment etc. and refer, where necessary to counsellor, Principal, Deputy Principal, Head Teacher Wellbeing and Head Teacher Special Education.
- ❖ provide liaison between parents and the school
- ❖ disseminate pertinent student wellbeing information to relevant staff
- ❖ attend Welfare Team meetings
- ❖ participate in the development and implementation of school policy relating to Student Wellbeing

The Girls' Adviser will:

- ❖ provide guidance for and promote the wellbeing of female students
- ❖ initiate and co-ordinate specific girls' wellbeing programs
- ❖ refer female students, where necessary to Counsellor, Principal, Deputy Principal, Head Teacher Wellbeing and Head Teacher Special Education.
- ❖ provide liaison between parents and the school
- ❖ disseminate pertinent student wellbeing information to relevant staff
- ❖ attend Welfare Team meetings
- ❖ participate in the development and implementation of school policy relating to Student Wellbeing

The School Counsellor / Psychologist will:

- ❖ provide counselling to students, individually and in groups, including appropriate short term therapeutic interventions undertaken within the scope of their training, experience and supervision
- ❖ work in consultation with the Principal, school executive, staff and regional students support services to improve student learning and wellbeing outcomes
- ❖ work collaboratively with the Welfare and Learning Support Teams, parents and caregivers, and other agencies, to develop appropriate school-based support for students.
- ❖ carry out cognitive, social, emotional and behavioural assessment of students
- ❖ attend Welfare and Learning Support Team meetings
- ❖ participate in the development and implementation of school policy relating to Student Wellbeing
- ❖ contribute to the development of and planning for students with special needs by assisting review committees in the design and or delivery of educational plans and completing access requests
- ❖ provide long-suspension reports to the Principal with recommendations for future management
- ❖ assist and support parents and caregivers in addressing the social, emotional, and educational development of their children
- ❖ refer students and/or their families and caregivers to other agencies that will support the development of student health and wellbeing outcomes.

The **Student Support Officer** will:

- ❖ work with individual and small groups of students to develop effective coping skills and positive relationships at school and at home.
- ❖ teach resilience, coping strategies, responsibility and safe behaviours.
- ❖ develop and implement anti-bullying initiatives with particular reference to cyber bullying and social networking ie. Facebook.
- ❖ encourage goal setting and organisation.
- ❖ be actively involved in school community activities to promote positive relationships with staff and students.
- ❖ take a whole school approach to anti-bullying by developing and implementing programs for all year levels.
- ❖ encourage and assist in the transition process for students from primary to high school.
- ❖ work with outside organisations to make the connection between individuals, family, school and community .
- ❖ connect students and families to outside organisations and community activities.
- ❖ be involved in a student's transition from primary to high school.
- ❖ promote and educate students about health and wellbeing.

The **Anti-Racism Contact Officer (ARCO)** will:

- ❖ provide support and information to students who have an enquiry or complaint in relation to discrimination, harassment or vilification
- ❖ assist students to identify options available to deal with discrimination, harassment or vilification
- ❖ explain the importance of confidentiality in dealing with a complaint
- ❖ refer complaints to the Deputy Principal and/or Principal when required
- ❖ mediate disputes between students

Head Teacher Senior Studies (Years 10-12) will:

- ❖ assist Year Advisers and Head Teacher Wellbeing with Years 10-12 attendance monitoring
- ❖ complete NESA online entries, confirm entries with students, manage class changes on NESA
- ❖ monitor "N" warning processes including liaising with Case Managers, organising and conducting Board of Review meetings, communicating with parents, collating 'N' Determination information for the Principal
- ❖ work with timetable team and Deputy Principal to co-ordinate Year 10 to 11 Subject Selection processes including information booklet, information evening and individual counselling sessions
- ❖ manage assessment policy/ schedules booklets and student misadventure processes
- ❖ develop and communicate examination timetables
- ❖ liaise with Principal and Deputy Principal on exit or alternate strategies for students at risk of non-completion
- ❖ assist with the monitoring of senior uniform
- ❖ plan and organise Crossroads Program with Head Teacher PD/H/PE, Year Advisers and Head Teacher Wellbeing, including study skills and stress management programs
- ❖ coordinate and lead Year 10 Peer Support training with Year Adviser and Deputy Principal
- ❖ conduct enrolment interviews in consultation with Deputy Principal/Principal
- ❖ co-ordinate the Year 12 Mentoring Scheme

Key Learning Area Head Teachers will:

- ❖ contribute to the development and review of wellbeing policies ensuring their faculty views are represented
- ❖ ensure they and their staff are familiar with and follow the Department of Education and school student wellbeing policies and discipline procedures
- ❖ address student wellbeing needs and discipline issues through the effective implementation of school wellbeing policies and discipline procedures
- ❖ lead their faculty in the development of quality teaching and learning practices which:
 - connect students to their learning and develops a faculty culture promoting positive, respectful and professional relationships
 - set students up to succeed by being respected, valued, supported and empowered
 - enable students to thrive by growing, flourishing, doing well and prospering.

Teaching and support staff will:

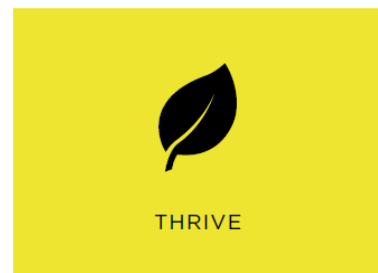
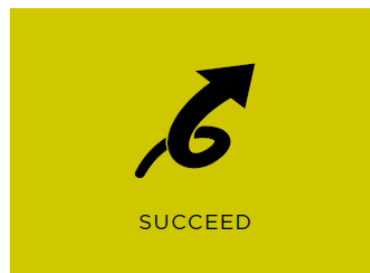
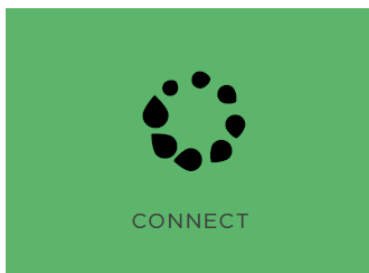
- ❖ ensure that they are familiar with and follow Department of Education and school student wellbeing policies and discipline procedures
- ❖ contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- ❖ participate in the learning and teaching process in ways which take account of the objectives in this policy.
- ❖ participate in the school community's implementation of the Student Wellbeing Policy
- ❖ undertake mandatory training to comply with legislative and policy requirements.

Students will be encouraged to:

- ❖ act according to the Department of Education's Behaviour Code for Students and the school's core values of respect, responsibility and learning established by the school community.
- ❖ contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- ❖ participate actively in the learning and teaching process.
- ❖ provide their views on school community decisions, including reviews of student wellbeing, through their representatives on the Student Representative Council (SRC) and through specific surveys
- ❖ wear the school uniform with pride
- ❖ practice peaceful resolution of conflict.

Parents will be encouraged to:

- ❖ participate in the learning of their children and the life of the school, including reviews of student wellbeing and the discipline code.
- ❖ share responsibility for shaping their children's understanding about acceptable behaviour
- ❖ work with teachers to establish fair and reasonable expectations of the school.
- ❖ Inform the school of any changing issues.



CONNECT

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.

