

PAGEWOOD PUBLIC SCHOOL – STUDENT WELFARE POLICY

DATE FOR NEXT REVIEW: By end of 2012.

STATEMENT OF PURPOSE:

Student Welfare:

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Is achieved through the total school curriculum and the way it is delivered.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- Recognises the role the schools play as a resource to link families with community support services.
- Provides opportunities for students to:
 - ~ Enjoy success and recognition
 - ~ Make a useful contribution to the life of the school
 - ~ Derive enjoyment from their learning.

Student Welfare Directorate
NSW Department of School Education

In taking account of such demands, Pagewood Public School has formulated a Student Welfare Policy, which recognises the intrinsic right of every child to a 'rewarding and confident school life.'

To achieve these ends, the welfare program consists of a wide range of activities utilising developmental, preventive and support strategies having the capacity to encompass a diverse school population.

When a community such as ours shares a sense of purpose, commitment and fellowship the student welfare program does not stand as a distinct policy design but is fundamental to the ethos of the school.

At Pagewood Public School, our goal is to provide effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider community. The desired outcomes of our student welfare program therefore relate to:

- Quality teaching and learning
- Positive climate and good discipline.
- Community participation

Pagewood Public School's student welfare program is designed for all. In order to design a just and equitable program, we must allow for a finely tuned balance between the individuals' rights and responsibilities for all students in the school community.

1. QUALITY TEACHING & LEARNING

Statement on commitment to quality teaching:

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In line with the Student Welfare Policy of the Department of Education and Training, this school aims to enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students
- Establishing well-managed teaching and learning environments
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- Ensuring that gender and equity issues are recognized and addressed across the curriculum.

A number of programs enhance effective learning and teaching at Pagewood Public School:

- **A Teacher/Librarian** takes every child in the school for lessons in library skills, research skills and literature. The librarian and the class teacher plan and teach closely together. Students borrow from our well-resourced library each week.
- **Information and Communication Technology** programs provide all students with access to technology to enhance their learning in the Key Learning areas. Each classroom is equipped with at least two computers for access during class time. In addition, all classes are timetabled to use the Computer Room each week.
- **A French LOTE program** provides all students with approximately 40 minutes of instruction in French each week.
- K-2 classes have a ½ hour **Gymnastics** program for one term.
- **English as a Second Language (ESL)** instruction is provided for students whose first language is not English. The ESL teacher works with students in small groups and within the classroom.
- **A Support Teacher Learning** provides small group and individual instruction for students experiencing difficulty with literacy and numeracy skills. Individual students may also receive instruction from the District Support Teacher Learning program.
- **The Learning Assistance program** provides additional support to identified students in literacy and numeracy.
- **Funding Support programs** provide additional support to students with disabilities.
- All students have access to a **School Counsellor**. The counsellor provides assistance to students experiencing emotional, social and learning problems.
- Students have many opportunities to demonstrate **academic excellence** at Pagewood Public School, through class-based assessment activities and external tests. A range of other opportunities is also provided for students to demonstrate academic excellence. Students compete in the Bondi District Public Speaking Competition, Premier's Reading Challenge, Premier's Sporting Challenge and Premier's Spelling Competition.
- Students have many opportunities to display their artistic and creative talents. **The choir** performs regularly at a wide variety of school and community events. The Senior Choir participates in the Primary Schools Choral Concert at the Sydney Opera House. The school has a **Band**. Students in Year 3 – 6 are eligible to join. The Band has performed at a number of school events as well as at the Daceyville Big Band Bash and the Engadine Band Festival. Students from K-6 may opt to be involved in the **Dance/Drama** item prepared for "Showcase" each year.
- All students participate in weekly **fitness and sporting** activities. Students from Kinder to Year 2 have a weekly sports session that aims to develop skills. Swimming and Athletics Carnivals are held annually and students who are successful at these participate in the District Carnivals. In addition, students participate in clinics in sports such as AFL, soccer, netball and cricket to improve their skills. Each year a two-week intensive Swimming Scheme is held so that students in Years 2 and 3 can improve their skills.
- The school has a number of specific programs designed to meet the **personal, social and welfare needs** of students. These include:
 - Prefect group
 - Anti-Bullying Policy
 - Child Protection
 - Drug Education
 - Assessment & Reporting
 - Values education
 - Excursions
 - Aboriginal education
 - Transition Plans
 - Student health – healthy canteens
 - Bounce Back (anti-bullying program)
 - Asthma Education
 - Anaphylaxis training
 - NCIS training

2. DISCIPLINE POLICY

This policy contains information on School Rules, Student Rights and Responsibilities and explains the steps for dealing with discipline at Pagewood Public School. It has been written so that students, parents and teachers will understand what type of behaviour is expected and what will happen when students misbehave.

