



STUDENT SERVICES POLICY GUIDE

2015



WELCOME TO MELBA COPLAND SECONDARY SCHOOL

Melba Copland Secondary School is located on two campuses in Melba. The High School Campus, for students in Years 7-10 is situated on Conley Drive, Melba while the College Campus, for students in Years 11 and 12 is located on Copland Drive.

This school is the only government school offering a secondary education for all students from Years 7 to 12. This structure assists us in providing a continuing academic program as well as strong pastoral care and welfare support to students.

The school has a strong Student Services team which operates on and across the high School and the College Campus. The Student Services program focuses on the continuity of student learning by developing and maintaining close contact with our students and school community.

Student Service initiatives provide for students' wellbeing, resilience and specific educational outcomes for each individual. Specialist support staff such as the School Psychologist, Nurse, Youth worker, Chaplain, Indigenous Liaison Officer and Careers Adviser are critical elements in our Pastoral care and Student pathways Programs.

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Student Services Team

Deputy Principal Mary Arnold
Jesse Sidhu
Gary Lawson

Student Services Executive Year 11 & 12 Graeme Cook

Pastoral Care Executive Adriano Di Crescenzo

Year 5/6 Transition Matthew Colbran

Year 7 Team Sally Harriden (Year Coordinator)
Lee Pietrukowski (Executive)

Year 8 Team Zoe Virtue (Year Coordinator)
Mary Arnold (Executive)

Year 9 Team Michael Robertson (Year Coordinator)
Adriano Di Crescenzo (Executive)

Year 10 Team Trevor Horrell (Year Coordinator)
Liz Sage (Executive)

Year 11 Coordinator David Appel

Year 12 Coordinator Yasmin Noonan

**School Psychologist/
Counsellor** Rick Haid (College)
Heidi Horvath (High School)

School Nurse Catherine Campbell

Youth Support Officer Jayson Perrin
Indigenous Liaison Officer Joseph Chapman Freeman

Chaplain Sharon Beresford

RED Officer Diana Heath



Student Services

Student support at MCSS is a shared responsibility – students, teachers and parents.

Melba Copland Secondary School has a unique structure and a diverse student population. The Student Services Team was designed to recognise that an overarching team of people are needed to coordinate the pastoral care needs of students and programs that are delivered in such a setting. Consideration was also given to the fact that some students require additional support as they journey to adulthood.

At MCSS the policies, structures and activities that are planned and implemented by the school to promote student wellbeing in a setting which values relationships and cares for individual needs. In doing this they:

- Coordinate the consideration of the students' personal, social and academic development.
- Facilitate the development of good relationships between students and teachers.
- Ensure that each student knows and is known by a particular teacher.
- Develop effective communication between the members of the school community.
- Involve parents and outside agencies when appropriate.
- Enable someone to respond quickly and appropriately to student problems and anticipate problems which may arise.
- Strive to improve the learning of students by these means.

Aims

Our student Services program aims to help students develop:

- A sense of enjoyment and satisfaction from learning.
- An ability to communicate effectively.
- A sense of personal dignity and worth.
- A sense of personal and social responsibility for their actions and decisions.
- A caring attitude towards others.
- An ability to form satisfying and stable relationships.
- A feeling of belonging to wider community.
- A sense of cultural identity.

Preventative Measures

- Encourage more appropriate forms of behaviour
- Protect students from harm.

Personal Development

Students will:

- Gain the satisfaction associated with challenge and achievement.
- Develop understanding and skills in communication and interpersonal relationships.
- Develop realistic self-concepts.
- Develop their personal values within a framework of broadly accepted community values.
- Develop skills in decision making.
- Understand their own feelings and behaviour and those of others.
- Positively value cultural differences.
- Be caring and supportive of others.

Remedial Measures

- Assist students towards full participation in school's educational program.
- Address behavioural problems.
- Cater for specific learning difficulties.

Student Wellbeing Policy (Years 7 – 12)

The Behaviour Wellbeing Policy at Melba Copland Secondary School (MCSS) does not exist in isolation. Equal consideration must be given to the School Mission Statement and the alignment between this policy and the anti-harassment and health and wellbeing policies listed at the end of this document.

This policy is an evolving document, as it remains responsive to continuous improvement and review. It has been developed to ensure learning outcomes are maximised and a supportive environment is produced for all students.

At the core of a supportive school environment are the relationships between students, parents and teachers. Those relationships are dependent upon core values shared by all. MCSS has three core values called the Triple R Code. The three R's represent **Respect, Rights and Responsibilities**. A Code of Behaviour has been developed by the staff and students which clearly outlines the expectations required to meet the Triple R Code:

1. **Respect** all members of our school community and **value** other people's cultures, religions, race and opinions.
2. **Do my best. Take pride in** the school and all that I do.
3. Support everyone in our school's right **to be safe**. I will not intimidate, bully or fight but will **support and care** for all members of our community. I will **stand up and help** those in trouble.
4. Care for **the school environment**. I will help make the school a better place for all of us. I will not graffiti, vandalise or litter the school.
5. **Be polite and use appropriate language** at all times.
6. **Value teamwork and co-operation** as part of the way that we work at MCSS.
7. Respect **everyone's right to learn or teach** and reinforce this through **taking responsibility for my behaviour**.

When a student behaves in a way that contradicts the code of behaviour disciplinary action will be taken within the guidelines stated below.

IMPLEMENTATION AND MONITORING OF THE STUDENT MANAGEMENT POLICY

For the Student Management Policy to be effective and successful all members of the school committee must adopt the policy and implement its principles in a fair and consistent way. It is essential that all staff at MCSS adheres to and implements the policy for it to work efficiently.

RELATIONAL PRACTICES AT MCSS

Melba Copland Secondary School has adopted a restorative practices framework to complement our established Student Management Policy. The framework is designed to focus on the building, nurturing and repairing of relationships. The restorative practices framework creates a dialogue which follows conflict or inappropriate behaviour where both parties aim to negotiate a satisfactory outcome.

A restorative approach to conflict or wrongdoing consists in asking the key questions:

- What happened?
- Who has been harmed or affected?
- What needs to happen to repair the damage?

This dialogue intervenes when harm has happened. The above questions are a restorative enquiry, and in some circumstances take place as a corridor conference. At other times the dialogue takes place as mediation between either two parties or more. MCSS Student Services has created a document to aid the process of mediation.

However, the restoration practise also can help to prevent harm and conflict occurring and build a sense of belonging, safety and social responsibility.

The restorative approach is based on the notion that people need to take responsibility for the impact of their behaviour on other people and that the consequence of harmful (i.e. upsetting/ distressing/ disruptive/ destructive) behaviour is that relationships are damaged and people get disconnected.

The key values of this practise help create a culture of respect, inclusion and taking responsibility for actions. The skills required for this approach include active listening, facilitating discussions and problem solving.

CLASSROOM BEHAVIOUR MANAGEMENT

All classrooms in Years 7 - 12 at MCSS use the Code of Behaviour as the foundation for class rules and behaviour expectation.

Initially, teachers work to resolve problems between themselves and their students by employing strategies, such as Restorative Practices, to build positive relationships with their students. Teachers are encouraged to refer to the Code of Behaviour. Where a student is not following the Code of Behaviour, the student will be asked to stop their negative actions and then be helped to make a commitment to behave in an acceptable manner with a negotiated behaviour contract called a Blue Card. Parents/guardians will be informed at this stage.

If the student continues to disrupt the classroom, the blue card commitment did not work and the problem cannot readily be solved, the student will be sent to the Executive Teacher in charge of the subject area. The Executive Teacher will organise a meeting between themselves, the student and the classroom teacher and implement restorative practice strategies to discuss concerns/issues using restorative strategies. A restorative approach in a school shifts the emphasis from managing behaviour to focussing on the building, nurturing and repairing of relationships. A behaviour contract called an Orange Card will be drawn up by the Executive Teacher and monitored by the classroom teacher. Parents/Guardians will be notified of orange card commitment.

If the student's behaviour continues to disrupt the class and/or the relationship between the teacher and the student cannot be resolved, the Executive Teacher will organise a meeting with the parents/Guardians of the student. During the meeting the Executive Teacher will review the steps the school and the student have followed in trying to resolve the issue in the classroom. The Executive Teacher, in conjunction with the classroom teacher, may re-issue the orange card if they deem it

appropriate. If the situation is beyond faculty intervention, the Executive Teacher will refer the student onto Student Services for the next commitment level.

When an orange card commitment has broken down and the student is referred to Student Services they will be placed on a red card commitment. The Red Card is for all subject areas. This card is taken to all classes for the teacher to provide feedback in relation to a number of descriptors. This card is the last opportunity for the student to demonstrate positive behaviour in all of their classes and it is the responsibility of the student to ensure it is completed.

If there continues to be no improvement in the student's behaviour the student may be suspended from school. When the student re-enters the school a formal meeting with the student, their parents/guardian and Student Services will be held to discuss the behaviour, repair relationships, develop an action plan that uses appropriate behaviour and negotiate a return to class.

BEHAVIOUR OUTSIDE THE CLASSROOM

Initially, teachers resolve problems in non-classroom situations by reminding students of the rules and by applying consequences. If a student refuses to accept a consequence or is disrespectful the student will be referred to Student Services.

If the behaviour involves violence, abuse of staff, continual or extreme acts of harassment a student may be suspended from school for up to 20 days as outlined in the Education Act.

Positive discipline is a step towards a relaxed and constructive learning environment where teachers and students work in partnership, spending more time teaching and learning and less time managing difficult behaviour.

