

PLATTSBURG PUBLIC SCHOOL

Festina Lente

(Hasten Slowly)

Student Welfare and Discipline Code 2023



PLATTSBURG PUBLIC SCHOOL

DISCIPLINE POLICY

STATEMENT OF PURPOSE

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

Our school is committed to promoting the highest standards of behaviour and learning. Students at Plattsburg Public School are provided with a high-quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

This policy is consistent with legal and departmental requirements, is based on the principles of fairness and developed within the Wellbeing Framework for Schools. Staff, parents and students have been consulted to ensure that it reflects the particular needs of our school community.

Plattsburg Public School takes a positive approach to student discipline. Our discipline policy has adopted the Behaviour Code for Students where student behaviour and conduct are articulated as 'actions'. The Plattsburg student body, using the Behaviour Code for Students as a guide have developed four values: RESPECT, EMPATHY, INDEPENDENCE & CONNECTING. These are known as the *Four Ways to Succeed*.

We recognise the significant influence parents have on their children's character and behaviour and the importance of working in partnership with them in supporting the core rules our school has established.

BEHAVIOUR CODE FOR STUDENTS

- 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



THE WELL BEING FRAMEWORK FOR SCHOOLS



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.



SUCCEED

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



THRIVE

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

Strategies and Practices to Promote Positive Student Behaviour Including Specific Strategies to Maintain a Climate of Respect

- *Four Ways to Succeed* (RESPECT, EMPATHY, INDEPENDENCE & CONNECTING)
- Explicit teaching and demonstration of the Behaviour Code for Students
- Visual cues to reinforce the *Four Ways to Succeed*
- Special Days to celebrate each value
- Student Leadership

Strategies and Practices to Recognise & Reinforce Student Achievement

- Awards and Certificates
- Recognition at assemblies
- Newsletters; Facebook
- Embedded in classroom practice (stickers, stamps, verbal praise)
- *Four Ways to Succeed* trade strategy (*dojos*)
- SMS Messaging to families

Strategies and Practices to Manage Inappropriate Student Behaviour

- Learning Support Team (LST)
- Risk assessment/management
- Buddy Class
- Playstars (structured, personalised play and social skills training)
- Differentiated Play
- Caution
- Suspension



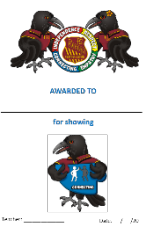
Strategies and Practices to Recognise & Reinforce Student Achievement



PLATTSBURG MERIT AWARD SYSTEM

Merit Awards are aligned to the *Four Ways to Succeed*: RESPECT, EMPATHY INDEPENDENCE & CONNECTING. The language and values of the *Keys* are reinforced by teaching staff in their daily interactions with students and by rewarding students for presenting or demonstrating the values, behaviours and attitudes. Students can collect a total of 12 class awards in all. The Merit Certificate and Bronze, Silver, Gold awards are collected at whole school assemblies. Parents/Carers will receive an invitation to attend. Awards are re-set at the beginning of each year.

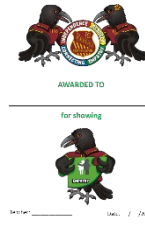
FOUR WAYS TO SUCCEED AWARD SEQUENCE



AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

1

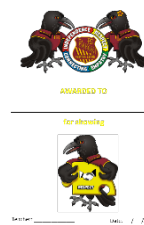
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AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

2


+




AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

3

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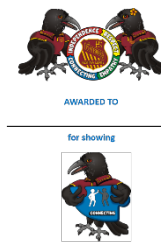
Merit Certificate



OT GORAWA
for showing _____
Teacher: _____ Date: / / 20__

4

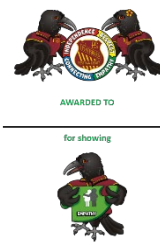
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AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

5


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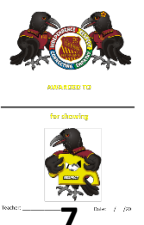
AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

6

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Bronze Award



AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

7

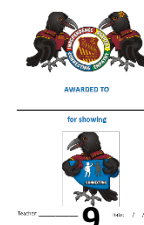
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OT GORAWA
for showing _____
Teacher: _____ Date: / / 20__

8


+



AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

9

=



Silver Award



AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

10

+



AWARDED TO _____
for showing _____
Teacher: _____ Date: / / 20__

11

+



OT GORAWA
for showing _____
Teacher: _____ Date: / / 20__

12

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Gold Award

FOUR WAYS TO SUCCEED

Four Ways to Succeed has been developed by the students of Plattsburg Public School. The language of each Way is used by teachers throughout the school day. Following is a summary of the Four Ways to Succeed:

RESPECT

Treating one another with dignity

Cooperating with others

Taking care of the school and community environment

Valuing the interest, ability and culture of others



EMPATHY

Caring for people's feelings

Understanding the feelings of others

Acting in a way that shows care and concern for others

Recognising and celebrating the achievements of others



CONNECTING

Participating in school life

Sharing

Listening

Trying new things

Feeling good about being kind



INDEPENDENCE

Be true to yourself

Don't be afraid to be different

Have the courage to make your own decisions



FOUR WAYS TO SUCCEED:TRADING POINTS

Rationale

Positive reinforcement supports students to increase their independent capacity to engage in responsible and appropriate behaviours that keep them safe and engage them in teaching and learning.

Aim

To develop within the student the strategies which support their own success.

Strategy

Acknowledge appropriate and exemplary behaviour, conduct or effort by awarding **Four Ways to Succeed Points** (*dojos*). Students are rewarded with points and save them to trade for rewards. Teachers maintain records of points awarded. Once points are traded they are not returned. Students can request a trade certificate from their teacher and present this at the office for their trade.

How does it operate?

Productive behaviours, linked to the **Four Ways to Succeed**; each time these behaviours are demonstrated students are issued with a point/s. A savings system operates where children accumulate points and can trade them for rewards.

Ways to Succeed (examples)	
Respect	Connecting
Picking up papers without being asked	Joining into a game with good manners
Following teacher direction promptly and without fuss	Solving a problem without blame or frustration
Listening	Listening
Speaking politely	Taking on an extra task to help the school/another person
Showing care with school work	Be a team player (take turns, be fair)
Cooperating in class	Independence
Empathy	Making the right choice when others around you are not
Helping someone without being asked	Working hard at school work, homework, sport skills
Being tolerant of others and their opinions	Striving for personal bests
Sharing or giving up something for another person	
TRADES	
<p>◆Hand Balls ◆Drink Bottles ◆Books ◆Pencils ◆Exchange for classroom privileges REWARDS WILL VARY ACROSS THE YEAR AND MAY BE ONE OFFS.</p>	

Strategies and Practices to Promote Positive Student Behaviour Including Specific Strategies to Maintain a Climate of Respect



LEARNING SUPPORT TEAMS

Learning Support Teams address the learning and behaviour needs of students (including health, hygiene, nutrition, mobility, medication and personal equipment issues). The team, working with parents and carers, advises and make recommendations regarding re-entry plans and resolution of suspensions. The team may also be involved in risk assessment and risk management of students as an element of support processes.

Some students may never have a LST meeting while others may need several during their school career. **Review Meetings** are a part of the LST process and are conducted on a needs basis and particularly where funding or additional support has been provided.

STUDENT LEADERSHIP

Student Executive

- Two school captains and two vice captains are elected. No position is gender specific. A panel will consider the applications and performance of all candidates and determine the top 4 candidates.
- Students in Year 5 will be eligible for nomination provided they meet the selection criteria.
- Students in Year 5 nominate themselves in writing for a leadership position in year 6.
- Nominees participate in leadership training activities.
- Nominee performance is reviewed in an interview process. A panel made up of staff, outgoing student executive and a community member evaluate nominee responses to interview questions and nominee leadership performances demonstrated during training activities and leadership qualities demonstrated throughout the year.
- A short list of six eligible candidates is drawn up following the interview process.
- Students on the short list are asked to give a speech to a school assembly.
- The student body (2-5) vote on a ballot. All voting results are kept secret.
- Positions are allotted on a basis of votes.
- Student executive represent the student body and as such uphold the schools' rules.
- Plattsburg Public School expects its captains to behave in a courteous manner, engage in safe play, complete work to the best of their ability, wear full school uniform and participate in school events. The school will revoke a captain's position if they receive a caution or are suspended for inappropriate classroom or playground behaviour.

Sports Captains

All year 5/6 students who are not executive are eligible to be elected as Captains and Vice Captains of Houses. They are elected by their House members (year 3 - 6) and are responsible for helping organise school sport.