- For the students, this system means that they have to make decisions about their behaviour and they will know what is expected of them and others.
- For parents, this policy provides information that will assist them to discuss behaviour problems with their children and to provide necessary guidance and support.
- For school staff it is hoped that inconsistent disciplinary action can be avoided.

STATEMENT OF PURPOSE

Principles underpinning our school's Discipline Policy:

- Learning will only prosper in a safe and happy environment.
- All children deserve to be treated fairly and valued as individuals.
- Behaviour is purposeful, and children choose behaviours to satisfy a need.
- Children should understand the consequences of appropriate and inappropriate behaviour.
- Children who exhibit inappropriate behaviours need support and assistance.
- All procedures must be fair.
- Parents should be informed regularly in formal and informal ways about their child's behaviour.
- The partnership between school and community is based on shared responsibility and mutual respect.
- The school Discipline Policy may apply outside school hours and off school premises where is a clear and close connection between the school and the conduct of students.

Outcome: Our school environment will be one which is cohesive, disciplined, safe and orderly, and in which students will be happily engaged in educational programs.

Student outcomes

- Students will be able to learn without disruption from inappropriate behaviour by other students.
- Students will be safe in the school environment.
- Students will know what is expected of them.
- Students will accept difference.
- Students will be respected and supported in all aspects of their schooling.

2.1 DISCIPLINE CODE OR SCHOOL RULES

The Pagewood PS Discipline Code is based on the 9 core values of NSW government Schools (integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, democracy).

2.1.1 CORE RULES IN NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

- Attend school every day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school & others.

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

2.1.2 CORE RULES OF PEGWOOD PUBLIC SCHOOL (see Appendix 4)

- **BE FAIR**
- **BE SAFE**
- **BE RESPONSIBLE**
- **BE CO-OPERATIVE**

2.1.3 SCHOOL ATTENDANCE

Once a student has enrolled in the school they are required to attend every day. Dental and medical appointments should be made outside school hours. If a student is absent, they must give the class teacher a written note when they return to school. The note should state the reason for the absence. If a student is going to be absent for more than a week, please phone the school initially and send a written explanation when they return. We are required to record all absences in the class roll and file all notes for twelve months. Should a student have a series of unexplained absences or develop a pattern of irregular attendance, they will be referred to the Home-School Liaison Officer who will contact the parents and possibly make a home visit.

2.1.4 SCHOOL ACTIVITIES / EXCURSIONS / SPORT

At all times, students must conduct themselves in a manner that will be a credit to them and to the school. The Discipline Code applies to students while travelling to and from school or participating in school excursions or sport, or while wearing school uniform.

2.1.5 USE OF MOBILE PHONES

Students who bring mobile phones to school do so at their own risk and are responsible for their security. The school will not accept any responsibility for any loss or damage. Parents should note that secure storage of students' personal property is not available at this school.

If students use mobile phones inappropriately, depending on the circumstances, action may include the following:

- banning students from using mobile phones during the course of the school day;
- confiscating mobile phones from individual students;
- applying student disciplinary provisions as per this Discipline Code.

Generally, a mobile phone will be used inappropriately if it:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school;
- threatens or is likely to threaten the safety or well being of any person;
- is in breach of any law.

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone.

Mobile phones are to be switched off during class time. Messages can be retrieved at the end of the day.