NSW Department of Education | **The Wellbeing Framework for Schools**

STUDENT PARTICIPATION AND LEADERSHIP

Mullumbimby High School has a proud tradition of providing extra-curricular, sporting and leadership activities. We value and encourage student voice within teaching and learning and endeavour to involve students in conversations and decisions about what and how they learn. At Mullumbimby High School we offer leadership opportunities within the classroom, school and wider community, including Student Representative Council (SRC), School, House/Sporting Vice Captains and Captains, Duke of Edinburgh Award. We provide opportunities for student participation and leadership that demonstrates respect for cultural background and celebrates difference and diversity.

ANTI-BULLYING

Mullumbimby High School is committed to developing and fostering positive relationships. Bullying behaviours do not foster positive relationships and will not be tolerated at Mullumbimby High School.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or a group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality and transgender. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Conflicts between equals, or single incidents, are not defined as bullying.

Bullying behaviours include:	EXAMPLE
Physical – physical contact	Hitting, pushing, tripping, spitting, punching, physical posturing Threats of retaliation if students do not behave in certain ways or hand over food or money.
Verbal	Name-calling, verbal insults and put-downs.
Social	Spreading of rumours or stories, alienation, exclusion, persuading others to exclude someone, deliberate untruths to damage reputation.
Psychological	Non-verbal e.g. inappropriate gestures, finger signs, rolling eyes, continual staring, laughing at comments or mistakes, practical jokes where the victim is humiliated, turning away, deliberate ignoring and leaving out of social events, changing seats.
Cyber-bullying	Emails, chat sites, chat rooms, phone calls/messages, inappropriate social networking to or about the targeted student.
Sexual	Unwanted touching or sexual remarks, unwanted intrusions into a person's personal and private life, invasion of personal space.

Preventing and Responding to Bullying Behaviour

Preventing and responding to bullying behaviour at Mullumbimby High School is a shared responsibility between all staff, students, parents/caregivers and members of the wider school community.

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

In the handling of bullying complaints, it will be made clear to the offender that bullying behaviour is not tolerated within the school community, while providing respectful support for the individuals involved.

There are five principles that underpin this approach:

- ❖ Students that bully can change their behaviour.
- ❖ Bullying behaviour is the problem, not the person.
- ❖ Harm caused must be acknowledged.
- ❖ Reparation is essential.
- ❖ Bullies and the bullied require support and care.

The school's Anti-bullying Policy is specifically addressed with students through a number of wellbeing programs and strategies including:

- ❖ Year 6 -7 transition program
- ❖ Year CARE groups and Assemblies
- ❖ Year 7 camp
- ❖ Rock & Water Program
- ❖ Young Men's and Young Women's Programs
- ❖ Cyber-safety workshops conducted by *Safe on Social* and the Police School Liaison Officer
- ❖ PD/Health/PE curriculum
- ❖ Mullumbimby High School's Framework for reporting and addressing bullying behaviour can be accessed at this link: [Bullying incident flow chart](#).

ATTENDANCE

The Department of Education and Mullumbimby High School advise that it is a legal requirement that students attend school for the entire school day, each day that the school is open. Absences should only occur because of illness, natural disasters (e.g. floods) other reasons approved by the Principal (such as Senior Leave Passes).

Please note that it is not sufficient for parents to approve absences. Parents may ask permission for their child to be absent and medical certificates should be supplied where necessary. Students, who are frequently absent without an explanation, may be referred to the Home School Liaison Officer.

Notification of student absences

It is a legal requirement that all absences be explained in writing upon the student's return to school. Each explanation should indicate a reason for the absence and be signed by a parent or carer. If an absence is likely to exceed three days, the school must be notified, and the Principal's approval should be obtained. This includes long-term absences such as family holidays.

Monitoring Attendance

Each school day begins at 8.50 am with a compulsory roll call period for all students called CARE (Communication, Attendance, Relationships and Educational Support). CARE is held in the first ten minutes of every day. This time has been especially developed to mark the roll, communicate essential daily information to students, develop organisation and study skills, discuss and develop views and awareness of school culture, pastoral care and popular culture issues.

An electronic roll is marked during CARE and at the beginning of every period. An SMS message is sent daily notifying parents of student absence from the CARE roll mark.

Students should not be out of class without a pink out of class pass issued by their teacher. The [MHS Attendance Policy - Truancy](#) will be implemented when a student has truanted. Persistent truancy will be dealt with by the Deputy Principal and may result in a short suspension for continued disobedience.

Any student who arrives late must go to the Student Services Office. Students should hand in a note explaining their late arrival. "Sleeping in" is not an acceptable reason. Should a student arrive late without a

note from a parent/carer, the absence will be recorded as 'unjustified'. An SMS message will also be sent to parents. All lateness, whether excused or not, is recorded as a partial absence and will be listed on the student's records.

Absences, both full-day and partial, may be recorded on report cards and references.

Leave pass

Any student who needs a pass to leave the premises during school hours must bring a note from their parent/carer and hand it in at the Student Services Office before Care to be approved by the Principal or Deputy Principal. The note should clearly state the reason for the leave request, the leave time and the date.

As Sport is a compulsory part of the curriculum for students in Years 7 to 10, students will only be issued with leave passes for Sport in exceptional circumstances. Students who require a pass must present a note from their parent/carer and any necessary documentation (medical certificates etc.) to the Student Services.

Monday afternoon pass

Monday Period 6 is a staff meeting and professional development period. Students are supervised in the playground during this period. If the student lives within walking distance of the school, he/she / they will need to complete an application form to leave the school grounds to go home at the beginning of Period 6. This application form will be received at the beginning of the year and a leave card to use each week will be issued. Students will not be issued with a pass to go up town before catching their bus.

Year 12 Leave Pass

Students may apply for a Year 12 Leave Pass. Application forms are available from Student Services and must be returned to the Head Teacher Senior Studies.

Once an application has been approved by the school, Year 12 students may:

- ❖ Leave school at the end of Period 5 on Mondays. Some classes are scheduled during period 5. Students in these classes cannot leave the school during this time.
- ❖ Leave school at the end of Period 4 on Wednesdays. Some classes are scheduled during Periods 5 and 6. Students in these classes cannot leave the school during this time.
- ❖ Sign out at Student Services if they have a study period after lunch and no further lessons for the day. Students will not be permitted to leave during Study Periods before lunch.

Year 11 Leave Pass

Students may apply for a Year 11 Leave Pass once they have successfully completed 1 semester of Life Ready. Application forms are available Term 3 from Student Services and must be returned to the Head Teacher Senior Studies.

Once an application has been approved by the school, Year 11 students may use their pass to:

- ❖ Leave school at the end of Period 5 on Mondays.
- ❖ Leave school at the end of Period 4 on Wednesdays.

Applying for extended leave – Family travel

If a family holiday is during school time, parents must seek permission from the school principal in advance by submitting an application form. This needs to be completed at least 2 weeks prior to departure. See Student Services for more details.

Principals do not grant leave during the school term lightly. The focus of the school and the Education Act –1990, is on maximising a student's opportunities to become a successful learner. The importance of students being in class and participating in a full range of class activities cannot be over emphasised. When considering whether to request leave during the school term, it is important for parents/carers to weigh up the opportunity for learning versus the cost to learning associated with taking time out of school.

Please note that when travel exceeds one school term, access to Distance Education must be applied for.

SCHOOL UNIFORM

All students in NSW government schools are expected to maintain a neat appearance including adhering to the requirements of the school's uniform or dress code policy.