Other policies and documents that relate to student wellbeing are:

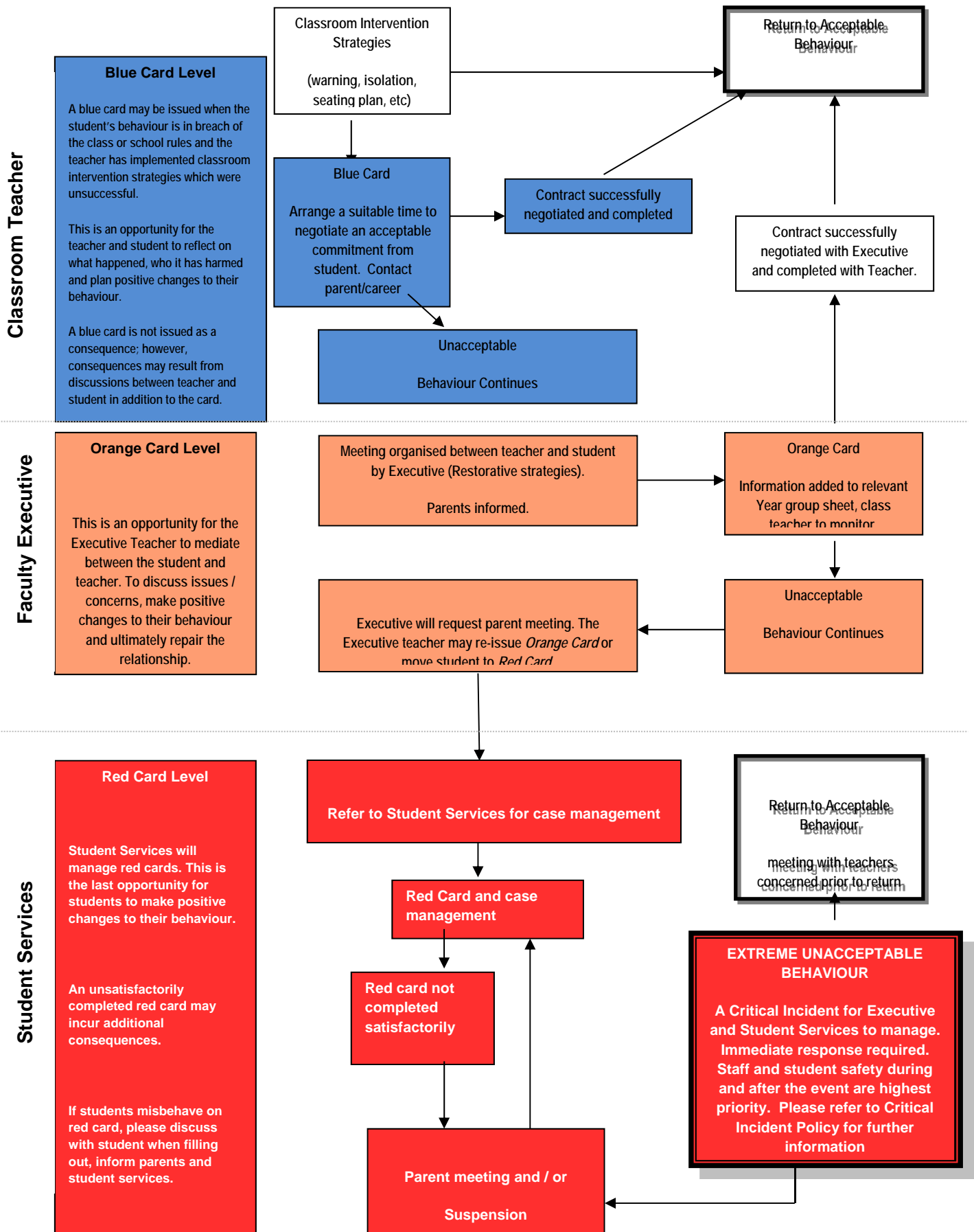
- The anti-sexual harassment policy.
- The anti-racial harassment policy.
- The anti-bullying policy.
- Self-Harm policy.
- The anti-smoking procedures.
- Drug Education Policy.

Along with the Wellbeing policy, MCSS also has school policies based around:

- Uniform.
- Electronic Devices.
- Truancy.
- Out of Bounds.
- Exit Card.
- Attendance.
- Lateness.

Overview of MCSS Behaviour Management System

It is the responsibility of the classroom teacher, with the support of Faculty Executive, to ensure all students are engaged, challenged and achieving success during their lessons.



Using Behaviour Report on MAZE

Open MAZE, go into students, select the personal tab, behaviour.

Students

- Personal
- Academic
- Statistical and Census
- Finance
- Students
- Families
- Staff
- School Administration
- Task Blocks
- School Developed.
- Behaviour
- VLE

Personal

- Personal Information
- Behaviour
- Absences
- Outcomes
- ESL
- Special Needs
- Labels
- Preschool

Behaviour

- DISPLAY
- ST801 Student Behaviour
- ST802 Student Suspensions
- ST803 View Suspensions Summary
- ST805 Student Behaviour by Tick
- ST806 Change Student Behaviour
- ST810 Student Behaviour Summary
- ST901 Next Suspension No
- ST904 Next Behaviour No
- REPORTS
- 192010 Suspension Report
- 192020 Student Behaviour

Double click on ST801 Student Behaviour

In the window below you need to enter your data

Student Behaviour

Warning: Information should be factual as details may be subpoenaed.
To create a new behaviour record, select the student then click the 'New' button above
To modify an existing behaviour record, select the student then use the navigation arrows

Student key: ALEXAI Imogen ALEXANDER Yr:08 Rg:001
Family: Brenda MC FARLAND Home:
Behaviour No: 0 Date entered: 29/07/2014
Date of Incident:
Ref Teacher 1:
Behaviour Code:
Location:
Parent Contacted:
Description:
Action:
Outcome:

Choose a Date

July 2014

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Fill in each of the fields using the appropriate values.
Please fill in each of the boxes with:

- detailed description of the incident
- The action that was taken
- The outcome

Choose from Behaviour Classifications

Kbkey	Description	Pos Neg
ABUSEP	Abuse - Physical	N
ABUSEV	Abuse - Verbal and non verbal	N
ACHIEVE	Achievements	P
ANTIC	Anti-social behaviour - Cyber	N
ANTIPH	Anti-social behaviour-Physical	N
ANTIPI	Anti-social behaviour - Psych	N
ANTIS	Anti-social behaviour - Social	N
ANTIV	Anti-social behaviour - Verbal	N
COMMMS	Community Service	P
DESTR	Destructive Behaviour	N
DISRUPT	Disruptive Behaviour	N
DRUGA	Drugs - Alcohol	N
DRUGI	Drugs - Illegal	N
DRUGP	Drugs - Prescription	N
DRUGS	Drug use, supply, materials	N
HELFB	Helping Behaviour	P
INAPR	Inappropriate Racial Incident	N
INAPSA	Inappropriate Sexual Action	N
INAPSL	Inappropriate Sexual Language	N
INTIM	Intimidating/threatening	N
LEAD	Leadership Activity	P
MISUSE	Misuse of property	N
NONCOM	Non compliance	N
PEERM	Peer Mediator	P
POSAT	Positive Attitude	P
STEAL	Stealing - Theft	N
TRUANT	Truancy	N

Choose from Behaviour Locations

Kbkey	Description
ADMIN	Front Offices
BRZ	Breezeway
BUS	Bus
C_ARTS	Arts Class
C_ENGLISH	English Class
C_LANG	Languages Class
C_MATHS	Mathematics Class
C_PE	PE Class
C_SCI	Science Class
C_SOSE	SOSE Class
C_TECH	Technology Class
CANTEEN	Canteen
COMP	Computer Lab
COR	Corridors
COURTS	Cours
F_QUAD	Front Quad
FAR_OVAL	Far Oval - MelbaPlaying Fields
LIB	Library
OVB	Out Of Bound (please specify)
OVAL	Oval

Blue Card Commitment (Years 7-10)

Name: _____

Year: _____

Teacher: _____

Subject: _____

Date: _____

This card is a contract between the teacher and the student. It is necessary because the Triple R code of behaviour has been broken.

Teacher Action:

Warning issued Moved from seat Removed from classroom Other: _____

I received this Blue Card because of my behaviour. In my class I have been:

- Swearing
- Arguing rudely
- Non-compliant behaviour
- Bullying others
- Disrupting the classroom
- Unsafe behaviour
- Not following class rules

What I shall do now to repair what I have done:
(work this out with your teacher)

- Apologise to teacher and class
 - Sit away from my friends for
 - Catch up missed work
 - Detention at lunchtime for
 - Other: (listed below)
-

I recognise that my behaviour has harmed:

- My own learning opportunities
- My Teacher's right to conduct a lesson without interruption
- The respectful relationship between myself and others
- The right for others to learn
- Classroom safety

In discussion with my teacher I recognise I need to make the following positive changes to my behaviour:

Teacher Comment:

BLUE CARD COMMITMENT

My Teacher will monitor my progress over the next 3 classes using following check sheet

LESSON	DATE	TEACHER SIGNATURE	On time to class	Equipment	Completed all work	Followed Instructions	Didn't distract others
1.	___/___/___						
2.	___/___/___						
3.	___/___/___						

I understand that I am responsible for my behaviour

Parents contacted

Student Signature - _____

Date - ___/___/___

Time - _____

Teachers Signature - _____

Date - ___/___/___

Date - ___/___/___

Notes -

Details recorded on MAZE – Reference No. - _____

IF blue card was completed satisfactorily, student returns to normal classroom procedure

IF blue card was unsatisfactory, teacher should seek Executive Teacher assistance in organising a meeting between student, parent and school and move students onto Orange commitment

Blue Card Commitment (Years 11-12)

This card is a contract between the teacher and the student.

Name:

Year:

Teacher:

Subject:

Date:

This incident has been recorded because I have been:

Swearing/Arguing Rudely

Non-compliant

Bullying others

Disrupting the class

Continued lateness

I recognise that my behaviour has affected:

My own learning opportunities

The right for others to learn

My teacher's right to conduct a lesson without interruption

Classroom safety

The respectful relationship between myself and others

In discussion with my teacher I recognise I need to make the following positive changes to my behaviour:

If my behaviour continues in this way, the following consequences will apply:

Teacher Comments

Parent Contact: ____ / ____ / ____

Parent Contacted: _____

Name – _____ **Year** – 7/ 8/ 9/ 10 **Date** – _____
Class - _____ **Executive Teacher** – _____

I have received this Orange Card Commitment because:

I recognise that I have continued to make inappropriate choices concerning my behaviour that have harmed:

- My learning
- The right of other students to learn
- My Teacher's right to conduct a lesson without interruption
- Classroom safety
- The respectful relationship between myself and others
- Other (please explain)

After talking to the Executive Teacher and the Classroom Teacher, I have committed to make the following changes to my behaviour - _____

I understand that I am responsible for my behaviour and that by signing this commitment, I make the commitment to honour it.

If I choose not to honour this commitment, the Executive Teacher will organise a meeting with my Parents/Guardians to discuss this situation and negotiate a satisfactory solution to the problem(s).

I understand additional consequences may be applied in addition to this commitment.

If a solution is not agreed upon, I will be referred onto Student Services for the next level of commitment.

Student Signature - _____ Classroom Teacher - _____

Executive Teacher - _____ Date - ____/____/____

Parents informed – Date - ____/____/____ Time - _____

Executive Teacher – Please add student's name to the year group list in the Student Services folder.

ORANGE CARD COMMITMENT

To complete this orange card commitment you will need to achieve a satisfactory standard in the next **6** lessons against the descriptors below.

LESSON	DATE	TEACHER SIGNATURE	On time to class	Equipment	Completed all work	Followed Instructions	Did not distract others	Lesson Review
1.	___/___		Y / N Time late:	Y / N				
2.	___/___		Y / N Time late:	Y / N				
3.	___/___		Y / N Time late:	Y / N				
4.	___/___		Y / N Time late:	Y / N				
5.	___/___		Y / N Time late:	Y / N				
6.	___/___		Y / N Time late:	Y / N				

Lesson Review – At the end of each lesson – feedback should be provided to the student. If lesson was unsatisfactory, please comment on what strategies were used. For example – warnings provided, seating plan review/time out, mediation with Executive, parents informed.

