CHELTENHAM GIRLS’ HIGH SCHOOL

STUDENT WELFARE
and
DISCIPLINE POLICY

2015
STUDENT WELFARE AND DISCIPLINE POLICY

Statement of Purpose

Cheltenham is an inclusive learning community that is committed to excellence in girls’ education and where learning is based on effective classroom practice, in a comprehensive school. Welfare is the concern of every teacher and quality teaching with proactive welfare programs and interventions are pivotal in supporting students to maximise their potential.

Each of us is expected to contribute to our school so it can be:

- Caring and safe
- Healthy and clean
- Stimulating and challenging
- Sensitive to our differences and
- A celebration of our heritage.

We value strong community and local primary school relationships as well as encouraging and fostering student leadership. We encourage students to make a proactive contribution to social justice programs that will have a positive impact on the lives of others.

The School's Code of Conduct

The School Code of Conduct reflects the Core Rules and Values of the DEC (Implementation 08/05/2006).

Students in NSW Government schools are provided with a high quality education so that they may learn to the best of their ability and become self disciplined, tolerant, enterprising and contributing members of society.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, co-operation, participation, care, fairness and democracy.

Students at Cheltenham Girls’ High School are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school’s Uniform and Footwear Policy
- Behave safely, considerately and responsibly at all times, including when travelling to and from school
- Show respect at all times for teachers, other school staff and helpers, by following class rules, speaking courteously and cooperating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others
- Show respect and take responsibility for the learning environment, including classrooms, wet weather rooms and outside areas.

Behaviour that infringes on the safety and rights of others, such as harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated.
Quality Teaching

The core business of the teaching profession is pedagogy. Pedagogy is evident both in the activity that takes place in the classroom or other educational settings and the nature and quality of the tasks set by teachers to guide and develop student learning.

The NSW DEC has developed a framework for quality teaching in order to promote continued reflection of teaching practice by teachers, which will promote improved student outcomes and build on documented evidence of best practice in NSW education.

Teachers can make a difference to students’ learning outcomes.

Research shows high levels of **Intellectual Quality** benefit students whether they are high or low achieving, typically identified as educationally disadvantaged, identified as gifted and talented or those with special needs.

A **Quality Learning Environment** focuses on teachers’ expectations and students’ ‘time spent on task’ in a strong, supportive environment. This will consistently contribute to a school environment where there are minimal disruptions resulting from student breaches of the core rules and which positively affect the quality of work that students are able to achieve.

In order to have the most impact on learning to produce quality student outcomes, students must see that “learning matters” and has **Significance**. They must be able to make links between learning and real life situations in personal, social and cultural contexts if they are to value learning. Quality programming and lesson preparation contribute to the process of quality teaching and these have a direct and demonstrated “flow on” effect to the welfare and discipline within the school, which also establishes and supports school culture.

**The Merit System**

A strong merit system underpins the recognition of excellence, hard work, effort and ultimately the promotion of self discipline in each student.

At Cheltenham Girls’ High School we celebrate student achievement which is supported by staff and parents and continues to be outstanding, diverse, unpredictable and exciting to witness.

**The Merit System is administered in the following way:**

- **Categories of Merit**
  - Community Responsibility and Leadership
  - Sporting Achievement
  - School Culture
  - Academic Achievement
  - Classroom Effort

- **Merit Points** - awarded in class and by any faculty in any of these categories
- **Merit Certificates** - awarded each time the student has 3 Merit Points in one category
- **Year Adviser Award** - achieved by 5 Merit Certificates (minimum of two in any one category)
- **Deputy Principal Award** - achieved by 3 Year Adviser Awards
- **Principal Award Gold Badge** - two DP awards, application to Principal and completion of 10 hours of community service. Prizes for a Gold Badge include Itunes cards or movie tickets.

**The 10 hours of community service may consist of initiatives such as:**

- Peer tutoring
- Coaching
Participating in P & C working bees
Friendship mentors as approved by the HT Welfare
Library or canteen work
Students who gain a Year Adviser Award and above will have their:

- names recorded in RISC
- Certificates presented at junior or senior school assemblies

Students who receive a Deputy Principal Award and above will also have their names published in Yallambee.