Core rules for students in NSW government schools.

Mullumbimby High School is a "uniform" high school in line with the NSW Department of Education Uniform Policy, Mullumbimby High School Uniform Policy and our school motto "Play the Game", and our core values respect, responsibility and learning.

Our school community has overwhelmingly determined that school uniform is to be worn daily by students. This is strongly supported by the P&C, which has stated; "Consistently wearing the school uniform engenders a strong sense of identity in Mullumbimby High School students".

The wearing of school uniform has proven to increase a student's core need of "belonging" that can have a significant impact on self-esteem, behaviour, school engagement, relationships and consequently – learning. The consistent wearing of school uniform reduces long-term costs, reduces peer pressure and distractions, contributes to a positive school culture, and promotes a safer school environment.

To support Mullumbimby High School's Policy of the wearing of school uniform, the staff and Uniform Team has developed a system of "swapping" clothes, to ensure correct uniform is available every day for students. This process can be accessed here: [Uniform Monitoring Procedures](#)

Students, who attend school in unsafe or inappropriate clothing, including inappropriate footwear, may be required to stay in the office area. Parents may be contacted to ensure the provision of appropriate footwear and clothing.

All school excursions require students to wear full school uniform unless stated otherwise on permission notes.

The school offers confidential financial support for families experiencing difficulties in providing the correct school uniform for students. Please contact the school for more information.

School uniform purchases are available at the Mullumbimby High School Uniform Shop near the Student Services Office on Monday and Thursday mornings from 8.30 a.m. – 9.00 a.m. The uniform shop is

operated by the P&C with all profits returning to the school. An order form and price list is available from the Student Services Office or orders can be made online

<https://mullumhigh.wixsite.com/mullumhighuniforms/online-store>

		Uniform Specifications
Years 7 to 10	Summer	Royal blue MHS shirt (polo) Black shorts, pants or skirt
	Winter	Royal blue MHS shirt (polo) Royal blue MHS or plain black jacket/ jumper Black shorts, skirt, track pants, slacks or black jeans
Years 11 and 12	Summer	White MHS senior's shirt Black shorts, pants or skirt School MHS tie (optional)
	Winter	As per summer with plain black jumper or jacket
PE and Sport (The MHS team colours are blue and gold)	Summer & winter	Black MHS shorts or skirt MHS sports shirt Suitable sporting shoes

Footwear

The wearing of enclosed, sturdy shoes on the school site, regardless of lessons being studied is a Work Health and Safety requirement as set by the NSW Department of Education.

Thongs, sandals, cotton slip-on (without a back), clog-style and scuff-style footwear do not meet safety requirements and are not acceptable on school grounds.

Sun Safe

We encourage students to be sun safe by wearing hats and sunscreen when in the playground and exposed to the sun. Sunscreen is provided at all sporting carnivals and events.

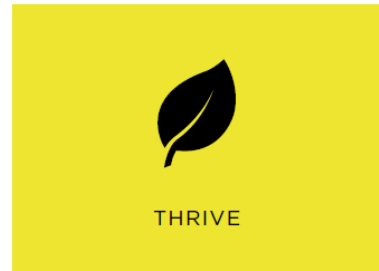
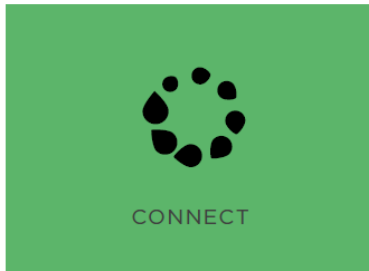
What is not acceptable dress at school?

- ❖ Immodest or inappropriate clothing – singlets, midriff tops and overly short skirts or shorts. (Above mid-thigh range)
- ❖ Underwear showing above your shorts
- ❖ Unsafe shoes: high heels, thongs, slides
- ❖ Non-uniform colours or items of clothing
- ❖ Jumpers and tops with large logos or slogans
- ❖ Dog collars and wrist bands that are spiked.

These guidelines make clear our expectations of how students should dress while on their way to, in and from school.

Positive consequences when you are in uniform:

- ❖ You are part of our school community
- ❖ You look smart and take pride in your appearance
- ❖ You will receive commendations
- ❖ You will be allowed to go on excursions
- ❖ You will be developing skills for a working life



SUCCEED

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

NSW Department of Education | **The Wellbeing Framework for Schools**

POSITIVE BEHAVIOUR - our Core Values

Mullumbimby High School is a Positive Behaviour for Learning School. The whole school community has agreed upon three core values – **Respect, Responsibility and Learning.**

I am **RESPECTFUL**, this means I:

- ❖ Wear school uniform
- ❖ Follow staff instructions
- ❖ Use my manners and speak politely
- ❖ Look after my belongings

I am **RESPONSIBLE**, this means I:

- ❖ Am in the right place at the right time
- ❖ Stay in designated in-bound areas
- ❖ Keep my hands and feet to myself
- ❖ Have a pass to be out of class

I am **LEARNING**, this means I:

- ❖ Use equipment for its purpose
- ❖ Have all equipment ready to learn
- ❖ Ask questions if I am unsure of the task
- ❖ Keep my phone in my Yondr pouch



In addition, our six general classroom rules describe that students will:

1. Be on time and prepared for work
2. Behave in a safe and responsible manner
3. Follow teacher instructions
4. Speak and act respectfully to everyone
5. Complete work
6. Let others work

EXPECTATIONS TEACHING MATRIX

Classroom and Non-Classroom Settings and Routines

Expectation	All Settings	Classrooms	Student Services	Canteen	Bus area	Playground
Respectful	Wear school uniform Follow staff instructions Speak politely and use manners (School Talk) Look after belongings	Follow staff instructions Listen to the speaker Put hand up to speak Speak politely and use manners (School Talk)	Use School Talk Follow staff instructions Ask permission to use phone Talk quietly	Follow staff instructions School Talk Wait your turn Keep hands and feet to self	Follow staff instructions Use School Talk	Use School Talk Follow staff instructions
Responsible	In the right place at the right time Walk on hard surfaces Stay in inbound areas Keep hands and feet to self Have a pass to be out of class	Have digital devices on silent and in bags Use a pass to be out of class. Use equipment safely for its purpose. Sit in allocated space	Line up Wait my turn Organise leave pass before CARE Request a late pass if late for CARE Walk	Wait behind yellow line Go to canteen only if I have money Know what to buy with enough money	Leave bus and walk directly into school grounds Keep hands and feet to self Stay in allocated area Put rubbish in bin Walk	Eat lunch before activities. Walk Rubbish in the bins Keep hands and feet to self Passive/Active games in appropriate areas
Learning	Use equipment for its purpose Have all equipment ready to learn Ask questions if unsure of task	Have necessary equipment Complete all tasks to the standard requested Ask questions if unsure of task Let others work.	Visit only if I have a purpose Check I have all notes signed and money Be on time with your notes	Leave area when purchase is complete Buy for myself only Stay in allocated junior/senior areas Buy during allocated times	Wait in line Keep belongings in bag Report any issues to staff ASAP Go to bus area ONLY after 3pm bell	Stay on paved area Stay within inbound areas Use toilet during break times Fill up water bottles during break times

