PASTORAL CARE AND BEHAVIOUR MANAGEMENT POLICY

PURPOSE

Preamble
In the Gospel of Matthew, 19:13-15, we read
“The little children were being brought to him in order that he might lay his hands on them and pray. The disciples spoke sternly to those who brought them; but Jesus said: “Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.” And he laid his hand on them and went on his way.”

Therefore, with Jesus as our Model, we acknowledge the delicacy of the material with which we deal when we are involved in the moral development of our students. We wish to mediate encouragement and respect rather than react so that we will draw students to Jesus and not create barriers, which could jeopardise their relationship with God and others. Such an approach should enhance their sense of self-worth and enable them to believe that they are truly made in the image and likeness of God, and loved unconditionally by him.

This policy has been formulated in the light of the spirituality indicated above and within the context of the Vision (VS), Mission (MS), and Outcome Statements (OS) of our School.

These Statements proclaim:
- Our School lives Christ’s love, compassion, and devotion to service; (VS)
- (We are committed to) creating a school community which welcomes and acknowledges the uniqueness of each individual….;(MS)
- (We are committed to) consistency in our treatment of students, being non-judgemental, empathising with them and showing forgiveness and compassion; (MS)
- (We are committed to) nurturing in our students a strong sense of justice by developing policies which help them to understand the relationship between actions and consequences; (MS)
- (We expect that) our students will be honest and just, and accept responsibility for their actions;(OS)
- (We expect that) each of our students will develop a well-formed conscience and sound decision making strategies for a changing world.(OS)
- (We expect) our staff to model, mentor and recognise respect and positive behaviour.

At Sacred Heart we aim to:
- provide support for individuals or groups who require such assistance
- ensure that there is an effective crisis management process in place
- enable effective communications within the school
- help students with personal and school problems
- put needy students in touch with appropriate skilled persons or agencies
- provide support for students with disabilities according to their unique needs
- help students develop a healthy respect for themselves and others
- match the curriculum intervention process with student needs
• help students reflect on their Christian values and behaviours
• help students develop appropriate social skills
• provide a plan for the management of student behaviour
• help in the development of a warm relationship between students and staff
• assist in the development of warm relationships between students
• help develop a sense of pride in belonging to this school community
• assist in the evaluation of the stated school goals

POLICY
Pastoral Care at Sacred Heart is intentional. It is discernible responses to people’s needs and is based on guiding Christian principles. Pastoral care is the school’s expression of concern for individuals.

The policy identifies that in most incidences, the majority of students follow the school rules and expectations.

We embed pastoral care of all students through:
• Affirmation and acknowledgement of appropriate behaviour through praise, encouragement and awards
• Support of students in times of need.
• Being clear but not inflexible, definite but allowing for sufficient tolerance to accommodate individual differences and varying circumstances, as well as catering to the needs of students with disabilities.
• Mediation, negotiation and restitution are integral to the Policy, as it promotes reconciliation with those who are affected by the unacceptable behaviour.
• Acknowledging that such a process is time-consuming but important that we recognise the value to our students in providing them with life-long skills and resilience.
• Identifying behaviours as categorised according to the level of disrespect for self or for others.
• Ensuring consequences of Level 3 behaviours are timely and, in some cases, non-negotiable. In all cases, communication with parents (mandatory) as well as some form of Pastoral follow-up is obligatory.

Pastoral Care at Sacred Heart is central to the whole endeavour of education. It:
• concerns the total welfare of all community members
• is an effective vehicle by which the school can hand on its culture and traditions
• assists in providing a sensitive, warm, thorough and realistic learning environment
• involves offering affirmation, guidance, advice and a framework for growth
• enhances the formation of positive relationships between parents, staff and students
• is committed to the inclusion of students with disabilities
• creates feelings of belonging to the community
• is seen as part of everyday life and linked to the curriculum
• develops an attitude of co-responsibility for others
• is based on the person of Christ as revealed through the Gospels
• involves and includes all members of the community
• facilitates, within individuals, the development of problem solving strategies, flexibility and adaptation necessary for life in a changing society.
PROCEDURES
Teaching and Learning
The primary expression of pastoral care in a school is through the dynamics of teaching and learning and in the congruence between the statement of purpose and values of the school and the total curriculum.