Strategies and Practices to Promote Positive Student Behaviour Including Strategies to Manage Inappropriate Behaviour



Classroom Consequences

Verbal Reminder or redirection



First Verbal Warning



(write student name on board and place cross beside it and write the reason for the cross; check if the student requires a differentiated consequence – will this cross escalate problematic behaviour)



Second Verbal Warning



(place 2nd cross beside student name already written on board; include the reason; check if the student requires a differentiated consequence – will this cross escalate problematic behaviour)



Third Verbal Warning



(place 3rd cross beside student name already written on board; include the reason)

Record in SENTRAL

Buddy Class

(parent/carer informed on each occasion student is withdrawn from class)

Ring for AP or Principal assistance



Caution (parent/carer LST)

Suspension

Learning Support Team Meeting

Playground Consequences

Verbal Reminder Redirection



Walk with teacher for 2-5 minutes
Record in SENTRAL
Redirect to a play activity



Issue a loss of play to a designated area and monitor for 2-5 minutes
(SENTRAL) Redirect to a play activity



SERIOUS BEHAVIOURS (Referred to principal)

In extreme or dangerous situations send for AP support immediately.

BEHAVIOUR CONSEQUENCES

What does my behaviour look like?	What can the consequence be in the classroom?	What can the consequence be in the playground?
Rudeness: not following directions, not doing my work, interfering with others, talking while the teacher is talking, interrupting others, making noises, using mean words. Not following rules: out of bounds, playing when I should be working.	First Warning ☒ Reminded of what I should be doing. Asked to do something else. Is there a differentiated consequence.	Directed to walk with the teacher Redirected to silver seat for reflection time 2-3 minutes. Included in differentiated activities.
Disrespect: rudeness, telling lies, misuse of school property, minor graffiti, using electronic games at the wrong time, not complying with bell signals.	Second Warning ☒ ☒ Loss of privilege	Directed to walk with the teacher. Sat on a silver seat 2-3 minutes for reflection.
Verbal Aggression: speaking loudly and with a threat to a teacher or student. Physical Aggression: pretending to hit, punch, by physically shaping up, throwing projectiles. Harassment: bullying, teasing, name calling because of race or difference.	Third Warning ☒ ☒ ☒ Loss of class privileges Buddy Class (Withdrawal from class) Record in SENTRAL	Off the playground—Playstars (parent notification and consultation)
Verbal Aggression: speaking loudly and with a threat to a teacher or student, swearing on more than one occasion or in a group. Harassment: bullying, teasing, name calling because of race or difference on more than one occasion or in a group.	This is Assistant Principal Level Meeting with parents Report to principal	This is Assistant Principal Level Negotiated alternative arrangements Meeting with Parents
Verbal Aggression: after consequence issued continuing to speak loudly and with a threat to a teacher or student. Harassment: after consequence issued continuing to bully, tease and name call because of race or difference. Physical Aggression: Pushing, kicking, hitting, slapping, punching, spitting. Stealing: Lunch boxes, backpacks, school/classroom supplies, small amounts of money Persistent Misconduct: Habitual rudeness, incidental swearing, disrespect	This is Principal level Meeting with parents Caution Suspension	This is Principal level Meeting with parents Caution Suspension

PLATTSBURG PS SCHOOL

Anti Bullying Plan

Our School Context

Plattsburg Public School, like all public schools, is an inclusive environment where diversity is affirmed, and individual differences are respected.

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment.

The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Partnership with parents and the wider community is considered central to developing a shared understanding of bullying behaviour and the implementation of appropriate responses to those students experiencing bullying or engaged in bullying.

Identifying Bullying

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

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

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

Forms of Bullying

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

Cyber bullying is a 'method' of bullying rather than a type of bullying. It includes bullying via text message, instant-messenger services and social networking sites, e-mail and images or videos posted on the internet or spread via mobile phone.

Statement of purpose

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at school and interferes with the wellbeing of students cannot be accepted.

At Plattsburg PS we aim to create an environment free of endemic bullying where students know the difference between conflict and bullying and are able to develop and use personal skills to address a range of situations. Students, teachers, parents, caregivers and members of the wider community have a shared responsibility to model and promote appropriate behaviour and respectful relationships. Together we can:

- be involved in the collaborative development of the school Anti-bullying plan
- provide students with appropriate support when bullying occurs

Our Plan

Our school has a four point plan to implement anti-bullying:

1. Primary Prevention
2. Early Intervention
3. Intervention
4. Post Intervention



Primary Prevention

- Maintenance of a positive school climate that acknowledges that bullying is not tolerated within the school community
- A focus will be maintained with:
 - ❖ School values initiatives: Four Ways to Succeed Values (Gala Days)
 - ❖ Provision of non-punitive approaches to behaviour support
 - ❖ Maintenance of data about student behaviour for the purpose of monitoring patterns of behavior in individuals and groups
 - ❖ Selected KLA outcomes facilitating and enhancing student skills for managing feelings and coping with challenges with a positive, resilient attitude