2.2 STRATEGIES & PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT

- **Curriculum:** Within the level of resources available, our school will provide a program of learning, appropriate to each child's needs and abilities and where possible, also provide support programs.
- **Learning Support Team (LST):** The learning support team consists of the principal, the school counsellor, the STLA and the teacher of the child being referred. The LST determines school needs and priorities, determines resource needs, evaluates educational programs and supports individual teachers to meet the learning needs of students
- **Anti-bullying Policy** - see Appendix 1
- **Student leadership:** The student leadership group is chosen from Year 6. Student leaders are expected to maintain a high standard of behaviour and support school staff in implementing the Fair Discipline Policy.
- **Buddy program:** Kindergarten students are supported by a "buddy" from Stage 3 during their Orientation to the school and then during their first few weeks of attendance.
- **Classroom practice** – see Appendix 2
- **Support programs:** Where it is considered necessary, the Principal, with the support of the School Counsellor, will ensure that an appropriate support program will be provided to students with learning difficulties or social interaction problems. Such programs may be school based or require the assistance of outside support and expertise. At all times parents will be informed of these options and invited to participate in the decision making process and implementation of the programs if applicable.
- **School uniform:** The parents of children at this school support the wearing of full school uniform. This has been a tradition at Pagewood and reflects the community's values, ratified by the P&C.
- **Anti-Racism:** The NSW Department of Education and Training rejects racism in all its forms and is committed to the elimination of racial discrimination. All teachers have responsibility for resolving less serious complaints between students and then reporting the incident to the ARCO for recording. As part of the Department's commitment to anti-racism each government school has an Anti-racism Contact Officer (ARCO). Serious complaints about racism should be directed to the ARCO, Miss Best.

The ARCO's role is to:

1. receive the suggestion, complaint or allegation regarding racism;
2. attempt to resolve the complaint using informal processes;
3. assist the complainant to write the complaint, if required, or record minor incidences;
4. advise the complainant of their rights and the process to be followed in lodging a complaint;
5. refer the complaint to a member of the school executive who will be responsible for resolving the complaint.

2.3 STRATEGIES & PRACTICES TO RECOGNIZE AND REINFORCE STUDENT ACHIEVEMENT

The school fosters a positive classroom and playground environment with praise for both individual and group effort and achievement. Consistent, positive reinforcement is provided in a variety of ways.

- Verbal praise and encouragement
- Class stickers, merit awards and certificates
- Class awards
- Playground awards
- Awards and certificates at school assemblies
- House points
- Students acknowledged in the Weekly Newsletter
- Sporting representation
- Trophies and ribbons
- Speech Day awards
- Nominations to attend external courses and presentations
- Student of the Week
- Allocation of Class Responsibilities
- Personal Development Programs
- Positive feedback to students from teachers and peers
- Written acknowledgement on work efforts.
- Acknowledgement at school assemblies
- Lining up awards
- Honour Awards

HONOUR AWARD SYSTEM

This behaviour system has been designed to recognise and reward the students who are obeying the school rules of:

- Being fair
- Being safe
- Being responsible
- Being co-operative

Every Wednesday, all of the teachers in the school (including Librarian, ESL, French, etc) will be given a sheet of 10 Honour Awards. During the week, teachers will award the students who are consistently behaving appropriately in class.

These rewards will carry over the years that the students attend our school.

When a student has 10 Honour Awards, they need to give them to their teacher so they can be counted, stapled and their full name and class is written on the front award. This pile of Honour Awards will then be sent to Ms McLean.

Students are responsible for taking care of their own Honour Awards. No replacements will be given for lost or misplaced awards.

- ❖ If a student receives 10 Honour Awards they will be rewarded with a Rainbow Award at the next week's assembly.
- ❖ If a student receives 20 Honour Awards they will be rewarded with a Silver Award at the next week's assembly.
- ❖ If a student receives 30 Honour Awards they will be rewarded with a Gold Award at the next week's assembly. A photo will be taken of the student and displayed on a Gold Honour Student poster and displayed in the school for a period of 2 years.

2.4 STRATEGIES & PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

The following guidelines will be used for children who are unable to follow school rules **in the CLASSROOM:**

Teachers will minimise unacceptable behaviour by recognition of good behaviour by school-wide systems and each teacher's in-class practices.

In-class management of inappropriate behaviours by class teacher will include counselling of the student by the teacher, and use of a range of consequences.

If a student continues to behave in an unacceptable manner in the classroom, the following steps are a guide for teachers' actions:

Step 1 – If a student acts inappropriately, a verbal warning is given to him/her. Clearly tell the student what he/she needs to do eg. If the child is calling out tell him/her, "You need to put up your hand".