The school curriculum, therefore, shall be comprehensive and inclusive, based on the principles of quality learning for all characterised by the use of quality teaching strategies and responsive to the individual learning needs of students.

It must be responsive to students with special needs or disabilities and should aim to redress educational disadvantage brought about by such factors as socio-economic status, gender, ethnic origin and race.

Students are to be given opportunities to become reflective, self-directed learners, capable of negotiating the curriculum around meaningful, relevant tasks. Fair and just assessment procedures will be utilised.

Pastoral care programs grounded in the Catholic worldview address the developmental needs of students such as:

- relationships
- drug education
- child protection
- peer support
- grief and loss
- sexuality
- self esteem
- values education

Such programs are intended to help students to value themselves and experience their own well-being whilst enabling them to contribute to building the school community.

All dimensions of teaching and learning shall promote students’ ongoing formation in self discipline and personal responsibility with schools establishing, developing and managing environments in which students learn to respect rights and fulfil responsibilities. The rights of teachers to teach and students to learn in a safe and supportive school environment are valued and protected.

Teachers
Teachers provide support to all students in their class. Our vision and mission is to nurture all aspects of development. These include the child’s spiritual, physical, emotional, social and intellectual development. All staff need to be caring, compassionate adults who take a genuine interest in the lives of their students and who set appropriate boundaries within those teacher-student relationships.

For these reasons student-teacher interviews and parent-teacher interviews provide opportunities to nurture individual growth.

Pastoral Care Advisors
In the secondary all years have a Pastoral Care Advisor who link with the students in Year Seven and support these children to the end of their secondary years at Sacred Heart. This advisor is also a support for parents and together a strong partnership is formed.
Pastoral Care Coordinator
Sacred Heart believes providing support in both welfare and wellbeing is vital to a child’s development. The Pastoral Care Coordinator supports both students and teachers. Their role is also to initiate programs in the classroom and within the school community to develop resilience in students.

Staff
New staff members are welcomed to Sacred Heart and are taken through an orientation process by the Pastoral Care Coordinator.

All beginning teachers are mentored by an experienced teacher for the first two years of their careers. Release is given to plan and meet with their mentor. This experience is a very positive way for teachers to enter the teaching profession.

School Counsellor
The School Counsellor visits Sacred Heart weekly on Mondays. Students may be referred to the school counsellor by a teacher completing a referral form (appendix 1), which is located on the T drive/Staff Handbook. Secondary students can refer themselves to the School Counsellor by making an appointment at the Front Office or by speaking with their Pastoral Care Advisor. Parents/caregivers may also request an interview with the school counsellor. The counsellor keeps a record of all appointments with students and parents, which is confidential.

The School Counsellor plays an important role in the pastoral care of students at Sacred Heart working closely with the staff both formally and informally. The School Counsellor makes weekly contact with the Principal, Pastoral Care Coordinator and if need be with other Executive staff, to discuss students at risk and any other business pertaining to the students welfare. The School Counsellor has their own office, computer and phone, and is encouraged to socialise with the staff. While respecting the confidentiality of students and families, it is important for the School Counsellor to provide feedback to appropriate staff. A book is kept in the Principal’s office to note all parent contact and student interviews that take place during this weekly visit.

Parents
All parents have access to the Pastoral Care Policy and are involved in the sequential treatment of behaviour. The school recognises the role of the parent in managing behaviour and their right to be involved in the management of their children. Parents and the school need to develop a strong partnership, particularly when dealing with issues not relating to behaviour. Parents can contact teachers/executive, by phone, email or note if they have a concern about their child. In the first instance the class teacher is contacted in Infants and Primary and the PCA in Secondary.

It is important that students and families are surveyed annually so that our Pastoral Care Policy is informed by best practises and that student and parent feedback is valued. The school community evaluates the policy each year. Parents and students can access survey information via an emailed invitation and the school website.

Whole School Staff
The Pastoral Care Policy also includes support for all staff working at Sacred Heart. The Pastoral Care Coordinator may be involved or other suitable support people may be involved when staff are dealing with situations. The Principal encourages staff to seek support if required.
Seasons for Growth
Sacred Heart Central School offers an Australian Education program called Seasons for Growth. Seasons for Growth is a program for children, young people or adults who have experienced significant change or loss.