All teachers should be familiar with the Merit System and endeavour to administer merit awards as appropriate.

Students who are holders of a Gold Badge will be made aware that serious misdemeanours or behaviours contrary to the spirit and intention of the Merit System will affect the student’s ability to maintain the Gold Badge and will be referred to a review panel for consideration.

The Year Adviser will keep records of a student’s Merit Awards on RISC.

**Strategies to Promote Good Discipline and Effective Learning**

Our mission at Cheltenham Girls High School is to provide a learning environment based on effective classroom practice and the right of each student to be treated fairly and with dignity. We aim to achieve this by strategies including:

- The establishment of high expectations for all students

- The provision of the broadest possible curriculum, enhanced by our extensive curriculum enrichment program, to cater for the needs and interests of each individual student

- The promotion of a Technology Code of Conduct (see Technology Policy) agreed to by each student

- The development of a policy for using English and other first languages, in order to help establish a learning environment, which meets the needs of students from all cultural and language backgrounds

- The provision of the PDHPE curriculum and programs such as peer support, anti-bullying, anti-racism, peer tutoring, specific year camps and study skills days to foster self-awareness, self-esteem, concern for others and self-discipline

- The provision of Aboriginal and multicultural perspectives and gender equity issues in faculty programs and whole school activities as appropriate

- Recognition, acknowledgement, respect and acceptance of ethnic, sexual, cultural and religious diversity

- The provision of programs by members of the Support Faculty and the Student Welfare Committee for students needing counselling or remediation support

- The modelling, encouragement and monitoring of appropriate student conduct by the school and transport prefects
• The encouragement of students to participate in decision making processes and leadership in the school through representation on the Student Representative Council (SRC) and various school committees.

• The provision of an ongoing professional development program for all staff to enable them to update theory and skills in good teaching practice, student welfare issues, management and leadership.

• The establishment of a partnership with all members of the school through groups, activities and events such as the P&C, the SRC, the Prefects, the Social Justice Group, the Transport Prefects, school committees, school faculties, newsletters, year book, meetings to review student progress, the social event to welcome new parents and various information evenings. This network between students, staff and parents helps establish a consensus of expectation and purpose which is a distinguishing feature of our school.

Provisions of the NSW Anti Discrimination Act 1977

It is unlawful to discriminate against, harass or vilify a person on the following grounds:

• race
• sex
• homosexuality
• transgender
• disability (including HIV/AIDS)
• marital status
• age

For help about any matter to do with discrimination, students are encouraged to contact the teachers who are our Anti-discrimination Contact Officers. (Refer to the 2008 Anti-Discrimination Policy)

Disciplinary Procedures

Despite there being appropriate learning experiences and practices in place to ensure that students are engaged and maximising their learning outcomes, some students will breach the School’s Core Rules and Code of Conduct.

At Cheltenham these incidences are infrequent; however there are procedures in place to ensure that each incident is properly investigated and managed and that appropriate feedback is provided to relevant staff and students.

Disciplinary matters can be interrelated to Welfare matters and may involve both the disciplinary and welfare process.

At Cheltenham Girls High our Discipline Policy is based on the following principles:

It is expected that:

• Student conduct in the classroom, in the playground and while travelling to and from school will support the school’s Mission Statement.

• Students will have a thorough understanding of their responsibilities and rights, including those identified in the NSW Anti-Discrimination Act.

• Grievance procedures in relation to all forms of unlawful discrimination, harassment and vilification are understood and followed.
- Any investigation will be based on procedural fairness
- There is a fair and logical application of consequences for unacceptable conduct
- Strategies used for dealing with unacceptable behaviour may include restitution and/or counselling.