Step 2 – If the student continues to act inappropriately, record his/her name on the board. Clearly tell the student what he/she needs to do.

Step 3 – If the student continues to act inappropriately, place a cross (x) next to his/her name. The student will have a conference with the teacher at the next break. The student's inappropriate behaviour is recorded on their behaviour card.

Step 4 – If the student continues to act inappropriately, place a 2nd cross (xx) next to his/her name. The student will be sent with a written referral to the Assistant Principal for the remainder of the session. He/she will conference with the teacher and the Assistant Principal at the next break. The teacher contacts the parent to inform them of the student's unacceptable behaviour. The student will return to class at the start of the next session.

Step 5 – If the student continues to act inappropriately, place a 3rd cross (xxx) next to his/her name. The student is sent with a written referral to the Principal. The teacher contacts the parent and arranges to have a meeting with the parent, student and Assistant Principal.

Continuation of referrals to the Assistant Principals or Principal, or an occurrence of serious misbehaviour, may result in:

- elimination from desired non-curricular activities
- continuing daily detention (1.30 – 1.55, at office) until behaviour improves
- suspension, according to the NSW Department of Education & Training, "Procedures for the Suspension and Expulsion of School Students", 1999.

At all points from 2 to 5 above, a variety of strategies for managing misbehaviour may be used.

The following guidelines will be used for children who are unable to follow school rules **in the PLAYGROUND:**

Teachers will minimise unacceptable behaviour by recognition of good behaviour by school-wide systems and each teacher's own practices.

Mrs Hines will oversee K-2 students and Miss McLean will oversee 3-6 students.

Teachers supervise their allocated area of playground to avoid incidents of unacceptable behaviour.

If a student/s acts in an unacceptable manner, the teacher on duty completes the Playground Log. This information is transferred onto a spreadsheet each week and reviewed.

The following outline is a non-prescriptive guide for dealing with repeated unacceptable behaviour in the playground:

If 3 minor incidents of unacceptable behaviour occur in the playground, the AP and the class teacher meet with the student. The student is told that if he/she acts in an unacceptable manner again, his/her parents will be contacted. The student will not be allowed to play for 20 minutes of the next break session (ie. recess or first half of lunch).

If 4 minor incidents of unacceptable behaviour occur in the playground, the student's parents will be contacted and at the next break, he/she will have to meet with the AP and the class teacher. The student will not be allowed to play in the playground for 2 consecutive break periods.

If 5 minor incidents of unacceptable behaviour occur in the playground, the student's parents will need to come in and meet with the class teacher, the AP and their child. The student will not be allowed to play in the playground for 4 consecutive break periods.

If a serious incident of unacceptable behaviour occurs in the playground, the AP must be immediately notified and the student removed from the playground. The AP will notify the class teacher and the student's parent will be contacted. He/she will not be allowed to play for 2 consecutive break periods.

If a 2nd serious incident of unacceptable behaviour occurs in the playground, the AP must be immediately notified and the student removed from the playground. The AP will notify the class teacher and the student's parent will be contacted. The class teacher, Principal and Assistant Principal will have a meeting with the parent and the student. He/she will not be allowed to play for 4 consecutive break periods.

At all points above, a variety of strategies for managing misbehaviour may be used.

Teachers use a range of strategies and practices for managing unacceptable behaviour. Possible consequences for unacceptable behaviour will depend on the particular behaviour exhibited and could include the following:

- Reprimand
- Teaching of acceptable behaviours
- Social skills training
- Redirection to other tasks
- Written apology
- Meeting with parents
- Counselling by teachers
- Loss of privilege
- Completion of work at recess periods
- In-class isolation (time-out desk)
- Support desk in alternative room
- Sitting on seats in playground
- Referral to school counsellor
- Referral to support services
- Restriction on playground use
- Supervision by principal at lunch-time.
- Removal from playground
- Individual behaviour plan
- withdrawal from activities;
- detention in classroom
- parent/principal interview
- consideration by the Learning Support Team (LST)
- restitution
- risk assessment/management
- monitoring cards
- Support Teacher Behaviour
- Suspension
- alternate education programs/support classes.