Classroom and Non-Classroom Settings and Routines

Expectation	Computer Room	Transitions	Hall/Assembly	Sporting Fields(across road)	Toilets
Respectful	Follow staff instructions School Talk	Move quietly Line up outside the classroom in 2 lines Wait quietly for teacher Follow staff instructions	Follow Staff Instructions Take off your hat Sit in allocated areas Have digital equipment on silent and in bags	Follow staff instructions School talk Put rubbish in bins Let others have a go	Flush toilet after use Wash hands Use area for its purpose
Responsible	Use my own username and password Use equipment for its purpose Report damage to staff immediately Walk	Stay with my group Know my timetable Keep to left Use direct route to class Avoid distractions Place rubbish in bins Report any issues to staff immediately	Keep feet on the ground. Respond to performances and messages positively. Walk	Have a hat and water bottle Put bags in allocated area Stay with your teacher when using the crossing Return all equipment in good order	Use at break times Report damage ASAP to a staff member Return to class promptly
Learning	Know your own username and password Log off at end of the lesson Push chair under desk at the end of lesson.	Have equipment ready for lesson Have digital devices on silent and in bags	Place closed bags outside hall in allocated area Listen and look at the speaker	Wear your sports uniform Stay in allocated groups Follow the rules of the game Encourage all abilities	Have a pass to be out of class Use one squirt of soap Rubbish in the bins

The Whole School Positive Behaviour Team

Meets 3 times a term

The Whole School Positive Behaviour Team will:

- represent the voices of students, families, staff and community
- establish strong school-wide universal systems that promote early intervention and the teaching and acknowledging of social-emotional skills through our explicit schoolwide expectations
- initiate and drive group interventions and intensive individualised interventions and build upon what has been taught to students
- collaborate with all staff to plan and implement schoolwide expectations
- create, review and revise an annual action plan to support implementation
- clearly state school-wide expectations for students and staff
- collect and use data for decision making related to the effectiveness of their universal systems and practices

RECOGNISING SUCCESS

Mullumbimby High School is committed to recognising student success and positive behaviour. Our Recognising Success system includes Thumbs Up Awards, the Regular Assessment Program (RAP), Merit Certificates and Chincogan Awards.

Student success and positive behavior will also be recognised and celebrated with assemblies, rewards excursions, presentation ceremonies and acknowledged in The Lyrebird (school newsletter), on the school Webpage and Facebook page.

Thumbs Up

“Thumbs Up” is a whole school initiative for instantaneous recognition of positive behavior in any setting in the school. Staff record Thumbs Ups for students as a positive entry in Sentral Wellbeing, in addition to providing explicit verbal positive feedback. Students can track their Thumbs Up tallies in their student portal account. At whole school assemblies, a raffle is held where a student’s name is selected, and they receive a prize such as a canteen voucher.

Regular Assessment Program (RAP)

RAP is designed to support and strengthen positive student behaviours at school. It aims to acknowledge effort and growth in positive classroom behaviour of all students across all subjects on a regular basis.

RAP also:

- strengthens partnerships between students, parents and teachers.
- provides an opportunity for regular and structured feedback in relation to the school’s core values of Respect, Responsibility and Learning.
- Identifies students who are having difficulties in a particular subject relative to other subjects. To continue building strong whole school community connections to improve students’ learning and wellbeing outcomes.
- Provides data to inform further student-based strategies and programs

Teachers will assign a score out of five for each student’s behaviour in the areas of being Responsible, Respectful and Learning. The teacher will use the RAP Scoring Rubric to provide a ‘snapshot’ of each student they teach once a term. Students are assigned a ‘score’ by all of their teachers. RAP scores also provide data to help determine eligibility for reward excursions and Chincogan Awards.

Merit Certificates

Merit certificates are awarded to students at Week 3, 6 and 9 Year Assemblies each term and at the end of year Presentation Assemblies. Staff can award two merit certificates per class at each assembly. Year Assembly merit certificates are to be entered onto Sentral. The Presentation Assembly merit certificate process is managed by the relevant organising Head Teachers.

Chincogan Awards

The Chincogan Award is the highest merit award and Chincogan certificates are presented at the end of year Presentation Assemblies. The award is named for Mount Chincogan, which is prominent in the Mullumbimby landscape. RAP scores, commitment to learning/school, attendance and uniform data are used to determine Chincogan recipients. The Year Advisers coordinate this process. These awards are part of a strong tradition at our school.

RAP SCORING RUBRIC

RAP Rubric



Feedback		Respect	Responsibility	Learning
Always	5	<ul style="list-style-type: none">Wears school uniform to promote a positive image of the school	<ul style="list-style-type: none">Is in the right place at the right time	<ul style="list-style-type: none">Having necessary equipment ready to learn
Frequently	4	<ul style="list-style-type: none">Follows staff instructions	<ul style="list-style-type: none">Has digital devices on silent and in their bag	<ul style="list-style-type: none">Asking questions if unsure of task
Sometimes	3	<ul style="list-style-type: none">Speaks politely and uses mannersMaintains a clean and safe environment	<ul style="list-style-type: none">Has a pass to be out of class when necessary	<ul style="list-style-type: none">Completing all tasks to the standard requested.
Developing	2	<ul style="list-style-type: none">Listens to the speaker without interrupting	<ul style="list-style-type: none">Tells the truth and is honest regarding the property of the school and others.	<ul style="list-style-type: none">Letting others work
Not Yet	1	<ul style="list-style-type: none">Puts their hand up to speak	<ul style="list-style-type: none">Uses equipment for its purpose	<ul style="list-style-type: none">Submitting work on time

R E S P E C T

R E S P O N S I B I L I T Y

L E A R N I N G



THUMBS UP

When?

Anytime, Anywhere

What for?

- Positive behaviours
- Improvement and effort
- Helping others

How are Thumbs Ups used?

Weekly raffle for canteen vouchers
All thumbs up are also entered in a larger raffle drawn twice a term



RAP SCORES

When?

Week 5 and 9

What for?

- Consistent appropriate behaviour
- Effort, uniform and attendance
- Respect, Responsibility and Learning

How are RAP Scores used?

Eligibility for rewards excursions
Regular feedback on your classroom performance



MERIT AWARDS

When?

Weeks 3, 6 and 9

What for?

- Academic success
- Sporting achievements
- School representation

How are Merits used?

To recognise excellence
Considerations for Chincogan and community acknowledgment