The following Discipline/Welfare Flow Chart provides the general procedures to be followed:

**Welfare and Discipline**

**Welfare**

1. Teacher consults with Head Teacher
2. Teacher provides HT with a referral by logging onto RISC and also via email

Welfare follows up referral

- Head Teacher
- Welfare
- Year Adviser

**Discipline**

**In Class**

1. Teacher deals with problem in the first instance, including the use of restitution
2. Persistent, serious offenders to HT using referral form from RISC

**Outside Class**

1. Teacher deals with minor problems including the use of restitution
2. Teacher may refer discipline issues to Supervising HT
3. Significant problems to DP using referral form from RISC

**Action**

1. Notification to:
   - Year Deputy
   - Head Teacher Welfare
   - Year Adviser
   - Executive
   - Learning Support Team
   - Counsellor
   - Parents
   - Outside agencies (Whichever applicable)
2. Request for information from teachers or parents
3. Interview / Counselling
4. Special Programs
5. Record all information on RISC
Strategies for Dealing with Unacceptable Student Conduct

Students out of class

When a student is out of the classroom for any valid reason, such as going to the toilet or visiting the library, she should have a note or entry in her diary from her classroom teacher giving her permission to be out of class. These should include the date and time of day as well as the teacher’s signature.

A student being sent from a classroom should only be utilised as a management strategy to allow for the quick settling of a class in an actual or potentially difficult situation. Such an action should only be for up to five minutes and, whilst outside the classroom, the student should be placed so that she is constantly in the teacher’s line of vision.

A student whose behaviour is seriously disruptive may be sent to the Head Teacher with a note explaining her misdemeanour. This student should be accompanied by another student. If the Head Teacher cannot be located then the student should return to the classroom and the other student should be sent with a note to locate the HT and ask them come to the classroom.

Head Teachers have the authority to place a student at a desk outside the staffroom with work to complete. The student is to be under the HT’s supervision and will normally be completing a task such as a missed test, task or exam or work that is appropriate for the current class.

Restitution

Restitution is an act to make amends. All staff are encouraged to negotiate restitution when dealing with inappropriate behaviour by a student because it empowers the student to take responsibility for her own actions.

An appropriate restitution would have the following characteristics:

- A collaborative problem solving process
- The freedom and flexibility to negotiate appropriate consequences
- Effort required by the offender to face consequences
- Consequences which are logical and relevant to the inappropriate behaviour and
- A plan of action to redress the damage
- Restorative practices where the student acknowledges and takes responsibility for her behaviour.

Procedural Fairness

Procedural fairness should always be employed in discussions between a teacher and student. This is especially important when students are facing disciplinary actions that may result in suspension or expulsion. It involves three main aspects:

- The right of the person to be heard
- The right to an impartial decision or outcome
- The right of a student to choose to have a support person present during this process.

Suspension

Documentation

All incidents, action and follow up to be recorded on RISC. Hard copies to be provided to relevant teachers, Executive and Senior Executive. Continued recording of welfare issues and notifications as required.

FEEDBACK OF OUTCOMES TO TEACHERS

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Suspension
Suspension highlights for the student and her parents the unacceptability of the student’s behaviour. It also highlights that parents share responsibility with the school for shaping young people’s understanding and attitudes about acceptable behaviour.

The ultimate purpose of suspension is to seek a positive resolution with the student, her parents and the school so that the student can effectively rejoin the school community. This will include the student accepting responsibility for her own behaviour, the negotiation of an acceptable restitution, remedial counselling and the monitoring of progress.

Serious breaches of the school’s Code of Conduct will result in suspension from class or school and may result in expulsion from school. Responsibility for the decision to suspend a student from school will rest with the Principal in consultation with the Deputy Principals and other relevant staff. Suspensions may be short (up to 4 days) or long (up to 21 days) depending upon the infringement and, in severe cases, may be followed with expulsion.

Students who are suspended will:

- have previously received a pre-suspension warning in writing with the exception of breaches requiring immediate suspension. Refer to Suspension Procedure (DEC 2006)
- receive a copy of Suspension and Expulsion of School Students Procedures (DEC 2006)
- attend a resolution meeting with their parents after the suspension period
- be expected to demonstrate a change in behaviour
- be offered additional support strategies to aid this behavioural change.