If orange card is completed satisfactorily, please return form to Executive Teacher.

After a minimum of 3 unsatisfactory lessons, Executive Teacher to organise a meeting with Parents/Guardians – Date - ___/___/___ Time - _____

Outcome of meeting - _____

RED CARD COMMITMENT

Name – _____

Year – _____

Executive Teacher – _____

Date – _____

I have received this Red Card Commitment because:

- Return from suspension
- Failed Orange Card Commitment
- Other (please specify) - _____

I understand that I am responsible for my behaviour and that by signing this commitment, I make the commitment to honour it.

I understand that I am responsible for picking up the red cards prior to attending contact, providing them to each Class Teacher for them to complete and submitting the cards back to Student Services at the end of each school day.

I understand that I need to complete 5 satisfactory cards in a reasonable time frame to complete this commitment.

If I choose not to honour this commitment consequences may be applied.

I understand additional consequences may be applied in addition to this commitment.

Student Signature - _____

Parents Signature – _____

Executive Teacher - _____

Date - ____/____/____

Time - _____

Executive Teacher – Please add student's name to the year group list in the Student Services folder.

RED CARD COMMITMENT

Student Name:

Year:

Date:

*It is the **student's responsibility** to ensure the Red Card is **given to all class teachers** at the start of each lesson and **collected at the end of the lesson**. At the end of the day, the card is to be **returned to Student Services**.*

Teachers need to circle either **S**, **R** or **U** and provide a comment for each lesson - **S** = Satisfactory **R** = Reasonable **U** = Unsatisfactory

Pastoral Care	On Time – Yes / No	School Uniform - Yes / No
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Period	Class	On time to class	In class all lesson	Respectful and safe behaviour	Behaviour towards learning	Follow teacher direction without delay or argument	Comment	Teacher's initials
1		Y N	Y N	S R U	S R U	S R U		
		Late by:						
Recess								
2		Y N	Y N	S R U	S R U	S R U		
		Late by:						
7 min break								
3		Y N Late by:	Y N	S R U	S R U	S R U		
		Y N Late by:	Y N	S R U	S R U	S R U		
Lunch								
4		Y N	Y N	S R U	S R U	S R U		
		Late by:						

Relational/Restorative Philosophy for Teachers

BACKGROUND:

Relational Practice and current research place a huge emphasis on the importance of relationships in behaviour management in schools. Students will often respond in very different ways to teachers depending on whether they 'like them' or whether they perceive them to be fair and consistent when dealing with students.

Teachers have different ways of dealing with issues in the classroom and playground. Through this method of relational practice, we wish to remove the subjectivity of dealing with students; hopefully all parties will be able to feel supported with the knowledge that teacher, Executive Teacher and Student Services team will all use the same questioning and approach.

(Name of student), you have been asked to leave the classroom due to an incident that has occurred:

- **Why do you think you have been asked outside?** *(Listen to the student objectively without interjecting or creating an argument. If student mentions other students as a distraction, acknowledge there may be other parties contributing to the incident but it is their behaviour we are addressing now. It may be a good time to consider whether you have addressed all the disruptions in the room and you are not targeting particular students.)*
- **Who do you think was affected by your behaviour and how were they affected? Is this a display of a respectful relationship?** *(Student may need to be prompted that their behaviour may have disrupted the class, as well as having them removed from the classroom.)*
- **If the same situation happens again, how could you behave differently?** *(Listen to what the student suggests and if appropriate, offer your assistance in moving the student to another seat or offering individual help with work.)*
- **What needs to happen to make things right?** *(This is the student's chance to 'make things right' by owning their behaviour and stating how they are going to behave for the remainder of the class. The teacher may also comment on their expectations for the lesson and, if appropriate, that any further disruption may result in further referral or time in-lieu.)*

PLEASE NOTE: in order for this script to be successful, teachers MUST remain objective and encourage the students to own their behaviour and the consequences of their behaviour. It is NOT a chance to lecture the students – teachers need to be objective and 'without emotion' during the interview.

Restorative/Relational Questions I

When things go wrong.

What happened?

What were you thinking of at the time?

What have you thought of since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative/Relational Questions II

When someone has been hurt.

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

What were you thinking of at the time?

Who has been harmed or affected?

What needs to happen to repair the harm or make things right?

Action Taken					
	Problem Discussed with		Warning		Executive Involvement
	Time Out		Playground restrictions Who - Where -		Parents Contacted Date - Time -
	Time Out From Class		Level Card - Who -		Student Services Referral
	Mediation agreement		Behaviour Contract		

Teacher comment

Executive Teacher follow-up

Student Signature - _____

Date - ____ / ____ / ____

MCSS SCHOOL UNIFORM POLICY

HIGH SCHOOL CAMPUS

Parents and the School Board strongly support the school uniform. Parents and the community see a more acceptable and standardised student uniform as contributing greatly to a positive school image indicative of a well-run school. Our students have been involved in developing the uniform.

We require students to dress to a code because we believe it helps students individually and collectively to:

- Feel included, as part of our school community.
- Realise that our school is a place of work.
- Be recognisable and safer in the school grounds.
- Identify proudly with a quality school.
- Feel accountable for their behaviour travelling to and from school.

The dress code is inexpensive and suitable to wear outside school.

ABOVE THE WAIST: **MCSS Uniform with logo** – Polo Shirt, Blouse, Collared shirt, Fleecy jumper, Zippered jacket. Teal Jumper (Year 7)

BELOW THE WAIST: **Navy Blue or Black** jeans, shorts, blue / tartan school skirt, tracksuit pants. (Pants or tartan skirt for year 7)
(Shorts must not be shorter than mid-thigh. Items should not be ripped or torn).

FOOTWEAR: **Covered and sturdy shoes** – Keep safety in mind – OHS
(No Thongs, Sandals / slides, canvas shoes)

HEADWEAR: **A Hat** – SunSmart policy for those sunny days. To be worn during break times and Physical Education.

PE: A change of clothing is required for PE which can be a school PE top or a t-shirt, plus shorts or tracksuit pants (no jeans).

Students not wearing approved clothing will be provided with suitable tops so they are readily identified as MCSS students. If a student refuses to exchange tops or they are wearing other inappropriate attire, their parents / carers will be contacted and informed of the situation. Students wearing inappropriate

footwear will be required to change prior to entering classes. Restrictions may apply to students who are continually out of school uniform.

All students participating in activities as representatives of MCSS must conform to the school's uniform policy.

The MCSS school uniform can be purchased from the following clothing outlets:

- Macdonalds Children's Wear – Jamison - www.macschoolwear.com.au
- The Uniform Shop – Kippax - <http://theuniformshop-canberra.com.au/>
- Lowes – Belconnen Mall - <http://www.lowes.com.au/store-finder/ACT/belconnen.aspx>

College Campus

MCSS's uniform policy sits under the overarching philosophy of ACT government colleges in providing an adult environment where students are accorded high levels of trust and develop skills for independent decision making and self-responsibility. It also takes into account the diverse nature of the student population and the economic, personal, social and cultural factors affecting students and their families.

Students at the College Campus (Year 11-12) are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

In certain practical or specialised areas general safety and OH & S rules must be applied to clothing and followed at all times, eg closed footwear and no loose clothing around machines.

If a student does not meet the expected dress standard they will be asked to change into more appropriate clothing and parents may be contacted.

TRUANCY POLICY

HIGH SCHOOL CAMPUS

It is required that all students at MCSS in Years 7 to 10:

- **Attends all their classes.**
- **Not leave their class until the teacher has dismissed them.**
- **Remain on school grounds and in bounds at recess and lunch.**
- **All students leaving school grounds must have consent (note signed by parent / guardian) from a parent or guardian and have signed the Sign Out book at the Student Office.**
- **If a student is unwell they will be admitted to sick bay and a parent/guardian will be notified before a student leaves the school grounds.**

TRUANCY PROCEDURE

1. At the beginning of each lesson each teacher will mark their roll and also complete an absence sheet with names of students who are not present and whose names are not on the daily variation sheet (emailed at recess).
2. During each lesson a runner will come to your class to pick up the absentee slips (or the teacher can send them electronically to the admin of Student Services); they will also collect information of students who are in sick bay. This information will be passed onto the admin person who will also check the sign in and out books.
3. Students' names will be entered onto the variation list and compiled for each lesson.
4. At the end of each day, this list will be sent to the teachers (and Executive Teacher) of classes students truanted, also the students' names will be entered onto the truancy database that can be found on the desktop.
5. The classroom teacher will inform the parent/carers of student's truancy and offer the option of an afterschool detention or lunch time that will be run by the faculty. This information will then be entered onto the database and student will be put on the [stop list](#) (if you have tried to contact the parent/carer and have been unsuccessful enter this information on the database and try again later).
6. The student will be provided with an opportunity to come off the stop list by making up the time that they truanted as organized by the class room teacher in conjunction with the parents.

7. A roster will be created for faculties by their Executive Teacher to inform teachers when they are required to attend and monitor the detentions. A list of students who should be attending the detentions can be accessed by the Executive Teacher of that faculty prior to the detention. There will be a folder with the truancy policy, students contact details and spare work to complete. Students should bring Home Work or class work to be completed.
8. If unable to contact parents / carers via phone, there is a letter that can be edited and folded into an envelope with the parent / carers address and placed into the outgoing mail tray in the front office.
9. Year coordinators will monitor their year cohorts attendance and arrange meetings with the parents / carers of any student of concern to determine how the school can best suit the needs of the student.

College Campus

At the College Campus students are expected to:

- Attend all classes including PC meetings.
- Participate positively in classes.
- Submit all assessment items.
- Seek support when it is required.
- Accept responsibility for the content of their year 12 Certificate.

A student whose attendance falls below 90% of scheduled classes/PC time/ structured learning activities may not be credited with the unit. Documentary evidence acceptable to the college is required to explain absences. If unexplained absences exceed 10% of scheduled class time at the time assessment is finalised for the unit a V (void) grade will be awarded.

Unless prior approval is granted any student who fails to submit assessment worth 70% or more of the assessment of each unit studied will be deemed to have V graded the unit.



OUT OF BOUNDS POLICY

At MCSS we are concerned about the safety and wellbeing of our students. During recess and lunchtime, there are designated areas for student use, which are supervised by teaching staff. These areas are made known to all students at the beginning of and at various times during the year. Maps of these areas are clearly outlined in the student diary. The school cannot guarantee the safety of the students if they choose to leave the designated areas.

STUDENT NAME: _____ **YEAR:** _____

CONSEQUENCES

If you are found out-of-bounds at school, during school time, this sequence of consequences will apply:

FIRST OFFENCE

The first time you are found out-of-bounds, you will be given a warning, read the consequences of going out of bounds again and asked to sign this form.

SECOND OFFENCE

The second time you are found out of bounds you will be given a lunchtime detention.