Early Intervention

- Students guided to differentiate meanness, rudeness and bullying
- Students encouraged to report bullying incidents involving themselves or others
- Students reminded that reporting is not dobbing
- Teachers to regularly remind students to report incidents
- Parents encouraged to contact the school if they become aware of a problem
- Students recognized for positive behaviours
- Teachers use classroom/playground management procedures if an incident of bullying occurs
- Stage supervisors informed as per classroom/playground management procedures
- Incidents logged on SENTRAL (centralised data collation)
- Student updates at weekly Staff Meetings

Intervention

- Once identified, bully, victim and witness statements to be taken
- Each statement to be considered and consistencies identified and inconsistencies investigated
- Bully and victim support options explored
- Final decision in regard to an appropriate consequence made

Post Intervention

- Parent contact
- Referral to school counsellor
- Participation in PlayStars (structured play and social skills training)
- Removal to buddy class (letter home)
- Mediation sessions with the victim
- Development of Individual Behaviour Plans
- On-going monitoring
- Caution
- Suspension

Advice to be given to students who are being bullied

Students should be encouraged to:

- Tell the bully to stop (“stop, I don’t like what you are saying/doing”)
- Seek help (talk to someone trustworthy)
- Report the incident to staff and feel confident it will be treated seriously

Advice to be given to students who know someone else is being bullied

Students should be made aware that witnesses to bullying have a very powerful role to play. Early Intervention can defuse conflict situations before bullying escalates. Therefore, students should be encouraged to:

- If safe, intervene as the bullying occurs by telling the bully to stop. This is useful where the onlooker has influence with the bully
- Refuse to join in with the bullying
- Support students who are being bullied - standing beside them can help prevent bullying
- Tell a teacher if you are concerned about bullying
- Understand it is their right as a student and their responsibility to report bullying whether it happens to themselves or someone else

The role of parents

Take an active interest

- In your child's social life
- Social networks and technology use – Are issues happening on your watch?
- In what is happening at school

Encourage your child

- To bring friends home
- To accept and tolerate differences in others

Build your child's self confidence

- By recognising and affirming his/her positive qualities
- By valuing him/her for who he/she is

Discuss with your child

- The school's expectations about behaviour
- Ways to respond if their rights are infringed



Set an example

- Be firm but not aggressive in setting behaviour limits
- Be positive in things you say and do
- Be positive in responding to bullying - don't overreact

Be alert for signs of distress

- Reluctance to attend school
- Sudden decline in academic performance
- Damaged clothing or frequent loss of personal property
- Loss of confidence and uncharacteristic mood changes
- Withdrawal from social activities

Act

- If you suspect that your child is being bullied at school, report it to a teacher, or a school executive. Your report will be followed up. **Do not approach another child.** Let the school do the investigating. **Do not send texts or messages to children.**



Students can expect to:

- Be treated with dignity and respect.
- Know that their concerns will be taken seriously and handled in a sensitive manner.
- Be provided with appropriate support (for both the victim and the bully, including counseling).
- Severe cases of bullying result in suspension.

Students have a responsibility to:

- Treat students and teachers with dignity and respect.
- Behave appropriately and respect individual differences.
- Refuse to bully and challenge inappropriate behavior.
- Refuse to watch, laugh or join in when someone is being bullied.
- Report any bullying incident directed at self or others.
- Help break down the code of secrecy.

Staff have a responsibility to:

- Model appropriate behaviour in word and action.
- Closely supervise students in all areas of the school and playground.
- Identify signs of bullying and try to prevent repeat offences.
- Respond quickly and sensitively to bullying reports and follow up all reported bullying incidents.
- Assign consequences for bullying following the school Discipline Policy and Anti Bullying Policy.

Parents and Carers have a responsibility to:

- Be aware of the school Anti-Bullying Plan.
- Explore their children's concerns.
- Be aware of the signs and symptoms of bullying for example, school avoidance, persistent headaches, stomach aches, damaged clothes, bruises, sleep disturbance etc.
- Contact the school promptly if bullying behaviour is suspected.
- Be willing to attend interviews at the school, where appropriate.

The School have a responsibility to:

- Take seriously parent concerns about bullying.
- Inform students, parents, caregivers and the community about Plattsburg Public School's Welfare & Discipline and Anti Bullying Policy.
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders and observers.
- Provide parents, caregivers and students with strategies that promote appropriate behaviour, and information regarding the consequences of bullying.
- Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- Follow up appropriate action and document complaints of bullying, harassment and intimidation.