**Role of the Classroom Teacher**

All students and teachers have the right to expect courtesy, fairness, respect and commitment to excellence in teaching and learning. Teachers are expected to prepare and implement meaningful, quality learning experiences to engage students. This includes Sport classes. Teachers are expected to mark class rolls with care and report all truancy to the Faculty Head Teacher and log the incident on the RISC welfare system. Teachers will promote and encourage adherence to the requirements of the school’s Uniform and Footwear Policy.

If a student breaches our Code of Conduct in any way the classroom and sport teachers need to take action which may include:

- Clarification of the school’s Code of Conduct
- Basic counselling
- School service
- Restitution
- Consultation with support personnel such as the Faculty Head Teacher for truancy, disciplinary matters or course requirements
- Liaison with parents/caregivers
- Consultation with the Year Adviser (for welfare but not disciplinary matters), HT Welfare, ESL staff, Careers Adviser, Learning and Support Teacher, and/or through a review of classroom management strategies
- Working cooperatively with Year Advisers to ensure a holistic approach in providing welfare support, including the implementation of recommended strategies to support student learning.

**It is expected that writing tasks and/or literacy tasks will not be used as punitive measures for students who breach the school’s Welfare and Discipline Policy.** Teachers should promote literacy and writing as a positive and important learning experience.

Classroom teachers will undertake Child Protection Training as required by the DEC.

**Role of the Faculty Head Teacher**
The Faculty HT will intervene if a student is referred by a class teacher for persistent, unacceptable behaviour. Persistent breaches of sport requirements should be referred to the HT PDHPE.

Strategies to encourage appropriate behaviour include all of those outlined for classroom teachers in addition to:

- After-school Detention for fractional truancy
- Management of ‘N Award warning letters’ with a view to encouraging students to reflect on their progress and initiate purposeful change
- Management of disciplinary matters related to subject classes. This may involve an interview with the student, after school detention or phone contact/interview with parent/caregiver
- Consultation with and referral to the Deputy Principals.

Head Teachers will log all referrals, or amend the log made by the classroom teacher, including actions taken, on RISC.

Head Teachers will undertake Child Protection Training as required by the DEC.

**Role of the Head Teacher Secondary Studies**

The HT Secondary Studies is responsible for the management of student services such as:

- Management of students requesting Disability Provisions (in consultation with HT Welfare)
- Board of Studies ROSA and HSC entries
- Management of student attendance records
- Management of subject selections and advising students and parents in subject selections for Year 8 into Year 9 and Year 10 into Year 11.

The HT Secondary Studies will undertake Child Protection Training as required by the DEC.

**Role of the Year Adviser**

The Year Adviser is most often the first point of contact for the student and primarily has a welfare rather than a disciplinary role. Subject disciplinary matters including truancy should be, in the first instance, referred to the Faculty Head Teacher for disciplinary procedures, but may also be referred to the Year Adviser depending on the nature and/or frequency of the incident.

The Year Adviser works cooperatively with the Head Teacher Welfare, Counsellors, Learning and Support Teacher, Deputy Principals and parents/caregivers to ensure that the welfare needs of the student are quickly addressed and effectively managed and monitored.

The role of the Year Adviser includes:

- Meeting regularly as part of the Welfare Team to ensure good communication, consistency and team work in addressing and communicating student welfare needs
- Liaising with the Head Teacher Welfare to develop, establish and implement appropriate welfare programs to address student needs
- Liaising with the HT Welfare, Deputy Principals, Counsellors and Learning and Support Teacher in addressing welfare needs and developing appropriate strategies for the management of issues
- Providing a range of support strategies to students as required
- Initial investigation and management of incidents of “cyber bullying” and harassment with referral to the Head Teacher Welfare and Deputy Principals as required
- Liaising with parents/caregivers to inform and discuss issues relating to welfare, progress and attendance
- Being aware of students with special needs eg learning support, ESL and medical issues
- Managing and recording all merit awards gained by students
- Generating and managing accurate records and documents relating to welfare incidents and the strategies implemented in relation to students
- Collecting and disseminating information about student circumstances and/or support strategies to the Counsellors, staff, parents/caregivers as appropriate
- Consulting with classroom teachers to provide holistic welfare support to students
- Monitoring student absenteeism and providing a fortnightly report to the Deputy Principal
- Organising various functions that specifically relate to the year group, for example, camps, Year 7 Badge Ceremony, Year 12 Graduation Dinner
- Proof reading all student reports for the particular year and, where necessary, making notes on specific students and consulting with classroom teachers about changes to reports.
- Referring to the ‘Year 12 Events Resource Folder’ for additional responsibilities of the Year 12 Year Adviser

Year Advisers will undertake Child Protection Training as required by the DEC.