THIRD OFFENCE

The third time you are found out of bounds your parents will be informed and you will be placed on an after school detention.

FOURTH OFFENCE

A fourth consequence at this stage will be two after school detentions and further playground restrictions.

FIFTH OFFENCE (and any subsequent offences)

A fifth (or subsequent) offence will result in suspension from school for repeatedly breaking a school rule. You will lose access to all extra-curricular activities, including socials and excursions. Your return to school will have to be negotiated and an agreement signed with the deputy principal.

1st - My signature, which appears below, acknowledges that I was found out of bounds. I am aware that being out of bounds is breaking a school rule. I understand the consequences imposed by the school.

Signed Date..... Area.....

2nd My signature acknowledges that this is the second time that I was found out of bounds at school. I understand and accept the consequences of my actions.

Signed Date..... Area.....

3rd Dear parent/guardian

Your son/daughter will have to attend an after school detention as he/she was found out of bounds at school. The date of this detention is and it will be from 3:00 – 4:00pm. Could you please sign below to acknowledge that you are aware your son/daughter will be attending this detention.

Signed Date..... Area.....

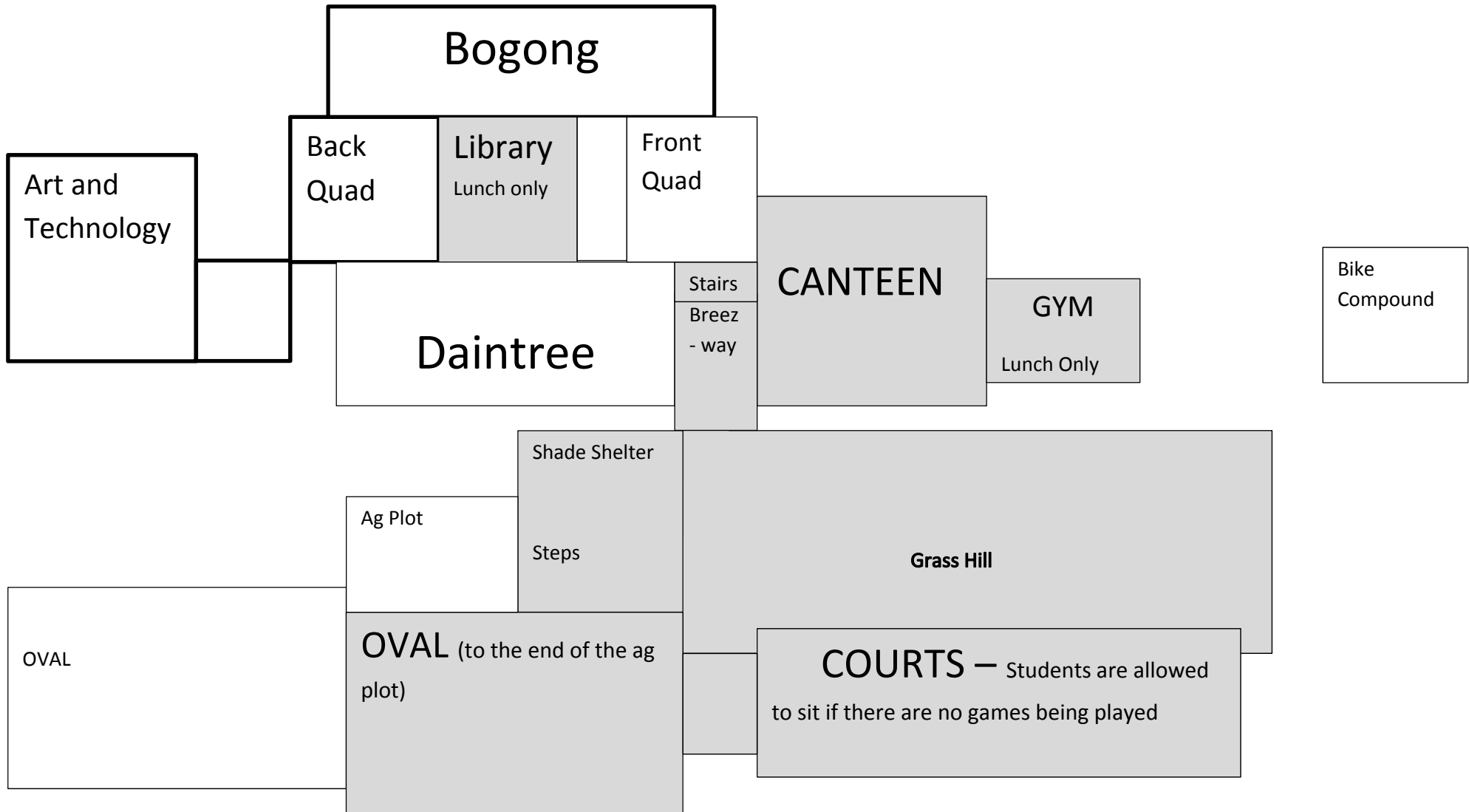
4th Dear parent/guardian

Your son/daughter will have to attend two after school detentions as he/she was found out of bounds at school. The dates of the detentions are, and it will be from 3:00 – 4:00pm. Could you please sign below to acknowledge that you are aware your son/daughter will be attending these detentions.

Signed Date..... Area.....



PLAYGROUND AREAS (areas shaded grey are inbounds)



Bogong

Back Quad

Library
Lunch only

Front Quad

Art and Technology

Daintree

Stairs
Breez
- way

CANTEEN

GYM

Lunch Only

Bike Compound

Shade Shelter
Steps

Ag Plot

Grass Hill

OVAL

OVAL (to the end of the ag plot)

COURTS - Students are allowed to sit if there are no games being played

Mobile Phone & Other Electronic Devices Policy

Encouraging students to bring, care for, and use personal electronic devices such as personal laptops, ipads, mobile devices and kindles, etc, can increase student engagement and enjoyment in learning, and enhance teaching and learning in specific activities and units of work.

Digital literacies and experimentation, learning-oriented risk taking and use of electronic devices to develop knowledge, skills and deeper understandings can benefit all learners, and often students with personal learning needs and/or interests.

Melba Copland Secondary School adopts a “Responsible Use” approach to the use of mobile phones and other electronic devices at school and to enhance learning.

- The misuse of these devices at any time in the school day can breach an individual’s right to be and feel safe at school and may result in severe consequences at a school, and also community and legal levels which can involve police investigations.
- Students and families must be aware that no liability will be accepted by the school in the event of the loss, theft or damage of any device as like all personal property it is the responsibility of the student and family to consider and implement care, protection and any insurance coverage they feel may be needed.

Like all valuable property, students need to either carry them securely at all times on their person or hire and use the school locker system.



Code of Conduct for the use of Mobile Phones and Electronic Devices

Mobile phones and electronic devices are allowed to be brought to school as personal choice and used responsibly before school, during recess and lunch breaks, and after school. During class times, a traffic light system is used to signal how mobile phones and electronic devices may be used.

Red Light: No use of mobile phones or other electronic devices is allowed.

Orange Light: Limited use of mobile phones or other electronic devices for educational purposes only, with the classroom teacher’s permission.

Green Light: Use of mobile phones or other electronic devices permitted with the classroom teacher's permission.

Please note:

- If a student is given permission by the classroom teacher to use their mobile phone (or other electronic device) for a particular purpose, eg, as a calculator or to take a photo of the teacher's notes, the mobile phone can only be used for that specific purpose.
- If a student uses their mobile phone or other electronic device in class without permission, or misuses the device at any time, the class teacher will call home and place the student on a Blue Card lesson check support system. If they continue they will be instructed to hand over the device which will be locked for safe keeping in the school safe. Parents will be required to collect the device. It is the responsibility of the student to inform their parent/carer if their device is confiscated.
- Students may need to contact parents in emergencies or to confirm or change a collection time after school. This should not be done during class time.
- Parents / Carers are asked not to call students on mobile phones during class time. Messages that need to get to a student during class time should be directed to Student Services and a message will be taken to the student.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic device. Misuse may result in severe consequences.
- Mobile phones are not to be used or switched on inside toilets and change rooms.
- Students are not to take photographs or video with their mobile phones at any time during the school day unless a teacher has authorized it AND the subject has given their express permission.
- It is the students' responsibility to ensure that their phones and other devices are always stored in a safe and secure place. Students are not to lend their phones or other electronic devices to others.

Mobile phones are not permitted in national or school testing sessions under any circumstances.

It is the discretion of the individual teacher and faculty to trial using the digital learning traffic light system in order to enhance teaching and learning. The current MCSS Board and P&C policy regarding electronic devices is 'red light' unless the teacher or faculty direct otherwise as part of lesson plans.

Classroom teachers will call home and negotiate Blue Card lesson checks and update families if students do not follow the school procedures



Damage to School Property Policy

Damage to school property costs the school in excess of \$50,000 a year. This is money which could be used to enhance the student learning environment and / or resources for the school. There are times when student's accidently damage / break school property; however, there are incidents when students wilfully damage school property that range from minor damage to vandalism of numerous items.

Covering the costs of damages to school property made by students is an unsustainable practice, also one in which students do not see the consequences / results of their actions. Students who wilfully damage school property will be asked to pay for the repair / replacement of the items they damage. By implementing this procedure students will be accountable for the costs associated with their actions and be made aware of equipment that could have been purchased.

Below is a list of school property and the associated costs of repair / replacement

EQUIPMENT	COST OF REPAIR / REPLACEMENT
Windows	\$200 - \$400
Doors	\$1000
Grills on doors	\$300
Chairs – Static	\$40
Wheel	\$100
Computer monitors	\$150 - \$200
Computers	\$1100
Safety Screens	>\$600
Display Cabinets	\$300
Interactive White Boards	\$2500
Projectors	\$2500
Overhead Projectors	\$350
Tables	\$150
Light fittings	>\$250
Holes in walls	>\$50
T.V. / Video	>\$100
Sporting equipment	>\$200
Music equipment	>\$200

Students who are deemed to have accidently damaged school property will be asked contribute a flat amount of \$50 towards the cost of repair / replacement of the items.

Exit Card Policy

What is an Exit Card?

Issuing an Exit Card is a technique used by the Student Services Team to assist a student in controlling and modifying their behaviour. They are most often given to students who are working on controlling their anger; however, they are appropriate for students with some medical conditions or those who require additional emotional support from their Year Coordinator.

An Exit Card allows a student to remove themselves from a situation when they feel they may not be able to continue making appropriate behaviour choices.