PLATTSBURG PS SCHOOL

Student Use of Digital Devices and Online Services Procedure

Purpose

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

Scope

This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents and carers. It also provides a framework to manage potential risks to student safety and wellbeing. This procedure covers student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure covers the use of school-provided and personal digital devices and all online services.

Our School's Approach

The use of digital devices by primary school students during class, at recess and at lunch is restricted unless it is required for medical reasons, for reasonable adjustments made as part of a student's individual education plan or at the principal's discretion. Plattsburg Public School acknowledges that some students may need to take a mobile phone or other portable communication device to school for a variety of reasons, including enhancing their safety when travelling to and from school. It is the expectation that any mobile phones or other portable communication devices are switched off during school hours. Students are not to bring mobile phones or portable communication devices whilst on school excursions. Where a student requires the use of a mobile phone or portable communication device for the purpose of a camera, it needs to be non-operational as a phone (i.e., no SIM card installed and no access to Wi-Fi).

Exemptions

An exemption from parts of this policy or the school procedure can be requested from the principal by parents, carers, school counsellors and other student support staff, and, if required, students themselves. This may cover times when or places where use would otherwise be restricted. Except where required by law, the school principal has discretion to consider and approve exemptions and to choose which parts of the school procedure the exemptions apply. The exemption may be ongoing or for a certain time period.

Consequences for inappropriate use

- The student is referred to the Assistant Principal or Deputy Principal.
- The student's access to the school network is restricted through the EMU tool on the DoE portal.
- The teacher or principal arranges a meeting with the student's parent or carer.
- The student's digital device is confiscated by a staff member.
- Confiscated devices are returned at the end of class.
- Confiscated devices are held in the principal's office until a parent or carer collects the device.
- Suspension and possible Police and/or Child Wellbeing involvement for serious incidents.

Contact between students and parents and carers during the school day

Should a student need to contact a parent or carer during the school day, they must approach the administration office and ask for permission to use the school's phone. During school hours, parents and carers are expected to only contact their children via the school office.

For students

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

For parents and carers

- Support implementation of the school procedure, including its approach to resolving issues.
- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.
- Communicate with school staff and the school community respectfully and collaboratively as outlined in the 2018 School Community Charter (<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>).
- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.

For the principal and teachers

- Model appropriate use of digital devices and online services in line with departmental policy.
- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes: reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements; working with the department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse; and following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.
- If feasible and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.

Communicating this procedure to the school community

Students:

- Focus Group Discussion with Stage 3 students.
- The school procedure will be discussed at a whole-school assembly.

Parents and carers:

- Parent and carer preferences will be explored via a parent information evening or P&C meeting.
- Parents and carers will be advised via the school newsletter.
- This procedure can be accessed electronically via the school's website and in hardcopy at the school's administration office.

Complaints

If a student, parent or carer has a complaint under this procedure, they should first follow our school's complaints process. If the issue cannot be resolved, please refer to the Department's guide for making a complaint about our schools (<https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions>)

Review

The principal or delegated staff will review this procedure annually.

Appendix 2: What is safe, responsible and respectful student behaviour?

Be SAFE
<ul style="list-style-type: none">• Protect your personal information, including your name, address, school, email address, telephone number, pictures of you and other personal details.• Only use your own usernames and passwords, and never share them with others.• Ask a teacher or other responsible adult for help if anyone online asks for your personal information, wants to meet you or offers you money or gifts.• Let a teacher or other responsible adult know immediately if you find anything online that is suspicious, harmful, inappropriate or makes you uncomfortable.• Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.
Be RESPONSIBLE
<ul style="list-style-type: none">• Follow all school rules and instructions from school staff, including when using digital devices and online services.• Use online services in responsible and age-appropriate ways: only use online services in the ways agreed to with your teacher; only access appropriate content and websites, including when using the school's filtered network and personal, unfiltered networks; and do not use online services to buy or sell things online, to gamble or to do anything that breaks the law.• Understand that everything done on the school's network is monitored and can be used in investigations, court proceedings or for other legal reasons.
Be RESPECTFUL
<ul style="list-style-type: none">• Respect and protect the privacy, safety and wellbeing of others.• Do not share anyone else's personal information.• Get permission before you take a photo or video of someone, including from the person and from a teacher.• Do not harass or bully other students, school staff or anyone, this includes cyberbullying using a digital device or online service.• Do not send or share messages or content that could cause harm, including things that might be: inappropriate, offensive or abusive; upsetting or embarrassing to another person or group; considered bullying; private or confidential; and/or a virus or other harmful software.