**Role of the Head Teacher Learning Support**

The HT Learning Support is responsible for the organisation and provision of support for those students who may require extra assistance with their learning.

The role also includes:

- Providing assistance and support to teachers to best cater for students with learning difficulty needs
- Consulting with ESL and Learning Support teachers to meet students’ needs
- Collaborating with the library staff to provide the optimum learning environment
- Collaborating with Careers Adviser to provide opportunities for students outside of school

**Role of the Learning Support Team**

The Learning Support Team (LST) comprises the HT Learning Support, Deputy Principal/s, HT Welfare, Counsellor/s, Careers Adviser/s, School Learning Support Officer (SLSO) and Year Advisers as appropriate. The LST will examine and assess all referrals to determine the most appropriate type and amount of support to be provided to the student for their classroom learning.

The role of the Learning Support Team includes:

- The examination and assessment of all referrals
- The referral of students for psychometric testing, including reading, writing and IQ tests
- The implementation of strategies to address the learning and behavioural needs of students, including referral to the Learning and Support Teacher (LaST) for visual, hearing, behavioural and learning difficulties
- The provision of appropriate support to funded students with diagnosed learning difficulties or mental health issues
- Recommending students for alternative programs of study such as Life Skills or Pathways. This includes consultation with parents/caregivers and students about these programs and Individual Transition Program (ITP) meetings with Life Skills students. The LaST will liaise with district Learning Support Officers when implementing Life Skills programs
- Consulting with classroom teachers to provide holistic welfare support and suitable learning programs for these students
- Ongoing support and monitoring of students referred to the LST. This includes continued liaison with parents/caregivers and other agencies as required
- The referral and recommended referral to other agencies or support services as required. These may include behavioural management support, disability services, tutorial schools, Redbank School, counselling, medical or other services.

**Role of the Counsellor**
Students may choose to consult with the Counsellor or alternatively they may be referred due to identified welfare needs. Visits to the Counsellor are voluntary but can be recommended to students based on welfare needs. The Counsellor is available to discuss matters with students that relate to their personal, family and school circumstances. The consultation process is confidential, however the Counsellor may consider it necessary to provide information that is relevant and important to specific persons in order to support the student’s welfare needs.

The role of the Counsellor includes:

- Making appointments and consulting with referred or self referred students
- Notifying teachers via the green slip when students are absent from class
- Testing students as required and referring to the LaST and LST
- Consulting with the LaST and LST as required
- Liaising with external support agencies such as DoCS, medical providers and Centrelink
- Generating and managing accurate records on student contacts
- Disseminating information to staff as required and appropriate
- Providing ongoing monitoring and support as needed.

The School Counsellors will undertake Child Protection Training as required by the DEC.

**Role of the Careers Adviser**

The Careers Adviser has an important role in student welfare. It is a supportive role in areas such as subject selections, university admissions and career information and selections. It involves collaboration with the Learning Support Team, staff, students and parents/caregivers.

The role of the Careers Adviser includes:

- Interviewing, supporting and advising students about available and suitable career avenues and work place opportunities (provided through one to one interviews as required or requested, classroom learning experiences and specific events)
- Collecting, receiving and disseminating information about ATAR and university admissions
- Planning and implementing specific functions that relate to careers including School to Work programs, Tertiary Options evenings, Parent/Student displays, Year 12 Career Expo and subject selection presentations
- Being a Learning Support Team member to support ITP (Individual Transition Planning), providing information about career choices and sourcing work experience where required
- Consulting on matters relating to student welfare, TAFE vocational and Stage 5 VET courses and post school options
- Ensuring that the correct administrative procedures are followed with students accessing work experience or special work support programs
- Organising the Year 12 Reunion after the HSC results in Term 4.