If an Exit Card has been issued because of a medical condition the contact person on the card will be 'Sick Bay' or 'Student Services'

<p>EXIT CARD</p> <p><u>Paula Small</u></p> <p>Because I cannot deal with my emotions at this time, I need to get support from:</p> <p>Ms A or Mr B</p>	<p>IF YOU NEED TIME OUT</p> <p>Show this card to your teacher</p>
---	--

How the Exit Card is used:

1. The student recognises their personal stress indicators and evaluates their ability to remain in class behaving appropriately. If the student believes that they will have difficulty continuing to make appropriate behaviour choices.
2. The student takes their Exit Card and shows it to their teacher.
3. The student leaves the room quietly and goes directly to their support person.
4. With their support person they will talk about why they felt the need to leave the classroom and what alternative strategies they could try in the future. They will usually role play these alternatives with their contact person as a way of practicing for future situations.
5. If it was an appropriate exit, they will be congratulated for recognising their personal stress indicators. If it was not appropriate the student will be informed, returned to class immediately and their Exit Card could be removed.

6. When a student uses their Exit Card they will be encouraged to return after class to talk to the classroom teacher about why they used the card and what strategy they will use next time.

Who do I talk to about a Student's use of an Exit Card?

If the use of this card is abused students will have the card taken from them. A list of students who have been issued with the card is on the whiteboard in the staff common room. If you have any questions or concerns about a student's use of their Exit Card please contact the Student Services Team.

Anti-Bullying Policy

What is bullying?

Bullying is behaviour that threatens the physical and emotional security of students or staff. Bullying may be used to put down the physical or personal attributes of people, their disabilities, their gender or their race.

Bullying may occur at school or outside school boundaries, during school hours or before or after school.

What are some examples of bullying?

Physical

- Invasion of personal space, such as standing over or too close to another person
- Shoving, pushing, hitting, thumping or bashing
- Threats
- Interference with belongings, for example taking hats, bags, etc.
- Urging others to join in with bullying behaviour

Emotional

- Teasing
- Name calling
- Labelling
- Niggling or irritating
- Spreading or encouraging rumours
- Excluding others from groups
- Denial of resources, for example preventing access to playground area, toilets, canteen lines, equipment
- Sexual harassment (see Anti-Sexual Harassment Policy for specific examples)
- Racial harassment (see Anti-Racial Harassment Policy for specific examples)

Cyber Bullying

Cyber bullying is emotional bullying that uses technology such as text messages, MSN, Facebook/Twitter or other internet sites.

TEACHING ABOUT BULLYING

All students learn about bullying and how to deal with it through curriculum programs, peer support, school assemblies, year meetings and by staff modelling appropriate behaviour. Students are provided with information and ongoing support to:

- Define and recognise bullying.
- Understand that bullying is about one person wanting power over another.
- Understand that bullying in any form is unacceptable.
- Define acceptable/unacceptable behaviour.
- Seek help for issues relating to the school's Anti-Bullying Policy and Procedure.
- Understand that bullying is serious and will be dealt with accordingly
- Understand that all bullying issues are documented.

ANTI-BULLYING CONTACTS

At Melba Copland Secondary School all staff are a point of contact for students who need to report bullying. If approached by a student:

- Listen to and legitimise the issue.
- Explain the process used to deal with complaints of bullying.
- Help the student complete an incident report.
- Gather witness statements if appropriate.
- Pass the report on to the Student Services team.
- Keep all information confidential.

If you are not confident in dealing with the complaint, please ask for advice or assistance from the Student Services team. The Student Services team are trained in recognising bullying, relevant policy and legislation, and school procedures.

When a bullying report is made the Student Services team will:

- Listen to and legitimise the issue.
- Keep all information confidential.
- Assist the student to identify options for action.

When a complaint is made the alleged respondent:

- Is informed of the complaint by the Student Services team.
- Is given an opportunity to explain what happened in a calm and confidential environment.
- Is given an opportunity to solve the problem.
- Will be told what is likely to happen if the behaviour continues.

What will happen to students who use bullying behaviour?

All incidents of bullying behaviour will be recorded. The consequences for bullying depend upon the type and severity of the harassment, along with previous history of incidents. All incidents will be dealt with in line with Student Services' policies and practices. Consequences may include:

- Community service.
- Restriction of playground access.
- Isolation.
- Suspension.
- Parents notified.
- Counselling with victim and victim's parents.
- Participation in an anti-bullying workshop.

HARASSMENT IS AGAINST THE LAW

Anti-Racial Harassment Policy

WHAT IS RACIAL HARASSMENT?

Racism refers to any belief, attitude, behaviour or practice which reflects an assumption, stated or implied, of superiority of one cultural group over another. It can take many forms. It can be overt or covert and directed against individuals or groups. Racism against others is based on race, colour, descent and nationality. It can be based on actual or supposed features of body, culture, language, religion, history or other attributes.

Racial harassment is about power. It is when one person wants to have power over others and uses racially offensive behaviour in an attempt to gain power.

RECOGNISING RACISM AND ITS EFFECTS IN SCHOOLS

The sorts of racism incidents that are most commonly reported at school are name calling, teasing, exclusion, verbal abuse and bullying.

Racial harassment is unacceptable because it erodes students' rights, lowers morale and self-esteem. It is potentially psychologically damaging and interferes with a safe and effective learning environment.

Students who have been racially harassed may show the following signs at school: be uncharacteristically silent, withdrawn, not engaged, unable to concentrate, unable to take risks with learning, have poor attendance, be aggressive or violent, and display disruptive behaviour.

Racial discrimination is against the law. Racial vilification is against the law. It is also against the policy of Melba Copland Secondary School.

Students who engage in racial harassment of another student should know that this behaviour is viewed very seriously and will be dealt with according to the ACT Department of Education's mandatory procedures.

All students have a responsibility to act in a way that contributes to a safe and positive environment.

AS A STAFF MEMBER AT MELBA COPLAND SECONDARY SCHOOL

- Challenge racism whenever it occurs in the community, media and popular culture.
- When you see racist behaviour deal with it immediately.
- Be a positive role-model.
- Model inclusive, positive, non-racist behaviour in the classroom, playground and staff room.
- Share information about your own cultural background.
- Recognise and value cultural diversity.
- Do not only use examples that show stereotyped views of a particular group.
- Learn to pronounce students' names correctly.
- Reflect on students' Rights and Responsibilities.

TEACHING ABOUT RACIAL HARASSMENT

All students learn about racial harassment and how to deal with it through curriculum programs, peer support, school assemblies, year meetings and by staff modelling appropriate behaviour. Students are provided with information and ongoing support to:

- Define and recognise racial harassment.
- Understand that racial harassment is about one person wanting power over another.
- Value diversity.
- Understand that violence in any form is unacceptable.
- Define acceptable/unacceptable behaviour.
- Seek help for issues relating to the racial harassment policy and procedures.
- Understand that racial harassment is serious and will be dealt with accordingly.
- Understand that the Anti-Racial Harassment Contact Officers (ARHCOs) will deal with racial harassment issues in a fair, confidential and impartial manner.
- Understand that all racial harassment issues are documented.

Anti-Sexual Harassment Policy

The Anti-Sexual Harassment Policy of Melba Copland Secondary School aims to promote a safe and positive environment free of sexual harassment, where all students feel comfortable and able to learn effectively.

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is when a person makes an unwelcome sexual advance or request for sexual favours to another person, or behaves in a way that makes the other person feel uncomfortable, embarrassed, upset or afraid.

Sexual harassment is more about power than sex. It is when one person wants to have power over others and uses sexual behaviour to attempt to gain power.

Sexual harassment is unacceptable because it erodes students' rights, lowers morale and self-esteem. It is potentially psychologically damaging and interferes with a safe and effective learning environment. Examples may include:

- Sexually based teasing, jokes or name calling.
- Non-verbal acts like leering or sexual body gestures.
- Wolf-whistling or making sexual comments about a person or group.
- Repeated questions about a person's private life relating to sexual issues.
- Display of sexually offensive pictures, posters or graffiti.
- Repeated, unwanted requests to go out or engage in sexual activity.
- Sexually offensive letters, phone calls, emails and text messages.
- Spreading rumours about someone's personal sexual life
- Physical contact such as patting, pinching, touching or brushing up against another person's body.
- Sexual abuse or sexual assault.

Sexual Harassment is against the law. It is also against the policy of Melba Copland Secondary School.

Students who engage in sexual harassment of another student should know that this behaviour is viewed very seriously and will be dealt with according to the ACT Department of Education's mandatory procedures.

TE All students have a responsibility to act in a way that contributes to a safe and positive environment.

All students learn about sexual harassment and how to deal with it through curriculum programs, peer support, school assemblies, year meetings and by staff modelling appropriate behaviour. Students are provided with information and ongoing support to:

- Define and recognise sexual harassment.
- Understand that sexual harassment is about one person wanting power over another.
- Understand gender equity.
- Understand that violence in any form is unacceptable.
- Define acceptable/unacceptable behaviour.
- Seek help for issues relating to sexual harassment policy and procedure.
- Understand that sexual harassment is serious and will be dealt with accordingly.
- Understand that the Anti-Sexual Harassment Contact Officers (ASHCOs) will deal with sexual harassment issues in a fair, confidential and impartial manner.
- Understand that all sexual harassment issues are documented.



Drug Education Policy

As a Health Promoting School, Melba Copland Secondary School works with students, parents, carers and the wider community to create an environment which encourages growth of the individual through guidance, education and respect and in which the welfare of the whole school community is paramount.

We recognise that Parents and carers retain the prime responsibility for developing and guiding the personal, emotional and intellectual values, ethics and social behaviour of their children.

Within this context, Melba Copland Secondary School aims to include drug education as an integral part of ongoing curriculum processes which address the values, behaviours, issues and attitudes of Melba Copland Secondary School and its community.

We recognise that the development of partnerships that foster positive relationships between students, teachers, parents and carers is integral to the process of drug education policy and its success.

A Drug is:

“Any substance which, when taken into the body, alters its function physically or psychologically. Drugs range from prescribed medications to substances such as caffeine, alcohol and tobacco, to inhalants, solvents and to illegal substances. The uses of drugs may be beneficial, harmless, or harmful, depending on the drug, the environment and the individual.” (Drug Education Framework for ACT Government Schools)

Prevention

At Melba Copland Secondary School we discourage drug use which is detrimental to health and wellbeing of our students and promote harm minimisation. Drug Education is part of the Sport Health and Physical Education, Studies of Society and Environment, and Science Curriculum for students at all stages of their education at Melba Copland Secondary School.

At school we:

- Support the appropriate use of medications.
- Set rules and apply consequences regarding the inappropriate use of drugs.
- Facilitate the development of effective decision making skills.
- Provide information about the harmful effects of drug.

Interventions

Prescription drugs and medications

- All medication will be held and administered by Front Office Staff.

Tobacco – *Please refer to the Anti-Smoking Policy for further details.*

- Tobacco and associated products will be confiscated.
- Parents will be informed on the first offence.
- Counselling/Quit Programs will be offered to students who present with nicotine addiction.

Alcohol

- The student will be suspended and the parents contacted to collect the student immediately.
- If the student presents at an activity after core hours they will be banned from future school functions for a set period.
- The student will be required to make a commitment that they will not repeat this behaviour before returning to school.
- Counselling will be offered.