Seasons for Growth is based on the belief that change, loss and grief are a normal and valuable part of life. We examine the impact of changes such as death, separation, divorce, and natural disaster upon our lives, and explore how we can learn to live with and grow from these experiences.

The core intentions of this program are the development of resilience and emotional literacy to promote social and emotional wellbeing. The program is educational in nature and does not provide therapy.

‘Seasons for Growth’ (SFG) is an eight week program that concludes with a later ‘celebration’ with invited family and friends. The program runs when there are sufficient numbers. These sessions are generally forty minutes in length. An imagery of the four seasons is used to illustrate that grief is cyclical, not a linear journey with a clear end. Trained “Companions” facilitate small groups where participants share their experiences, and support and learn from one another. Peer support is a key element of the program, and confidentiality is strongly emphasised.

Further information for parents, staff and students can be located on the following website: http://www.goodgrief.org.au/SeasonsforGrowth/tabid/58/Default.aspx

We are all affected by tough times, grief, loss and misfortune in our lives at some stage. Learning to deal effectively with these issues is central to personal wellbeing and happiness.

Choicez Programs
In Year 9 the students are introduced to two programs: “Beautiful” for the girls and “The Men We Need” for the boys.

The Men We Need explores multiple key issues in the lives of young men through the dominant paradigm of how masculine strength is used. So many young men receive a toxic cultural formation. They are sadly encouraged to use their strength for selfish, dominant or destructive ends. The Men We Need aims to invert that paradigm by communicating a powerful new message; that masculine strength can be placed at the service of something bigger than the individual. It is this desire to see manhood released for positive and pro-social ends that is the core of The Men We Need program.

Beautiful explores how many young women are facing extraordinary pressures. Powerful media driven messages about body image, relationships, intimacy and sexual decision-making are leaving many girls confused, isolated and at risk. We have never seen worse outcomes for girls across a range of indicators from mental and physical health to sexual assault and self-harm. The time has come to start telling a different story – for girls to see beyond a fragmented, distorted and limited view of womanhood portrayed in film, print and online media – and to offer them a chance to listen to a deeper voice that offers something better.

Faith in Action – Community Service
Our school vision states ‘Our school lives Christ’s love, compassion and devotion to service’, which is lived through our commitment in the Year Ten Faith In Action Program. This service component provides opportunities for our students to be proactive in extending their hand of friendship and service to others in our local community. The students visit Cootamundra Nursing Home, Cootamundra Retirement Village, Eloouera School and Little Wattle Preschool,
as part of the program. The program spans over Terms One to Three and is coordinated by the Religious Education Coordinator.

**Circle Time**
Circle time is a way to promote positive behaviour and up-skill students in providing strategies and ideas for various aspects. Circle time allows all children a voice and enables their opinion to be heard. It is a positive experience where no put downs are allowed.

**Affirmation Programs – Awards**
Sacred Heart seeks to affirm positive behaviour that promotes strong community service, application and gospel values. This includes regular and public recognition through a weekly award programs, our newsletter, website, local media and various special awards and our end of year presentation for major award winners.

**Awards given at Sacred Heart**
**Weekly**
- Star of the Week – Early Stage One and Stage One
- Shirley Bear - Early Stage One and Stage One
- GOTCHYA Awards – Early Stage One to Stage Three
- Aussie of the Month - Early Stage One to Stage Three

**Weekly awards Secondary**
- Weekly Canteen House Point System - Secondary

**Term Awards**
- Term One and Three – Secondary – subject encouragement awards
- Term Two and Four – Secondary subject achievement award
- Annual Awards Presentation – includes academic, improvement, effort, Christian leadership, citizenship, sporting and cultural awards.

**Transition**
A transition program for new Kindergarten students entering Sacred Heart is conducted in the year prior to students starting school. Students visit the school for orientation days and are invited to other celebrations. An information session is held for parents and a family barbecue is held to welcome all kindergarten students shortly after the commencement of the new school year. As part of the program all students are buddied with a Year Five student who will help their transition to school. If the child travels to school on a bus their buddy will assist them in this area.