BEHAVIOUR MANAGEMENT MATRIX

FOR IN-CLASS SITUATIONS

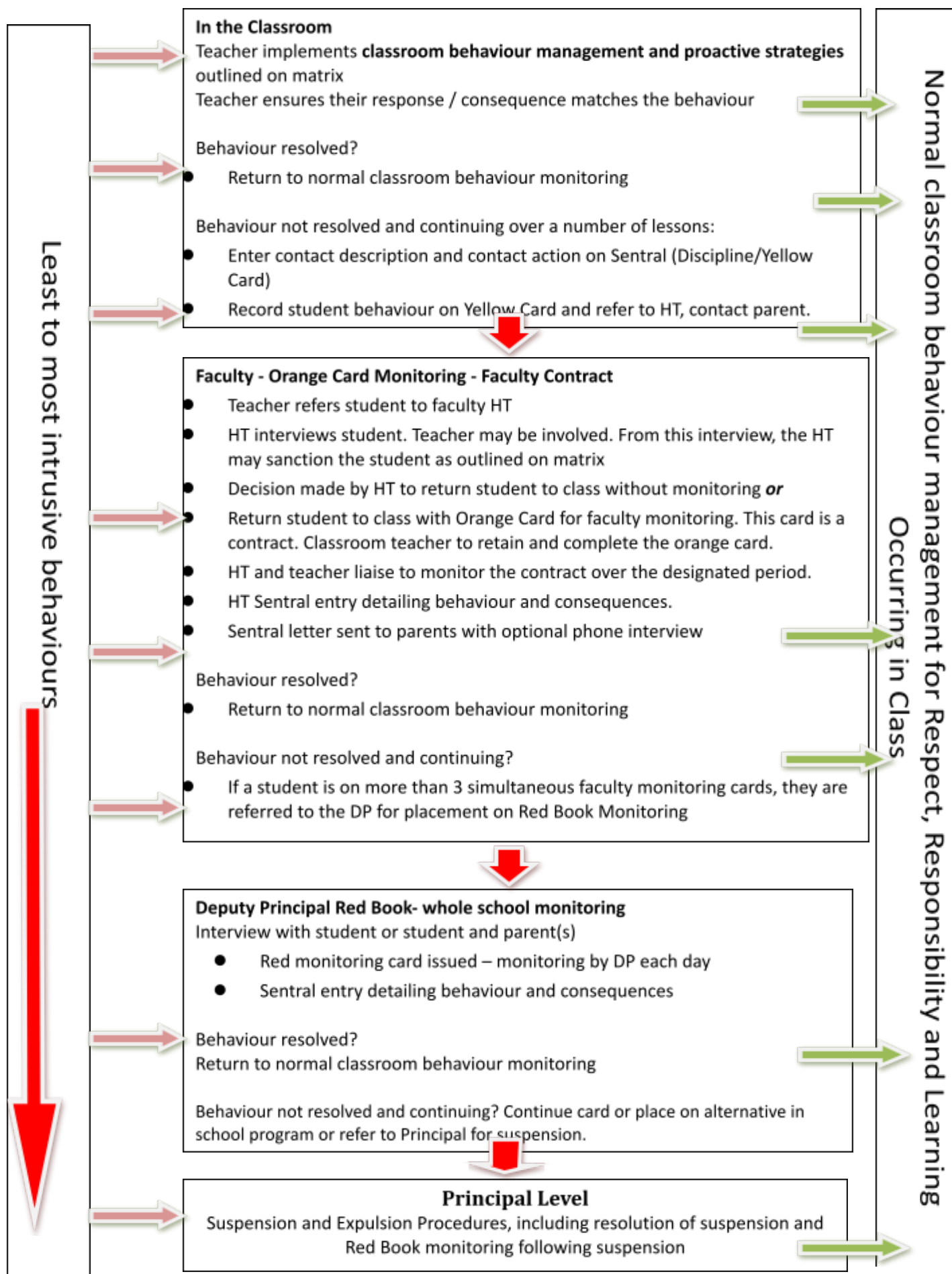
The purpose of this document is to support staff in managing in-class student behaviour and to facilitate effective, positive relationships

Expectation	Teacher Preventative Strategies	Teacher Responsive Strategies
Respect <ul style="list-style-type: none"> Follow staff instructions Listen to the speaker Put hand up to speak Speak politely and use manners 	<ul style="list-style-type: none"> Greet students warmly at the door Revisit classroom expectations at the start of each lesson Take the time to build a positive relationship Model the behaviours you want to see Develop safe and inclusive environment Use supportive language Check in with student to show interest 	<ul style="list-style-type: none"> Teacher gives clear choices (with consequences) that are realistic Teacher records incident on Sentral including action taken. Teacher interviews student after lesson
Responsibility <ul style="list-style-type: none"> Digital devices used and stored in line with the school policy Be in the right place at the right time Sit in allocated space Use equipment safely for its purpose 	<ul style="list-style-type: none"> Ensure students understand expected behaviour Correct behaviour and allow students time to comply Check in on students regularly throughout the lesson Use active supervision to help students stay on task Firm, fair and consistent approach 	<ul style="list-style-type: none"> Teacher initiated and conducted detention/bucket duty Teacher initiates class seating plan Teachers discusses with Head Teacher, colleague, Year Adviser, Counselor, Support teachers, ARCO Teacher refers student to Learning Support Team Teacher initiates parent contact Teacher sends incomplete work/ 'N' warning letters Teacher initiates Yellow Behaviour Monitoring Card
Learning <ul style="list-style-type: none"> Have necessary equipment Complete all tasks to the standard requested Ask questions if unsure of task Let others work 	<ul style="list-style-type: none"> Explicit lesson intention and goals Structured instruction Differentiate work so it is not too easy or too hard Make the lesson content relevant and engaging Effective communication and use of questioning to ensure task requirements are understood Acknowledgement of things students do well Provide opportunities for quality class discussions Maintain high expectations Utilise merit system (Thumbs Up, Merit Awards) 	

Managed with Head Teacher	Teacher Response- During/After Class	Possible Consequences
<ul style="list-style-type: none"> Defiance and persistent refusal to follow directions Unsafe behaviour Destruction of property Persistent non-compliance to mobile policy "N" warnings/persistent work completion issues Persistent truancy Bullying issues 	<ul style="list-style-type: none"> Ask student to report to Head Teachers or Deputy if Head Teacher unavailable- Provide students with 'Out of Class' pass Isolation with Head Teacher Send another student for assistance from Head Teacher/ Deputy Principal Discuss issue with Head Teacher after class Record issues/incident on Sentral including actions taken 	<ul style="list-style-type: none"> Discuss issues with Support Teacher Record on Sentral including actions taken Head Teacher interview with student Detention/removal from class for a short period of time/arrange withdrawal to a senior class Parent contact/interview Referral to Counselor/Learning Support/Welfare Team/ ARCO/ Support Unit Orange Behaviour Monitoring Card
Managed with Deputy <ul style="list-style-type: none"> Continued disobedience - eg. refusal to obey staff instructions, defiance, continued disruption to other students' learning Aggressive behaviour - eg. hostile behaviour directed at staff, students or other persons Continued bullying and cyberbullying Persistent truancy/attendance issues 	Teacher Response- During/After Class <ul style="list-style-type: none"> Ask student to report to Head Teacher/Deputy-Provide students with 'Out of Class' pass Isolation with Head Teacher/Deputy Send another student for assistance from Head Teacher/Deputy Principal Discuss issue with Head teacher/Deputy after class Record issues/incident on Sentral including actions taken 	Possible Consequences <ul style="list-style-type: none"> Support/discussion with Teacher/Head Teacher Interview with student/collect written student statements Short term alternate timetable Parent contact/interview Referral to Counselor/Learning Support/Welfare Team/ ARCO/ Support Unit Red Behaviour Monitoring Card Formal warning of suspension Record warning of suspension Record on Sentral including actions taken Wellbeing Unit/DOCS report info to Principal Recommendation to suspend taken to Principal

Teachers Guide to Mullumbimby High School Classroom Behaviour Management

Behaviour expectations and consequences are clear, appropriate, explicitly taught and consistently applied by all teachers in all classes. This summary outlines the whole school system to support management of student behaviour in the classroom.



Behaviour code for students

NSW public schools

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 or 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.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Mullumbimby High School Mobile Phone & Yondr Program Procedures

Preamble:

In 2022, Mullumbimby High School has undertaken to be a 'mobile phone' free school.