Prohibited Drugs

If a student is suspected of being in possession or under the influence of prohibited drugs, parents/carers will be contacted immediately, and a search of their possessions in the presence of a parent, advocate or legal authority will take place. If an illegal substance is found:

- The student's parents will be contacted and asked to collect their child immediately.
- The student will be suspended.
- The police will be contacted and the confiscated substance will be given to them.

Suspension for possession of illegal drugs will be for a period of up to five days, during which time the student's continued enrolment at the school will be discussed with the student's parents/carers.



ANTI-SMOKING POLICY AND PROCEDURES

(Years 7 – 10)

Name of Student: _____ Year: _____

Melba Copland Secondary School and the Department of Education and Training are concerned with the health and well-being of all students in ACT public schools. Departmental policies have been developed to ensure schools are able to meet the needs and well-being of the students. Students found smoking on school grounds will be counselled and have their parents or carers informed. The school will implement appropriate discipline action.

It is illegal to smoke on government property such as this school.

Therefore smoking and possession of cigarettes and smoking paraphernalia (such as lighters, matches, papers, etc) are not permitted at Melba Copland Secondary School. The purpose of this contract is to address the reasons why the student smokes and educate them to make a more informed decision.

EXAMPLES OF SHORT AND LONG TERM EFFECTS OF SMOKING

If you smoke, these are some of the consequences to your health:

Just one cigarette:

- Speeds up then slows down the activity of your brain and central nervous system.
- Dulls your appetite, sense of taste and smell.
- Reduces skin temperature.
- Makes you more susceptible to colds and coughs.
- Increases your heart and pulse rate.
- Raises your blood pressure.
- Paralyzes and reduces the function of the little hairs which sweep dust particles out of the tubes which take air into your lungs.
- Reduces blood supply to your hands and feet.

Over a period of time smoking can lead to:

- Cancer of the lungs
- Cancer of the bladder, kidney, pancreas and stomach
- Chronic respiratory diseases, eg chronic bronchitis and emphysema
- Reduced fitness, eg from reduced lung capacity and oxygen deficiency
- Narrowing of the arteries supplying blood to:
 - The heart muscle – increasing the risk of heart attacks
 - The brain – increasing the risk of a stroke

- The lower limbs – increasing the risk of gangrene
- Mouth, jaw, throat cancer
- High blood pressure
- Staining of teeth and fingers
- premature aging
- less effective immune systems

DO YOU AGREE THAT SMOKING IS VERY HARMFUL TO YOUR HEALTH?

YES

NO

SIGNED

ANTI-SMOKING CONSEQUENCES

If you are found in possession of smoking paraphernalia such as lighters, matches, papers, etc, you will be asked to hand over these items. These will be kept in Student Services and may be returned via your parents/guardian.

If you are found smoking or in possession of cigarettes at school, including anywhere on the school grounds, this sequence of consequences will apply:

FIRST OFFENCE

The first time you are found smoking or in possession of cigarettes, you will be given a lunchtime detention. During this time the smoking policy documents will be explained to you by a member of staff. You will acknowledge you were smoking or in possession of cigarettes at school by signing and dating a document to that effect. You will also complete the attached sheet to outline the reasons why you choose to smoke. Your cigarettes and smoking paraphernalia will be confiscated (these may be returned via your parents/guardian). Your parents/guardian will be required to read and sign this document then it will need to be returned to your year coordinator.

SECOND OFFENCE

You will again have to acknowledge you were smoking or in possession of cigarettes at school by signing and dating this document to that effect. Your parents/guardian will be required to sign this document to acknowledge that you have an after school detention, during which you will run through the schools Anti-Smoking Session run by our school nurse. Your cigarettes and smoking paraphernalia will be confiscated (these may be returned via your parents/guardian).

Your parents will be provided with the option to meet with the Student Services coordinator to discuss your habit. He/ She/ They will be informed that if you smoke on school grounds or are found in possession of cigarettes from this point on, you will be suspended for persistent non-compliance.

THIRD OFFENCE (and any subsequent offences)

A third (or subsequent) offence will result in suspension from school for repeatedly breaking a school rule. You will lose access to all extra curricular activities and excursions. Your cigarettes and smoking paraphernalia will be confiscated (these may be returned via your parents/guardian). Your return to school will have to be negotiated and an agreement signed with the Student Services coordinator. Parents will also be referred to outside agencies to work more with the student and his/her smoking habit.

You will be provided the opportunity to complete the consequences as a result of your actions. If you decline to adhere to these, subsequent or greater consequences may be given.

My signature, which appears on this page, acknowledges that I was found smoking or in possession of cigarettes at school. I am aware that smoking and possession of cigarettes are not permitted at Melba Copland Secondary School. I understand the consequences of smoking to my health and the consequences imposed by the school

FIRST OFFENCE – REASONS FOR SMOKING

These are the reasons why I choose to smoke:

- 1.
- 2.

Student Date.....

Parent/Guardian Date.....

Second Offence Student Date.....

Dear parent/Guardian

Your son/daughter will have to attend an after school detention as he/she was found smoking, or in possession of cigarettes. The date of the detention is and it will be from 3.00 – 4.00pm. Could you please sign below to acknowledge that you are aware that your son/daughter will be attending this detention?

Parent/Guardian Date.....

Your meeting has been arranged for - Time Date.....

Third Offence Student Date.....

Dear parent/guardian

As a result of continually being found smoking, or in possession of cigarettes at school, your son/daughter will be suspended between the following dates - to the Before your son/daughter will be allowed to return to school, you will be required to attend a re-entry with the Student Services coordinator.

Parent/Guardian Date.....

Re-entry from suspension – Time Date.....



ANTI-SMOKING PROCEDURES

Years 11 - 12

Name of Student: _____ Year: _____

Melba Copland Secondary School and the Department of Education and Training are concerned with the health and well-being of all students in ACT public schools. Departmental policies have been developed to ensure schools are able to meet the needs and well-being of the students. Students found smoking on school grounds will be counselled and have their parents or carers informed. The school will implement appropriate disciplinary action.

It is illegal to smoke on government property such as this school

If you are found smoking on School grounds, this sequence of consequences will apply:

FIRST OFFENCE

The first time you are found smoking on school grounds, you will be asked to put the cigarette out. You will be given a copy of the smoking policy and consequences. You will be spoken to by Student Services and you will need to sign a document on smoking. Your parents/guardians will be contacted and informed of future consequences.

SECOND OFFENCE (and any subsequent offences)

A second (or subsequent) offence will result in suspension from school for repeatedly breaking a school rule and ACT Community Law. Your return to school will have to be negotiated and an agreement signed with the Student Welfare Coordinator. Parents will also be referred to outside agencies to work more with the student and his/her smoking habit.

At each step you will be offered non-smoking advice and counselling if you desire.



ANTI-SMOKING PROCEDURES

Years 7 - 12

Melba Copland Secondary School and the Department of Education and Training are concerned with the health and well-being of all students in ACT public schools. Students found smoking on school grounds will be counselled and have their parents or carers informed. The school will implement appropriate discipline action.

It is illegal to smoke on government property such as this school.

If you are found smoking on school grounds, this sequence of consequences will apply.

FIRST OFFENCE

The first time you are found smoking on school grounds, you will be asked to put the cigarette out. You will be given a copy of the smoking policy and consequences. You will be spoken to by Student Services and you will need to sign a document on smoking. Your parents/guardians will be contacted and informed of future consequences.

SECOND OFFENCE (and any subsequent offences)

A fourth (or subsequent) offence will result in suspension from school for repeatedly breaking a school rule and ACT Community Law. Your return to school will have to be negotiated and an agreement signed with the Student Welfare Coordinator. Parents will also be referred to outside agencies to work more with the student and his/her smoking habit.

EXAMPLES OF SHORT AND LONG TERM EFFECTS OF SMOKING

If you smoke, these are some of the consequences to your health

Just one cigarette

- Speeds up then slows down the activity of your brain and central nervous system
- Dulls your appetite, sense of taste and smell
- Reduces skin temperature
- Makes you more susceptible to colds and coughs
- Increases your heart and pulse rate
- Raises your blood pressure
- Paralyzes and reduces the function of the little hairs which sweep dust particles out of the tubes which take air into your lungs
- Reduces blood supply to your hands and feet

Over a period of time smoking can lead to

- cancer of the lungs, bladder, kidney, pancreas and stomach
- chronic respiratory diseases, eg chronic bronchitis and emphysema
- reduced fitness eg from reduced lung capacity and oxygen deficiency
- narrowing of the arteries supplying blood to
 - the heart muscle – increasing the risk of heart attacks
 - the brain – increasing the risk of a stroke
 - the lower limbs – increasing the risk of gangrene
- mouth, jaw, throat cancer
- high blood pressure
- staining of teeth and fingers
- premature aging
- less effective immune systems

Quit Smoking Resources

Australian Government

<http://www.quitnow.gov.au/internet/quitnow/publishing.nsf/>

Cancer Council

<http://www.cancer.org.au/preventing-cancer/reduce-your-risk/quit-smoking.html>

Self-Harm Policy

Non-Suicidal Self- Injury (NSSI)

Self-Injury is suspected or identified

- Parent may contact staff
- Staff may suspect
- Student may self-disclose
- Friend/acquaintance of self-injuring student may disclose
- Social Media

Advise the self-injuring student's Year Co-ordinator immediately: (for all staff)

The Year Co-ordinator will then conduct a risk assessment before advising the Student Wellbeing Deputy (Year Co-ordinator may refer straight to School Psychologist or School Nurse).

Year Co-ordinator (School Psychologist, Nurse) Conducts Initial Risk Assessment

1. Meet with the self-injuring student and assess the intent and severity of self-harm. **This includes self-injury that is suspected or reported to have occurred off school premises.*
 - **Major injury:** Contact Ambulance. Meet with student and student's parents. When student returns to school, complete steps 2 -8.
 - **Minor injury:** Student attends to wounds. Go to step 2
2. Conduct Initial Risk Assessment. Discuss first aid and care with self-injuring student.
3. Provide self-injuring student with support material.
4. Advise self-injuring student that you will be contacting their parents.
5. Contact self-injuring student's parents. Provide referral information and provide psycho-education material.
6. Complete Care and Protection Report using template. CC to the Principal, Deputy Principal Student Wellbeing.
7. Make official record
8. Contact Deputy Principal Student Wellbeing and advise that steps 1 – 7 have been completed

School Psychologist has contact with self –injuring student and parents:

- Follow-up phone call to parents within one week of receiving referral. Encourage parents to follow up with GP visit and referral to external psychological support.
- See self-injuring student within 2 weeks of receiving referral for welfare check. Conduct full Risk assessment. Provide support until student is linked with external support.

Year Coordinator contacts School Psychologist:

- Refer self-injuring student to school psychologist for an appointment.