Year Six students including those from feeder schools participate in a transition program prior to them starting Year Seven. Year Nine are involved in peer activities on one of the orientation days. The students experience life in the secondary classroom and are introduced to timetables and changing rooms. A parent information session is held.

**Inclusive Education**
Sacred Heart is committed to the inclusion of students with identified needs. To fulfil this commitment, we provide an environment that values each student and promotes within each one of them an appreciation of the gifts they possess. The inclusion of students with disabilities assists the rest of the school population to respect the uniqueness of others.
Behaviour Management Policy

Restorative Justice Practices
The Restorative Justice Practices is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaborative problem solving. It provides schools with strategies to manage students with challenging behaviours while maintaining the respect and dignity of all parties. Rights and Responsibilities are a prerequisite to a Pastoral Care policy that nurtures and respects the uniqueness of each student. Our students deserve to know boundaries and expectations as well as their personal rights as members of the school community. Staff dealing with student behaviour issues are to use the Restorative Justice Practice Questions to guide and direct discussion and further pastoral measures.

The Restorative Practice Affective Questions
Is a series of questions to enable students to be heard and any issues to be resolved and a consequence decided upon if required. Parents are contacted to further strengthen the home and school partnership.

PROCESS IS IMPORTANT:
CONCENTRATE ON PROCESS – NOT ON OUTCOME

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<tr>
<th>Incident</th>
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<tbody>
<tr>
<td>1. What happened?</td>
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<td>2. How did it happen?</td>
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<td>3. How did you act in this incident?</td>
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<tr>
<td>4. Who do you think was affected?</td>
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<td>5. How were they affected?</td>
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<td>6. How were you affected?</td>
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<table>
<thead>
<tr>
<th>Solution</th>
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<tr>
<td>7. What needs to happen to make things right?</td>
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<th>Learning</th>
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<td>8. If the same situation happens again how could you behave differently?</td>
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Mediation
Issues between students are mediated by the teacher or Pastoral Care Advisor or Pastoral Care Coordinator to ensure all students are given a chance to be listened to regarding issues or concerns pertinent to the group of children. It is important that issues are mediated to enable students to go through the restorative practice process to allow students to move on.

Students
Our students are made aware of the expectations, rights and responsibilities that are built into the Pastoral Care Policy. They are encouraged to adopt restorative justice practices to be able to deal with situations and move forward. Students are exposed and taught the principles of meditation and conciliation to allow them to understand the process and to learn from any situation. Students are to be recognised for positive and constructive behaviour. All students have a copy of the expectations set out in the Pastoral Care Policy Guidelines. The school acknowledges the input of students into the policy.

Staff
Our staff professionally fulfil the role of “locus parentus” and as such model the care and compassion that is required when dealing with children. When dealing with issues, staff need to allow time, patience and a non-reactory response to issues. They are informed about the foundations of our policy and they are encouraged to model Christian practices in dealing with all students. This includes embedding Restorative Justice Practices in their pastoral ministering to our students.

All staff at Sacred Heart sign the mandatory Guidelines for Professional Conduct which details the expectations of staff behaviour and the interaction between members of the Sacred Heart Community. (refer to the Code of Conduct on the CE intranet.)

All staff complete a Student Behaviour Slip when an incident occurs (according to the Pastoral Care Policy Guidelines) to monitor student behaviour. The slip is either kept by the classroom teacher (K-6) or emailed to the Pastoral Care Advisor in the secondary. If a pattern of behaviour is evident, the Pastoral Care Coordinator or another executive teacher is involved, along with parents.