We understand that many of our students have their own personal mobile device and respect their property.

To increase learning time, and face to face engagement, our school has adopted a program known as 'Yondr' to support students to be actively engaged in their learning and socialisation whilst at school, and not be distracted by their mobile device.

The launch of this program has been a result of extensive research and consultation with parents, students, and other schools. The information below outlines the range of procedures and policies relating to Yondr pouches, and mobile phone use in general.

New enrolments / Signing out

Once a student's enrolment is confirmed they will be assigned a Yondr pouch through the (front office / uniform shop). The student's name will be written on the pouch.

Students who leave the school without signing out should still return their pouches. Letters/invoices should be sent similar to the library procedures. Year 12 students will need to either hand in their Yondr pouch or pay the \$15 lost fee before purchasing their formal ticket.

Normal operating procedures

Students are expected to use the unlocking stations on the external fence each morning as they enter to unlock their YONDR pouch, turn off their phone and place the phone inside the pouch. The pouch remains sealed throughout the day. As students leave school grounds at the end of the day, they use the unlocking station to unlock their pouch.

No unlocked phone is permitted on school grounds during school hours unless part of a specific learning experience. Student Yondr pouches should be closed and sealed at all-times except when adding or removing their phones at the beginning and end of the school day.

The front office will be equipped with an unlocking station for temporary unlocking. With Principal or Deputy Principal approval students may request their phone be unlocked temporarily but the pouch must be immediately sealed again before the student returns to the playground or class.

Other mobile devices.

All technology devices not part of the BYOD framework are banned from school. This includes wireless earbuds which can easily be lost or stolen. When sighted these devices should be acted on in the same manner as mobile phones.

Recess / Lunch

Phones are to remain sealed on school grounds at all times. When a teacher sees a student's phone during recess and lunch the teacher will be expected to follow the same procedures for '**When a phone is sighted**'

Staff Behaviour

Teachers and support staff are asked to not have their phones out during class, or on playground duty.

Excursions/Sport

Phones can be an important safety device. Phones should not be sealed in pouches where students will be off site for a substantial time or unlikely to return to school at the end of the activity.

For the majority of sport activities students are asked to leave their bags and mobile phones in their pouches in the locked classrooms.

Counsellors / Student Support Officer

Unlocking stations will not be provided in these offices. If the Counsellor or SSO judge a student's phone urgently requires unlocking, the supporting staff will take the student to the Deputy Principal or Principal in the front office for the phone to be unlocked. The phone then must be sealed again before the student returns to the playground or class.

When a phone is sighted by staff

The teacher must ask for the phone to be handed over immediately. The phone will be given to an Executive member who will take the phone to the front office to be placed in the school safe. If the student refuses the teacher may:

- Send the student with their phone to the front office to have their phone placed in the school safe

OR

- Send a separate student to a Head Teacher, Deputies and finally Principal for assistance collecting the phone

Please note the following:

- If a student refuses to hand over their phone the student will be issued a formal warning of suspension in line with current procedures and contact will be made home. Suspension could result from further disobedience.
- Repeatedly failing to bring their pouch to school will also result in formal warning of suspension.
- The principal will ban a student from bringing their phone to school for a specified period if they continually fail to meet the school's expectations. In this situation the Yondr pouch will be returned to the school until the ban has been lifted. \$15 lost damaged pouch fee will apply if the pouch cannot be produced on request.

Students who return to the classroom will have a pink slip pass from the front office showing that they have handed over their device. The teacher may also check with the front office to ensure that the student has followed instructions.

What happens to confiscated phones?

Phones are placed in the school safe and will be returned to students at 3pm.

In circumstances where parents/caregiver have been contacted and asked to collect the phone from the school, phones will not be released to the students unless contact cannot be made. The phone will be released to the student no earlier than 3pm or a pre-organised sign out time.

Damaged or lost pouches

Students who have lost or damaged their pouch are not to bring their phone to school until they have organised a replacement pouch. If the students' phone is seen, then it will follow the procedure outlined above. Students are required to pay a nominal fee of \$15 for the replacement of the damaged or lost pouch.

Students who need their phone before or after school but have damaged or lost pouches can hand the phone to the front office in the morning where it will be kept in the school safe according to the procedures listed above, until they have possession of a pouch again.

Teaching using BYOD

Mullumbimby High School does not recognise mobile phones as BYOD devices due to their small screen, potential risk of eye strain. Teachers are encouraged to book their classes into one of the 3 computer spaces, the library, use school laptops or iPad.

Evacuation/Emergency

The mobile unlocking stations should be taken to the assembly point. Students should only be allowed to unlock their phones during a genuine evacuation with the permission of the Senior Executive. Students must be sitting in their CARE roll lines with their attendance checked before phones will be unlocked. This is to be done roll by roll without students standing or walking around.

In the event of a natural disaster, for example flooding, the principal may decide to have students unlock their phones to ease communication with families.

Yondr Inspections

At points during the year all students' Yondr pouches will be inspected to ensure they are still functional. Students will be given a week's notice prior to the inspection date to prepare. A half price amnesty on pouches will be held 3 days before the inspection to help families meet the school's requirements.

As the students enter the school grounds in the morning students will be asked to present their Yondr pouches. Primary focus will be on function and obscene graffiti. Student's pouches that cannot be quickly unlocked and locked will be either surrendered and billed OR replaced as determined by a nominated staff member.

Students who do not have their case on them are to hand their phones into the front office to be stored in the school safe.

Mobile Phone Procedures

1

Students secure their mobile phone into their Yondr pouch when entering the school grounds.

Yondr pouches and earpods are placed in student's bags and are to remain in their bags until 3pm.

If student produces a phone in school (class, playground, assembly, etc):



2

Phone to be confiscated by a member of the executive team.

Teacher to make a Sentral entry.

Head Teacher delivers phone to office to be securely stored.

First occasion: The student may be issued with a warning of suspension and will be allowed to take their phone home at 3pm.

Second occasion: The student's parent/caregiver will need to attend the school to collect the phone. The student will receive a warning of suspension or may result in a suspension for continued disobedience.

If student refuses to hand phone over to Head teacher:



3

Warning of suspension issued by DP and phone is confiscated by DP for collection by parent. Student is placed on a Red Card. Reminder is given that refusal will lead to suspension.

If student refuses to hand phone over to DP:



4

Suspension may be issued.

PLAYGROUND SUPERVISION POLICY

DUTY OF CARE

"The duty of care is a duty to take reasonable measures to protect students against risks of injury which reasonably could have been foreseen. The duty of care has been expressed by the courts as requiring teachers to take such measures as in all the circumstances are reasonable to prevent injury to the student. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury, which could reasonably have been foreseen.

This duty of care will arise whenever a teacher/student relationship exists. In the instance of playground supervision, the following apply regarding this duty of care:

- ❖ A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher's care from risk of harm that the teacher should have reasonably foreseen. This requires not only protection from known hazards, but also protection from those that could foreseeably arise and against which preventative measures could have been taken.
- ❖ A higher standard of care is required for younger students and those with disabilities. Generally speaking, the less experienced the student, the higher the standard of care the Courts will expect to be exercised.
- ❖ The school principal is responsible for making and administering arrangements for adequate playground supervision. Teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can reasonably be expected, protected from harm.
- ❖ A teacher's duty of care will arise whenever there is a teacher/student relationship and not just when the teacher is assigned for supervision duties eg. if a teacher walks through the school grounds or buildings and becomes aware of a situation that is putting students at risk, the duty of care would require taking reasonable steps to rectify the situation."