The Careers Advisers will undertake Child Protection training as required by the DEC.

**Role of the Head Teacher Welfare**

The HT Welfare works co-operatively with the School Counsellor, Year Advisers, LST and classroom teachers to provide programming and support to all students and assistance to teachers and parents/caregivers of students needing additional care. The HT Welfare may liaise with other support agencies and will regularly consult with the Deputy Principals in regard to welfare matters.

This role includes:

- Providing welfare programming support and advice to underpin teaching and learning for the whole school
- Providing support to Year Advisers in the implementation of their duties
- Providing support to classroom teachers with an expectation that teachers will support welfare initiatives and programs that are implemented to support students
- Interviewing students and liaising with teachers, parents/caregivers, Counsellors and DPs
• Providing referrals to the Counsellor and other agencies
• Overseeing the Vaccination Program
• Ensuring that all follow up procedures are documented and, where necessary, contact initiated or continued with parents/caregivers as appropriate.

The HT Welfare will undertake Child Protection Training as required by the DEC.

Role of the Deputy Principals

The Deputy Principals will advise and support teachers in the line of management when dealing with students and parents/caregivers over welfare and disciplinary matters. They will also:

• Consult with the Principal when necessary
• Receive and make decisions about “N Award” warning letters
• Liaise with the HT Welfare over student welfare when necessary
• Liaise with the HSLO on a fortnightly and/or needs basis
• Make DoCS notifications on behalf of the Principal
• Where necessary, consult with staff involved in incidents, and will be responsible for conducting investigations into allegations of serious breaches of discipline. The results of the investigations and recommendations for action will be referred to the Principal
• Prepare pre-suspension and suspension documentation on behalf of the Principal.

Deputy Principals should receive referrals for any of the following behaviours:

• Theft, vandalism or graffiti
• Aggressive or violent behaviour, including electronic harassment or bullying
• Smoking or drinking alcohol
• Suspected possession, consumption or sale of illegal drugs
• Possession of weapons
• Any other criminal act.

Deputy Principals will undertake Child Protection Training as required by the DEC.

Role of the Principal

The Principal must be involved in the following disciplinary procedures:

• The determination of a final ‘N Award Warning’ to a student and subsequent notification and documentation of the ‘N Award’
• The provision of a formal caution to a student
• Student suspension and/or expulsion from school
• Post suspension interviews with students and parents/caregivers
• Police notification of a student’s suspected criminal behaviour
• Referrals from the Anti-Racism or the Anti-Discrimination Contact Officers.

Responsibility for decisions in relation to these matters rests with the Principal, in consultation with the relevant Deputy Principal and staff. The Principal, assisted by staff, also has the responsibility for ensuring procedural fairness and the implementation of appropriate complaint resolution procedures should the need arise.

The Principal will undertake Child Protection Training as required by the DEC.

Regional Support

Referrals should be made through the HT Welfare for Regional Student Welfare Support. Such support may include accessing:

• Home School Liaison Officers (HSLO)
• Regional Behaviour Support Learning Assistance Team
• Tutorial or suspension support
• Other counselling services as available and appropriate.

**Additional References.** This document should be referenced with:

1. **CGHS Policies, Programs and Resources**
   • CGHS Code of Conduct, which reflects the Core Rules and Values of the DET (2006)
   • Anti Racism and Ant Bullying Policies
   • Learning and Support Policy
   • Network, Internet and Mobile Phone Policies
   • Attendance Policy
   • Staff Handbook
   • Assessment Policy
   • “All my Own Work” Program
   • Student Leadership Policy
   • Uniform and Footwear Policy
   • Sun Protection Policy.

2. **DEC Policies**
   • Suspension and Expulsion of School Students Procedures (DET 2006)
   • Student Discipline in Government Schools
   • Anti-Bullying Plan for Schools
   • Internet and Email Services: Acceptable Usage for Schools
   • Child Protection and Young People.