The Catholic Education Office
The role of the CE in the Pastoral Care Policy is to advise and support with respect to legal responsibilities and as the employer of staff at Sacred Heart School. The CE provides policy documentation and protocols as a guide to policy development and is informed of all matters in accordance with the mandatory reporting legislation. They are consulted on serious behaviour issues involving suspension or expulsion.
Role of the Primary Classroom Teacher or Pastoral Care Advisor
All staff have an overarching role that includes:

- Taking an active interest in the personal, spiritual, academic and social development of students.
- Managing student files (to identify a pattern of behaviour evident in Student Behaviour Slips)
- Encouraging and promoting students in the service of others.
- Communicating and liaising with other teachers about students’ needs and progress.
- Actively involved in processes and procedures of the Pastoral Care Policy.
- Caring for every student.
- Organising buddies for new students and making contact with new parents.
- Seeing that the children have settled in well to school.
- Contacting parents as necessary.
- Talking to students’ informally/formally and/or referring students to the school counsellor.
- Post-incident contact.
- Reminding students that it is the behaviour that is the problem not the individual.
- When needed, provide Restorative Justice Practice meetings between students and teachers.
- Disseminating information to staff via email or through staff briefings/meetings whilst respecting individual’s privacy.
- Overseeing the reporting process for relevant Year group (interim and semester)
- Coordinating excursions for relevant year group and ensuring all documentation is completed professionally and submitted at least two weeks prior to an event.
- Attending appropriate parent information evenings
- Coordinate events relevant to Year group.
BEHAVIOUR MANAGEMENT

Four key principles – consistency, cooperation, common sense and consequences must be used when dealing with issues.

Student Pastoral Care Guidelines – Appendix 1

Student Behaviour Slip – Appendix 2

Behaviour Management Plans/Conduct Sheets – Appendix 3

Conduct sheets are daily sheets implemented by the teacher in conjunction with either the PCA or the Pastoral Care Coordinator. The purpose of these sheets is to monitor a student’s behaviour more closely looking for patterns or other significant issues in a non-threatening and affirming manner. The sheets also indicate to the student and parents that their behaviour needs to be improved. The sheets are predominately used in the secondary. Students meet daily with the PCC or PCA to discuss their progress. Parents are informed prior to the commencement of the sheets and at the conclusion. Younger students are usually monitored using a sheet where they are affirmed each session according to their participation and behaviour.

Behaviour Management - Appendix 4

Detention/Time Out

Detention is not a welfare measure for all behaviours. Its goal is to educate and change behaviours. Students are supervised at all times during detention. Parents are informed if the detention is outside school time and if possible a mutually convenient time is organised. Under normal circumstances should a classroom teacher decide to use detention as a discipline measure they will be required to supervise the detention.

Community Service

This is an option to positively engage the student in recognising the implications of their behaviour. Students may be required to improve the appearance of the school under direct supervision.

Removal of Privileges

These are a sequential measure to help students identify the implications of their behaviour and the responsibilities they exercise. These are always in consultation with the parent, classroom teacher or PCA and should be appropriate to the disciplinary action. Students may be withdrawn from representing Sacred Heart if their behaviour is a concern in terms of safety for themselves or others. Student and parents need to be aware representing Sacred Heart is a privilege and not a right.

In School Suspension

A student is suspended as a disciplinary response to an identified level of behaviour (please refer to Pastoral Care Policy Guidelines) and a letter is sent home or a phone call made, notifying the parents/caregivers of the behaviour. Work provided by the classroom teacher is completed by the student in isolation under the supervision of the Principal or Executive. The student has recess and lunch at a different time from other students. This action is for higher level behaviours. An interview with the Principal or Assistant Principal and PCA may be held with the student and parent/caregiver before the student is re-admitted to normal classroom routine.
Out of School Suspension
Out of school suspensions require the parent/care giver to be notified that their child will be withdrawn from the school for a period of time as a disciplinary response to an identified level of behaviour (please refer to Pastoral Care Policy Guidelines). An interview with the Principal or Assistant Principal and PCA is held with the student and parent/caregiver before the student is re-admitted to normal classroom routine. There may be welfare measures put in place for the student on their return, clearly stating behaviours and attitudes that need to be adopted so that the student can move forward. If need be, the length of the time of the suspension and welfare measures on return (eg conduct sheets, Behaviour Management Plan) will be decided after consolation with the parent/caregiver. The CE suspension notice is completed and submitted to CE for each suspension.

Exclusion
Exclusion involves the termination of an enrolment. There are CE protocols that must be followed by the school in the event of a recommendation for exclusion.

NO CORPORAL PUNISHMENT IS USED OR CONDONED at SACRED HEART.