(Taken from: TERMS OF SETTLEMENT BETWEEN THE NSW DEPARTMENT OF EDUCATION AND TRAINING AND THE NSW TEACHERS FEDERATION)

EMERGENCY SITUATIONS

- ❖ In the event of an emergency immediately notify the Principal or a Deputy Principal and/or Administration Office staff. If you are unable to leave the situation, send a student.
- ❖ In the event of a serious injury to a student, send a student to Student Services for assistance. Stay with the injured party and render first aid as appropriate.

ROLES AND RESPONSIBILITIES

Principal	<ul style="list-style-type: none"> ❖ Responsible for the development, implementation and evaluation of the student supervision plan in consultation with staff. It should be fair and equitable ❖ The plan should be based on a comprehensive assessment of risk, taking into account factors relevant to the school such as: the age, number and nature of students; the layout and terrain of the school grounds, including split sites; proximity of play areas to busy roads; fixed playground equipment; climatic conditions; the activity being undertaken; emergency situations; potential hazards; transport arrangements; as well as the duties and workload of individual teachers. ❖ Ensure staff, parents and students are aware of the Playground Supervision Policy ❖ Ensure that students understand the supervision arrangements throughout the school day. Students should be informed of where the supervisory teacher(s) are on duty. Students should be instructed to seek the help of a supervisory teacher in situations, which demand it. Students should be instructed as to what constitutes unsafe activities
Deputy Principal/ HT responsible for casuels	<ul style="list-style-type: none"> ❖ Ensure a fair and equitable playground duty roster is developed and distributed ❖ Ensure casual staff are made aware of Playground Supervision Policy and the current playground duty roster ❖ Ensure staff who are absent are covered for playground duties ❖ Ensure the Head Teacher Duty has a copy of staff absences and replacement staff
Head Teacher Duty	<ul style="list-style-type: none"> ❖ Ensure that you understand the Playground Supervision Policy general principles and the activities allowed in specific areas of the playground ❖ Ensure that you have a copy of the current playground duty roster for your rostered day(s) and a copy of staff absences/replacements for the day ❖ Undertake a continuous moving patrol of the playground between 8.30 am and when the bell rings at 8:50am ❖ Ensure staff are on duty promptly during recess and lunch breaks ❖ Contact staff who have not reported for playground duty ❖ Assist staff with playground issues during recess and lunch breaks on your rostered day(s) eg students “out-of-bounds”, active activities in passive areas ❖ Reinforce and reward/praise positive behaviour in the playground. ❖ Immediately intervene to stop or prevent any observed dangerous games and activities, with the aim of protecting the safety of students. ❖ Investigate any reports by other students or staff of dangerous activities ❖ Immediately intervene if you observe any bullying or receive reports of bullying ❖ Direct any parent or community members in the playground to the office. Report unauthorised visitors to Principal or a Deputy Principal. ❖ Issue appropriate discipline strategies for students who misbehave in the playground. This can include lunch detentions. ❖ Direct students to place litter in bins provided and to keep their area litter free ❖ Direct students to move to class promptly at the end of breaks ❖ Enter students on Setnral as necessary ❖ Undertake a continuous moving patrol of the bus area between 3.00 pm and 3:30pm ❖ Ensure any accident reports necessary are completed, including gaining witness statements. Accident report forms can be collected from the Administration Office.

<p>Supervising Staff</p>	<ul style="list-style-type: none"> ❖ Ensure that you understand the Playground Supervision Policy general principles and the activities allowed in specific areas of the playground ❖ Ensure that you have a copy of the current playground duty roster ❖ Report to your playground duty supervision area as quickly as possible when rostered ❖ “Out-of-bounds” areas should be checked continually, and students redirected to “in-bound” areas ❖ Incorporate continuous surveillance of the whole area allocated to your duty ❖ If the terrain or sight lines of the rostered supervision area does not permit clear vision of all its aspects, then you should undertake a continuous moving patrol ❖ Even if engaged in conversation with students, you should maintain a continuous “roving eye” surveillance of the whole area allotted for your supervision. ❖ Do not permit discussions with students or other staff or your involvement in and supervision of playground games to distract you from an effective continuous concern for general safety and ensure you maintain a constant overview of the whole area. ❖ Immediately intervene to stop or prevent any observed dangerous games and activities, with the aim of protecting the safety of students. ❖ Direct any parent or community members in the playground to the office. Report unauthorised visitors to Principal, a Deputy Principal or Head Teacher Duty. ❖ Reinforce and reward/praise positive behaviour in the playground. ❖ Investigate any reports by other students of dangerous activities in the playground ❖ Immediately intervene if you observe or receive reports of bullying ❖ If you feel threatened or intimidated by any students in the playground, immediately move away from the situation and seek executive assistance. If unable to locate an executive member in the playground, send a student to Student Services. ❖ Issue appropriate discipline strategies for students who misbehave in the playground or refer students to the Duty Head Teacher. Strategies can include Red bucket duty, moving student to another area, timeout etc ❖ Direct students to place litter in bins provided and to keep their area litter free ❖ If there is a delay in being relieved by the next teacher, then send a student to find the Head Teacher Duty, Deputy Principal or to the office to locate the teacher. You should maintain ongoing surveillance and supervision until the arrival of your replacement or the Head Teacher Duty. ❖ Direct students to move to class promptly at the end of breaks ❖ Ensure any accident reports necessary are completed. Accident report forms can be collected from the Administration Office.
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Playground Supervision: Rules, Expectations and Specific Duties for Teachers

GENERAL RULES FOR ALL PLAYGROUND DUTY AREAS

Monitor and address the following behaviours:

- Students In bounds. Refer to the school playground map.
- Litter in bins, leave areas clean.
- Writing of graffiti on tables and shelters.
- Using equipment and furniture fairly.
- Considerate, cooperative and sharing spaces.
- Ensure that students move swiftly to class at the end of the break.

SPECIFIC SUPERVISION RULES

AREA 1: BACK OVAL

- ❖ This is an Active area where soccer and touch football may be played.
- ❖ No rough play allowed no tackling.
- ❖ Only soccer and football are allowed. No hard balls.
- ❖ Manage fair and equitable use of the oval when needed.
- ❖ Ensure the area is closed during flooding.
- ❖ Direct students away from hazards eg: snakes and magpies
- ❖ Monitor and address the following behaviours:
 - Littering, particularly around the perimeter and seating areas
 - Out of bounds, particularly behind G and F block
 - Climbing of trees
 - Damaging of, climbing or digging under fence

AREA 2: CANTEEN

- ❖ Direct students into 2 lines per hatch and to stay behind the yellow line whilst waiting to be served.
- ❖ Monitor and address the following behaviours:
 - Pushing/crowding
 - Pushing in
 - Double buying
 - Rudeness to canteen staff
 - Students asking others for money/food.
- ❖ stop students purchasing after the bell.

AREA 3: BASKETBALL COURTS

- ❖ This area is an Active area where handball and basketball may be played
- ❖ No hard balls or kicking of balls allowed.
- ❖ Manage fair and equitable use of courts when needed
- ❖ Move from the staffroom to the basketball courts, F block shelter and shelter adjacent to the oval
- ❖ Ensure students observe out of bounds areas, particularly library foyer, garden areas, F block stairwell.