Managing Non-Suicidal Self Injury in Schools

Information for Year Co-ordinators

You have been advised that a student has self-injured or is suspected to be self-injuring.

Year Co-ordinator (School Psychologist, Nurse) Conducts Initial Risk Assessment

1. Meet with the self-injuring student and assess the intent and severity of self-harm. **This includes self-injury that is suspected or reported to have occurred off school premises.*
 - **Major injury:** Contact Ambulance. Meet with student and student's parents. When student returns to school, complete steps 2 -8.
 - **Minor injury:** Student attends to wounds. Go to step 2.
2. Conduct Initial risk Assessment. Discuss first aid and care with self-injuring student.
3. Provide self-injuring student with support material. **see SELF Harm – Information booklet*
4. Advise self-injuring student that you will be contacting their parents.
5. Contact self-injuring student's parents. Provide referral information and provide psycho-education material.
6. Complete Care and Protection Report using template. CC to the Principal, Deputy Principal Student Wellbeing.
7. Make official record.
8. Contact Deputy Principal Student Wellbeing and advise that steps 1 – 7 have been completed.

STEP 1 – Assess the Severity of Self-Injury:

Priority needs to be given to ensuring students who present with self-harming injuries receive necessary medical attention. Respectfully ask to see the wound and if needing attention, walk the students to the front office (to the first Aid Officer). **Assessment of severity of injuries is also necessary for self-injury that is suspected or reported to have occurred off school premises.*

Major self-injury: seek medical attention (GP or Emergency department) if:

- The bleeding does not stop after 10 minutes of applying pressure.
- The cut is gaping and the edges won't stay together and you can see tissue or fat.
- There is a chance that nerves or tendons have been affected.
- The student goes into shock: this can cause long-term movement difficulties.
- Something is embedded in the wound.
- The cut involves the mouth or face.
- The cut shows signs of infection (redness, swelling, painful, increased heat around the wound, hard or has pus oozing out, smell).

Minor self-injury: if the wound does not meet the criteria of major self-injury, it can be considered 'minor'. In this case, the wound needs attention, advise the First Aid Officer and take the student to sick bay.

- Students must attend to their own wounds, unless suturing is required.
- Students will be sent home if they have self-injured at school.
- Students are not permitted to attend class if bleeding, have fresh wounds or bandages – they must wear long sleeves and attire in keeping with the schools uniform policy. **This may need to be discussed with parents.*
- Students will be disciplined if they bring dangerous objects to the school (razor blades, knives).

STEP 2 – Conduct Suicide Risk Assessment and Discuss First Aid and care with the student:

On discovering a wound/ or disclosure by a student:

- Try to remain calm.
- Assess extent of injury or shock, seek first aid and call an ambulance if required.
- Don't be judgemental or react negatively to the Student. Understand there is a reason behind the injury, but don't go 'digging for it'.
- Do not promise confidentiality.
- Don't get frustrated with the student if the same behaviour continues. * See 'what to do' and 'what not to do' in NSSI – background information for Staff, Appendix 2.

Conduct Risk Assessment

The terms 'suicidal behaviour' and 'self-injurious behaviour' are often used interchangeably, however, significant distinctions can be drawn between suicidal and self-injuring acts, as follows (Queensland, 2008):

	Self-Injury acts	Suicidal acts
Intention of the act	To ease emotional distress To modify consciousness To harm a part of the body to ease the pain	To die To terminate consciousness To kill oneself to cease unbearable pain
Method and Potential Lethality	Cutting, carving, scratching, burning Low lethality but repeated overdoses may inadvertently lead to death	Hanging, poisoning, falls, firearm, suffocation, car accidents High lethality because of high lethality methods and belief that suicide is the only way out
Level of Physical Damage	Minor tissue damage Repeated overdoses	Major tissue damage, broken bones, serious cognitive deficits, death

Despite these distinctions, an assessment to determine the level and immediacy of suicide risk should be conducted whenever suicidal and NSSI thoughts and behaviours are identified

Ask student if they have been thinking about suicide. This can be a difficult question to ask, but for an individual who is seriously considering suicide, the question can come as a relief. One way to ask the question is: *‘Sometimes, when people feel really, really bad, they might think about killing themselves to escape the pain. Have you been feeling like this?’*

If suicidal intention is present, immediately contact the Deputy Principal (Student Services) and/ or the School Psychologist.

Discuss First Aid and Care with the Student:

- Any broken skin could introduce germs or infection to your body.
- The use of ‘found’ objects (glass, sharp objects) to pierce the skin creates a high level of risk of infection/blood poisoning.
- It is essential that if the area continues to bleed, a first aid officer assesses it to check whether stitching is needed.
- Check the area every 12/24 hours to ensure there are no signs of infection e.g.: seeping, pus, redness around the area, streaking travelling away from the wound, smell, excessive pain/throbbing.
- Continue to dress the wound and keep it clean until healing is complete.
- If you are unsure or think there is a problem, show to a responsible adult e.g.: Schools first aid officer, teacher, school nurse, school psychologist, parent/carer etc.
- If harm is a burn, then first aid for a burn needs to be applied.

Step 3 – Provide Student with support material on Coping:

Encourage students to complete the following:

- **Coping Strategies Sheet.**
Ask the student “when you have felt like hurting yourself before but you didn’t do it, what did you do instead?” This will help them identify some of their strategies.
Also provide them with a list of strategies and tell them that other people have found the strategies useful.
- Ask student to complete a **Help Card**, on which they identify Key Support people, six coping strategies and Important Contact numbers. **See Coping strategies and help Card Appendix 5 and 6.*

Step 4 – Advise Student that you will be contacting their parents:

Students may ask you not to contact their parents. Explain Duty of Care. Explain that NSSI is a serious matter which signals that an individual is experiencing significant distress. It is important for parents to

be aware of their child's distress, so that they can support them and seek appropriate psychological/medical support for them.

Step 5 – Contact self-injuring student's parents. Email referral information.

- Discuss self-injuring incident. If the student has self- injured at school, request that parents collect their child.
- Encourage parents to arrange GP and external psychological support. **See Referral information for Parents, Appendix 4.*
- Email the following to parents: **Ssee NSSI information for parents, Appendix 3 and referral information for parents, Appendix 4.*
- Advise that you will be making a Mandatory report to Care and Protection.
- Advise that the School Psychologist will contact parents in one week to follow up on Referral progress. Invite parent to call the School Psychologist prior to this if required.
- Advise that the School Psychologist will see the student for a welfare check approximately one week after NSSI incident/ report and can provide interim support should the student be required to wait for an external psychologist's appointment. Encourage parents to advise the School Psychologist when an external psychologist's appointment is made, also to give the School Psychologist the name of the external psychologist and give written permission for the School Psychologist to speak with him or her. Ask parents to call the front office and leave a message for the School Psychologist.

**** If you have concerns about contacting a student's parents, contact discuss with the Deputy Principal (Student Services) or the School Psychologist.***

Step 6 – Complete a Care and Protection Report. Cc Year Coordinator, Executive Teacher and Deputy Principal (Student Services)

- Email form to: childprotection@act.gov.au
(Find form in Appendix 6)

Step 7 – Make an official record and place in Student File.

Step 8 – Advise Deputy Principal (Student Services) that steps 1 – 7 have been completed.

APPENDICES

APPENDIX 1

NON-SUICIDAL INFORMATION FOR STAFF

What to do:

- Talk openly about it
- Be honest about your thoughts and feelings
- Listen and find out what they need
- Never make assumptions
- Be supportive
- Be available – within limits
- Understand the severity of their distress
- See the person, not the injuries
- Talk and debrief with someone

What not to do:

- Don't ask them to stop
- Don't feel responsible
- Don't tell other people without obtaining permission or informing them
- Don't punish them
- Don't assume you know what they need
- Don't label
- Don't panic
- Don't make promises you cannot keep
- Avoid being effusively sympathetic
- Don't condemn their behaviour.

What is non-suicidal self-injury?

Non-suicidal self-injury (NSSI) is defined as deliberately injuring oneself without suicidal intent. The most common form of NSSI is self-cutting, but other forms include burning, scratching, hitting, intentionally preventing wounds from healing, and other similar behaviours. Tattoos and body piercings are not considered NSSI, unless they are created with the specific intention to self-harm. NSSI is often inflicted on the hands, wrists, stomach, or thighs, but it can occur anywhere on the body.

Methods of Self-Injury

Self-injury can include a variety of behaviours but is most commonly associated with:

- Intentional carving or cutting of the skin.
- Scratching.
- Burning.
- Ripping or pulling skin or hair.
- Swallowing toxic substances.
- Self-bruising.
- Breaking bones.
- For boys it is head banging and wall punching.

Risk Factors:

Certain factors may increase the risk of self-injury, including:

- Age. Most people who self-injure are teenagers and young adults, although those in other age groups also self-injure. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents or other authority figures.
- Having friends who self-injure. People who have friends who intentionally harm themselves are more likely to begin self-injuring.
- Life issues. Some people who injure themselves were neglected, or sexually, physically or emotionally abused, or experienced other traumatic events. They may have grown up and still remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality.
- Mental health issues. People who self-injure are often impulsive, explosive and highly self-critical, and may be poor problem-solvers. In addition, self-injury may be associated with certain mental disorders, such as borderline personality disorder, depression, anxiety disorders, post-traumatic stress disorder and eating disorders.
- Excessive alcohol or drug use. People who harm themselves may do so while under the influence of alcohol or illegal drugs.

The Function of Self-Injury

The 'why' or functions of self-injury are different for each individual and are typically contextually based. Self-injury often serves multiple functions simultaneously:

- Affect regulation – *provides relief, eases tension, relieves anger*
- Marking or communicating distress – *expressing emotional pain they feel they cannot bear*
- Anti-suicide – *self preservation*
- Feeling Generation – *escaping numbness; many of those who self-injure say they do so to feel something*
- Self-Punishment – *punishing oneself for being "bad".*
- Self-Care – *creating physical injury that is easier to care for their emotional distress.*
- Anti-dissociation – *to cease feelings of depersonalisation.*
- Toughness – *seeing if or proving they can take the pain.*
- Interpersonal influence – *help seeking, communicating pain to others.*
- Autonomy – *demonstrating they are self sufficient.*
- Sensation seeking – *an attempt to push their limits akin to sky diving, train surfing etc.*
- Revenge – *trying to get back at someone.*

How to Recognise NSSI

Because clothing can hide physical injuries, and inner turmoil can be covered up by a seemingly calm disposition, self-injury can be hard to detect. However, there are red flags you can look for (but remember—you don't have to be sure that you know what's going on in order to reach out to someone you're worried about):

- Unexplained wounds or scars from cuts, bruises, or burns, usually on the wrists, arms, thighs, or chest.
- Blood stains on clothing, towels, or bedding; blood-soaked tissues.
- Sharp objects or cutting instruments, such as razors, knives, needles, glass shards, or bottle caps, in the person's belongings.
- Frequent "accidents." Someone who self-harms may claim to be clumsy or have many mishaps, in order to explain away injuries.
- Covering up. A person who self-injures may insist on wearing long sleeves or long pants, even in hot weather.
- Needing to be alone for long periods of time, especially in the bedroom or bathroom. Isolation and irritability.