Related Matters

IT and Pastoral Care
The school expects that all students will use IT in a safe and responsible manner (please consult the IT Policy). Each year students sign the code of practice for technology use, internet use to educate and promote safe use of IT and the internet, at school and at home. Parents must also sign the user policy as parents are responsible for their child’s behaviour. The User policy needs to be consulted for disciplinary action in relation to abuse of this privilege.

Complaints
In line with the CE Complaints Policy members of the Sacred Heart community are able to express complaints using the procedure outlined in the policy. This encourages all members of our community to identify areas of concern.

Confidentiality
Others must not be privy to school issues. All students and staff at Sacred Heart deserve the dignity of privacy when an issue arises. The CE views the confidentiality of its schools seriously and they demand all employees to do the same. We all have the responsibility to honour the confidentiality of Sacred Heart.

Parents visiting or assisting in the classroom will observe various students at work and play. It is vital any observations or information gained from the classroom remains confidential and should not be discussed outside the classroom. If parents have any concerns they should be discussed with the classroom teacher or principal. All volunteers must sign the CE Volunteer Application form and submit this to the Principal.

Teachers as Parents
Correct protocols are followed when contacting a parent/staff member re student behaviour. We need to ensure that as teachers that if an issue arises re our own child(ren) we treat them like any other student would be treated. Our children’s issues hold no greater importance than for any other student at Sacred Heart. When parents who are staff members, need to be contacted, teachers are to contact the staff member’s partner or contact the staff member out of school hours. Staff member’s children are treated with equity and have the same expectations as every other child.
Evaluation
The policy will be reviewed annually. Surveys of students, staff and parents will be conducted and the SRC will have input into all areas of the policy relating to students.

Bullying and Harassment
An anti bullying belief is embedded in the Catholic ethos, specifically tolerance, forgiveness, compassion and reconciliation. Learning to deal with bullying behaviour is an important life skill. The environment requires trust and encourages students to responsibly report any incidents of bullying either to themselves or others. Students report incidents to Parents or Carers, Classroom Teacher, Pastoral Care Advisor, Student Leaders and the School Counsellor.

Types of bullying

- **Verbal bullying** - such as name calling or put downs, threats, teasing, including sexual harassment and innuendo (it might also be extended to written form through email or sms).
- **Physical bullying** - being punched, tripped, kicked or having your belongings stolen or damaged. It might also include sexual abuse.
- **Social bullying** - being left out, ignored or having rumours spread about you.
- **Psychological bullying** - you are given dirty looks or stalked, often less obvious or direct than other forms of bullying or making you feel intimidated or manipulated.
- **Cyberbullying** - is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS.

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Every child at Sacred Heart has the right to feel happy and safe. The students at Sacred Heart have a responsibility to follow school rules and expectations to allow all students to feel safe and secure. Students and staff have a responsibility to care for each other. The Staff at Sacred Heart have a responsibility to students and parents to ensure that all students feel safe and secure.

Related Policies

- Student Management Procedures - School Rules
- Uniform Policy
- Acceptable Technology Use Policy
- Critical Incident Policy
- Student Leadership
- Occupational Health and Safety Policy
Forms
Behaviour Management Processes
Behaviour Slip Form
Pastoral Care Student Guidelines
Referall to School Counsellor

RESOURCES

Support Agencies

Headspace [www.headspace.org.au](http://www.headspace.org.au)

**Headspace Wagga Wagga**
2/185 Morgan Street, Wagga Wagga
NSW 2650
Phone: 02 6923 3170
Fax: 02 6923 3145

Emergency 000

Accessline – 1800 01 1511, 1800 800 944
Suicide Call Back Service 1300 659 467
Suicide Prevention and Support Group 1300 133 911
MensLine Australia 1300 78 99 78
Sexual assault, family and domestic violence Line 1800 424 017

Websites

[www.reachoutcentral.com.au](http://www.reachoutcentral.com.au) – a game which involves conflict resolution and anger management
[www.moodgym.anu.edu](http://www.moodgym.anu.edu) - 10 years old and up
[http://cybersmart.engagelive.net](http://cybersmart.engagelive.net) - cybersmart detectives – education primary

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