AREA 4: JACARANDA QUAD

- ❖ This is a Passive area for quiet activities
- ❖ Ensure students keep walkways and entrances of buildings clear for access, especially in the wet
- ❖ Manage fair and equitable use of area when needed
- ❖ Monitor and address the following behaviours:
 - Out of bounds, particularly around the kitchen garden and quad area
 - Sitting on the air conditioner cages
 - Loud behaviour and rough play

AREA 5: SENIOR QUAD

- ❖ This is a Passive area for quiet socialising; walking only
- ❖ Ensure students respect the garden and trees
- ❖ Monitor and address the following behaviours:
 - Out of bounds areas: stairwells, upstairs corridors, around hall
 - Active ball games
 - Smoking in toilets and behind A block
 - Climbing trees
 - Throwing fruit

AREA 6: MAIN ENTRANCE AREA

- ❖ Check the various passes of students as they transit through the gates.
- ❖ Direct students quickly through the area both those arriving and leaving
- ❖ Monitor and report to supervising HT students who are observed unofficially outside school or have left without the appropriate passes
- ❖ Teachers should not try to physically stop students from transiting but should only verbally attempt to direct students to do the right thing. Report any non-compliance to HT/ Senior Exec
- ❖ Be aware of students leaving in cars and report to DP or Principal those driving in an unsafe manner
- ❖ Direct visitors to the office as needed and politely inform those who need assistance of the correct visitor procedures of signing in at the School Reception
- ❖ Bring to the immediate attention of the supervising HT/ Senior Exec unauthorized persons who have entered the school grounds despite requests to sign in and enact emergency procedures regarding hostile intruders
- ❖ Where a student is clearly purchasing food outside for other students, report them to the HT/SE
- ❖ Where possible, the HT Duty will assume gate duty until the teacher on duty has arrived

MULLUMBIMBY HIGH SCHOOL

DUTY AREA MAP

MAP KEY

1.BACK OVAL

2.CANTEEN

3.BASKETBALL

4.JACARANDA

5.SENIOR QUAD

6.FRONT GATE

7.DETENTION

8.LIBRARY

9.ROAMING

(Area 4 & 5)

10.FRONT GATE/JACARANDA

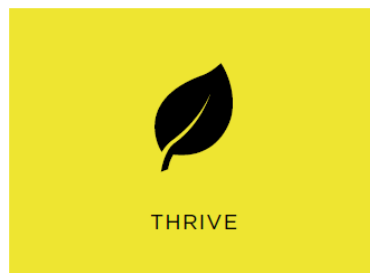
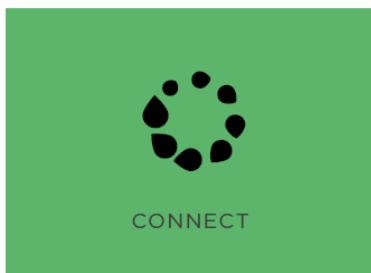
OUT OF BOUNDS

DEMOUNTABLES

SCR

SENIOR COMMON ROOM





THRIVE

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

NSW Department of Education | **The Wellbeing Framework for Schools**

NUTRITION IN SCHOOLS

At Mullumbimby High School, we:

- ❖ promote healthy eating and good nutrition in school programs relating to or involving food and drink
- ❖ meet the requirements of nutrition education in the PDHPE key learning area from Year 7 to Year 10
- ❖ work with the canteen operators, who lease our canteen, to ensure the Fresh Tastes @ School – NSW Healthy School Canteen Strategy is implemented
- ❖ take account of religious and/or cultural considerations for food and dietary requirements.
- ❖ seek information from parents about food allergies that may affect their child at school, at enrolment and on an ongoing basis as part of regular health updates.
- ❖ have a system in place to check school enrolment forms and follow up where this or any other information indicates a student has an allergy
- ❖ ensure staff are aware of any students who have allergies or anaphylaxis.
- ❖ ensure staff meet mandatory training requirements – e-emergency care and e-anaphylaxis online training, face-to-face anaphylaxis and CPR training.

SUN SAFETY FOR STUDENTS

Families, schools and communities share responsibility for the health, safety, welfare and wellbeing of children and young people in their care. The school community, including families, work together to take all reasonable actions to protect students from risks of harm that can be reasonably predicted due to ultraviolet radiation from the sun.

NSW Department of Education | **Sun Safety for Students Guidelines**

At Mullumbimby High School, we:

- ❖ promote sun safety as a health and safety issue
- ❖ encourage students to be sun safe by wearing hats and sunscreen when in the playground and exposed to the sun
- ❖ provide sunscreen at all sporting carnivals and outdoor events
- ❖ include intentional teaching about the need for sun safety across year levels

Shade (natural and built) is available for student use during recess and lunch and where outdoor teaching takes place

STUDENT HEALTH

At Mullumbimby High School, we:

- ❖ assist students who have health support needs at school
- ❖ collect health information about students at enrolment interviews and on a regular basis
- ❖ have systems in place to protect the health and safety of all students when they are at school or involved in school activities
- ❖ collect and publish a health care plan for any student:
 - diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or
 - diagnosed as being at risk of an emergency and/or
 - who requires the administration of health care procedures
- ❖ review health care plans annually
- ❖ where requested, assist with the administration of prescribed medication for a student when a medical practitioner has prescribed medication that must be administered during the school day
- ❖ provide temporary care when a student becomes unwell at school, which may include the provision of first aid (including emergency care). Parents are contacted when a student presents to Sick Bay
- ❖ report cases of vaccine preventable diseases, as listed on the student health website, to the local public health unit
- ❖ provide information in the newsletter about preventable diseases when required
- ❖ do not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include food labelled as "may contain traces of nuts".

DRUG EDUCATION

At Mullumbimby High School, we:

- ❖ meet the mandatory requirements for drug education in the PDHPE curriculum for students in Years 7 to 10 and in the Crossroads program in Years 11/12.
- ❖ ensure teaching and learning and class activities in all other key learning areas reinforce appropriate messages wherever possible
- ❖ follow the Drugs in Schools Policy and the Procedures which set out requirements for schools to plan and implement appropriate responses to drug related incidents, with an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be involved.
- ❖ provide School Counsellor support for students who may be involved in drug and alcohol use, provide outside support agency information to students and families and make referrals to other government and non-government agencies when required.
- ❖ attend to the immediate safety and welfare needs of the students in any drug related incident
- ❖ manage incidents involving alcohol, tobacco, vaping or solvents consistent with the school's student welfare and discipline policies
- ❖ manage disciplinary matters involving suspected illegal substances or supply of restricted substances consistent with the suspension and expulsion policy
- ❖ report incidents involving illegal drugs to the School Safety and Response Hotline on 1300 363 778
- ❖ ensure alcohol is not consumed or brought to school premises during school hours or at any school function where students are present
- ❖ ensure students are not drug tested (including breath testing) at school or during school activities such as excursions and sport events.

Drug education is included in the following programs:

- RRISK seminar
- Life Ready
- Party Safe Information sessions presented by the Community Support Workers from INTRA, part of The Buttery's outreach program

- Recre8 outdoor education camp
- Girls Wellbeing program
- Byron Youth Services Young Men's and Young Women's programs
- Byron Youth Services Links to Learning program
- Rock and Water program
- Police School Liaison information sessions