Myths about NSSI

Myth #1: Self-injury... That's a girl problem, right? Wrong. Rates of NSSI are actually similar between men and women. When we look at samples of people who self-injure, the gender split is usually 50-50. There may be differences in the ways men and women exhibit NSSI, but both genders are equally likely to hurt themselves.

Myth #2: When people say "NSSI," they mean "cutting." Many people think of cutting and burning when they think of self-injury, but there are many other ways to inflict physical harm on one's body. Any behaviour that results in tissue damage, but without intent to die, can be NSSI. Common behaviours include picking at the skin or scabs, self-hitting, or biting. Although people used to think that cutting was the most common behaviour, recent research indicates that scratching and skin-picking may actually be as common as, if not more common than, cutting.

Myth #3: People who hurt themselves on purpose are trying to kill themselves, even if they say they're not. Although both suicide and NSSI involve intentional injury, they are distinct behaviours. Most importantly, they differ in intent to die; by definition, NSSI must be performed without suicidal intent.

APPENDIX 2

NON-SUICIDAL INFORMATION FOR PARENTS

Responding to Self-Injury

- Talk openly and honestly about self-injury – avoid fostering an environment of secrecy, shame, isolation and guilt.
- Remain calm and avoid emotional extremes, i.e. anger or effusive sympathy as this may further reinforce the behaviour.
- Be emotionally supportive, actively engage with and listen to your child.
- Be available and offer invitations to talk regularly but don't press them to talk.
- Avoid lecturing (they would stop if they could), yelling, punishments, negative quips – these will increase the shame and guilt they are already feeling bad.
- Ask your child if there is anything that you or their siblings do (or do not do) to contribute to their behaviour.
- Encourage and explore alternative coping strategies with your child, e.g. taking up a new sport/hobby.
- Watch for signs that your child is experiencing intense emotions and help distract them by employing their alternatives (above point) or simply comfort them.
- Restrict and discuss their internet usage – explain the triggering effects of graphic content on websites, social media and this will impede their recovery.
- If they slip up (as they usually will) don't punish them, they will feel guilty and disappointed enough. Support, love and comfort them, exploring what they can learn from that slip up to put into practice next time. Ask how you can support them.
- Present a united front and be consistent.
- If your child is having academic, interpersonal or behavioural issues at school advocate on their behalf, collaborating with teachers, school counsellor and the school nurse to best support them at home and at school.
- Celebrate success, reinforcing abstinence from self-injuring, e.g. after a week or not self-injuring, buy them a treat, cook their favourite meal, take them out. Ask them what has been helping keep the urges to harm at bay.

What not to do

- Don't ask them to stop.
- Don't feel responsible
- Don't tell other people without obtaining permission or informing them.
- Don't punish them.
- Don't assume you know what they need.
- Don't label.
- Don't panic.
- Don't make promises you cannot keep.
- Avoid being effusively sympathetic.
- Don't condemn their behaviour.

APPENDIX 3

REFERRAL INFORMATION FOR PARENTS

Seeing a Psychologist as a Private Client

- If you decide you wish to seek the advice of a psychologist, you do not need a referral to see one as a private client. It would be better to get a referral so you can get a rebate from Medicare as psychologists are very expensive. A private client is one who pays their own bills and is not requesting a rebate from the Medicare system. If you belong to a private health fund, however, you may be eligible for a rebate on your session fee. You should confirm with your health fund before making your appointment.

Seeing a Psychologist as a Medicare referred Client

- In order to see a psychologist as a Medicare patient, you will first need to see your GP. Your doctor will determine whether you qualify for treatment under the Medicare system. The Australian Psychological Society provides detailed information about **Better Access to Mental Health** scheme and the **Access to Allied Psychological Services (ATAPS)** scheme, both of which are covered by Medicare.
- **Better Access to Mental Health**: allows 10 sessions at Medicare rebates of up to 85% of the normal fee. Costs vary depending on the psychologist chosen. Some psychologists have scaled costs (based on household income) and / or bulk billing – please enquire with the individual practice.
- **Access to Allied Psychological Services (ATAPS)**: allows up to 12 sessions per calendar year for people with mild to moderate mental disorders (six time limited sessions with an option for another six sessions following a mental health review by referring GP). Psychological services are provided at low or no cost. ATAPS targets people who are less able to pay fees, culturally and linguistically diverse communities, people who are homeless or at risk of homelessness and people in rural and remote locations. The program also has dedicated funding which will be provided to Medicare Locals to provide innovative services to people who have self-injured or attempted suicide or at risk of suicide, Indigenous people, children and their families and women with perinatal mental health problems.

Headspace ACT

- Headspace is a youth mental health service for anyone aged 12 – 25. Provides information and assistance for young people experiencing mental health and / or substance issues and their families. After initial intake interview (free of charge), sessions with psychologist may be accessed under the Better Access Scheme (requiring a GP referral). To see a psychologist, the cost of each session is \$110 to \$150, of which \$83.25 to 122.12 may be rebated.
- **Phone: 6201 5343**
- **Website: www.headspace.org.au**

The Australian National University Psychology Clinic

- Therapy is provided at low cost (individual or group). Sessions may be conducted by postgraduate students in clinical psychology under supervision. Cost is approximately \$15 - \$35 per person (negotiable).
- **Phone: 02 6125 8498**
- **Website:** http://psychology.anu.edu.au/psychology_clinic/

University of Canberra Psychology Clinic

- **The Clinicians can provide assessment and therapy for children, adolescents and adults for the following:**
 - Anxiety.
 - Depression.
 - Relationship issues.
 - Family and parenting issues.
 - Educational, learning and behavioural difficulties.
 - Coping with stress.
 - Stress management.
 - Body image, weight and eating concerns.
 - All consultations are by appointment only. The clinic does not provide telephone counselling.
- **Phone: (02) 6201 5843 or 1300 784 785 (local call)**
- **Website:**<http://www.canberra.edu.au/faculties/health/community-connections/clinics/services-offered/psychology>

Child and Adolescent Mental Health Service (CAMHS)

- CAMHS provides psychological support for children and young people with moderate to severe mental health issues, free of charge (needs a referral from a GP, School Psychologist or SYHN).
- **Phone: 02 62051450**

Relationships Australia

- Family Relationship Counselling: offers individual, couples and families an opportunity to explore and develop solutions to managing relationship issues and difficulties. This may include coping with loss and change, conflict resolution, step-parenting, parenting after separation, etc. Payment is on a sliding scale according to income.
- **Phone: 02 6122 7100**
- **Address: 15 Napier Close, Deakin ACT.**

APPENDIX 4

COPING STRATEGIES

How can I help myself?

- 15 minute method: try not to respond to urge for 15 minutes. If this is successful, try another 15 minutes and so on.
- Grounding exercises: becoming aware of their own body and the sensations of breathing and touch.
- Stay away from tempting materials: go for a walk and move away from the environment where the NSSI behaviour normally occurs.
- No drugs and alcohol: these may exacerbate feelings of depersonalisation and cause the person to be more vulnerable.
- Vigorous activities work for angry feelings: power box classes, kicking a soccer ball, punching a cushion.
- Try expressing with words instead: keep a journal, write poetry.
- Set limits on behaviour.
- Try and match reactions with feelings, eg. anger with hitting pillow, sadness with self-care – have a bubble bath or play a new DVD/CD.
- Other self -help ideas.
- Simple relaxation techniques.
- Re-establish feelings of control and safety.
- Mourning of past losses.
- Dealing with memories of past trauma in therapeutic environmentt.
- Find meaningful and satisfying work.
- Balanced sleep and diet.
- Distraction.
- Limiting intrusive thoughts.

APPENDIX 5

HELP CARD

STUDENT HELP CARD

<p>Name:</p> <p>Key Support people</p> <ul style="list-style-type: none">••••••	<p>Coping strategies</p> <ul style="list-style-type: none">••••• <p>Important Numbers:</p> <ul style="list-style-type: none">•••
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APPENDIX 6

Care and Protection Report

Student Name:	
DOB:	
Address:	
Home Phone:	
Mother's Name:	
Mother's Phone:	
Father's Name:	
Father's Phone:	
Details of Incident Reported:	
Please contact me if you require any further information.	
Name:	
Role:	
School:	
Phone:	
Fax:	

Email form to: childprotection@act.gov.au

APPENDIX 7

School Psychologist Referral

General Details

Student Name: _____ Year: _____

Parent/ Carer: _____ Parent/ Carer Contact information: _____

Referral Reason

Referred by: _____ Date of referral: _____

Referral discussed with parent: Yes No Date of discussion: _____

If referral has not been discussed please provide reason:

Referral reason: *Presenting features, frequency/duration, triggers*

Educational Adjustment and Interventions

Curriculum

- Learning Assistance / EALD support
- Scaffolding, delivery of pedagogy, materials
- Assessment modification
- Differentiation (content, process, product)
- Assistive technology
- Disability/ Educational Program (ISP, LSC, LSU)
- Alternative educational settings (Achievement Centre, Connect 10)
- Outside agency (U-Can Read, tutoring)
- Partial attendance, Transition
- ILP/ PLP

Health and Safety

- Medical Response Plan**
- Absence verification**
- Risk management, emergency care plan**

Emotional Wellbeing and engagement

- Connection with staff member/s
- Special programs (school based)
- Student Management Policy/ Plan
- Behaviour Support Partner involvement
- Suspension Support Team involvement
- School counsellor involvement
- Engagement in additional activities (SPICE/ WEX/ Volunteering etc.)
- Outside agency (Headspace/ CAMHS/ private)
- Family connected to school community
- Family Support Team involvement


Other


- _____
- _____
- _____


Evaluation of adjustments: *What's working and what isn't working*


What do you hope to achieve through referral of this student:

APPENDIX 8

LESSON VARIATIONS										
Teacher: _____										
Class Code: _____										
Date -	Yr 7 8 9 10					Room				
Period -	1	2	3	4	5	6	7	8		
Absences:										
Students Present:										

LESSON VARIATIONS										
Teacher: _____										
Class Code: _____										
Date -	Yr 7 8 9 10					Room				
Period -	1	2	3	4	5	6	7	8		
Absences:										
Students Present										

LESSON VARIATIONS										
Teacher: _____										
Class Code: _____										
Date -	Yr 7 8 9 10					Room				
Period -	1	2	3	4	5	6	7	8		
Absences:										
Students Present:										

LESSON VARIATIONS										
Teacher: _____										
Class Code: _____										
Date -	Yr 7 8 9 10					Room				
Period -	1	2	3	4	5	6	7	8		
Absences:										
Students Present										