SERIOUS MISBEHAVIOUR

The document "Suspension and Expulsion of School Student—Procedures" outlines consequences of serious misbehaviour. Some excerpts of this document follow. The full document can be obtained from the principal.

6.1.4 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

6.1.5 Principals must suspend immediately...any student who:

Is physically violent

Is in possession of a firearm, prohibited weapon...or knife (without reasonable cause)

Uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

6.2.1 Short suspensions may be imposed for the following reasons and will be reported in the following categories:

Continued disobedience. This includes but is not limited to, breaches of school discipline code such as refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

Aggressive behaviour. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text message.

ROLES IN IMPLEMENTATION OF THE DISCIPLINE POLICY:

Parents

Parents will be encouraged to:

- participate in the learning of their children and the life of the school;
- share responsibility for shaping their children's understanding about acceptable behaviour;
- work with teachers to establish fair and reasonable expectations of the school; and
- support the school in the implementation of the school discipline policy.

Teachers

Teachers are expected to:

- participate in the development of the school discipline policy;
- support its effective implementation;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents; and
- develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Principal

The Principal will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school;
- strategic issues identified in reviews are incorporated into the school plan; and
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.

Students

Students are expected to:

- follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour;
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment or intimidation;
- contribute to the provision of a caring, safe environment for fellow students, staff and parents;
- participate actively in the learning and teaching process; and
- practise peaceful resolution of conflict

RELATED STATE OR DET POLICIES:

- Core Rules in NSW Government Schools
- Student Discipline in Government Schools
- The School Uniform Policy
- The Anti-Bullying Plan for Schools
- The School Attendance Policy
- Suspension and Expulsion of Students – Procedures
- Anti-Racism Policy
- Values in NSW Public Schools
- Occupational Health and Safety procedures and support materials
- Disability Discrimination Act (1992)

3. COMMUNITY PARTICIPATION

The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with the teachers. In accordance with the Student Welfare Policy of the Department of Education and Training, this school aims to enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community;
- fostering close links with the wider community;
- encouraging links between parent and student representative groups;
- inviting parents to share their skills and experiences in the school community;
- supporting students and their parents in making decisions about learning programs; and
- recognising students' families, cultures, languages and life experiences.

Activities designed to promote opportunities for community participation include:

- Parent /teacher nights
- Newsletters
- Mentors/ reading/canteen etc
- P&C
- LST meetings
- Surveys
- Education week
- Presentation days
- Excursions
- School projects/ initiatives



APPENDIX 1 FEELING SAFE AND VALUED AT PAGWOOD PUBLIC SCHOOL ANTI-BULLYING – POLICY AND PROCEDURES

Our school community is committed to cultivating an appropriate tone, atmosphere and environment where children may live, learn and enjoy. That commitment includes supporting students if/when bullying occurs in this school.

Bullying is repeated oppression, psychological or physical, of a less powerful person or group of persons. (Rigby, 1996)

Bullying is the intentional harming or hurting of a person, or their belongings, by another person or persons. It is distinguished by how the targeted person feels.

Bullying can be physical, verbal or psychological.

Bullying is damaging to both the person who does it and the person who is bullied and often perpetuates itself.

Bullying is different from other conflict situations. What makes it different is that the incidents are ongoing and targeted at a particular student. There is usually an imbalance of power between the students involved.

The Good Discipline and Effective Learning Policy of the DET states that students should show:

- Respect for other individuals and their property
- Courtesy to other students, teachers and community members
- No violence, harassment, bullying or intimidation
- Safe behaviour within the school and at all school activities

And the need to develop:

- Strategies for dealing with unacceptable behaviour
- Appropriate support programs.

At Pagewood Public School we support students through:

- creating positive classroom environments
- consistently rewarding positive behaviour and effort
- classroom-based Personal Development Programs
- the Bounce Back social skills program
- the Child Protection Program
- the Drug Education Program
- the Life Education Program (bi-annually)
- the Buddy System
- developing positive Student Leadership roles
- an active Learning Support Team
- an active P & C.

What do we aim to achieve?

- to eliminate bullying type behaviour from Pagewood Public School.
- to support those who experience bullying.
- to provide a safe and happy learning environment for all members of the school community.
- to equip students with skills to deal with bullying behaviour that will support them throughout their life.
- to create an informed community which works co-operatively to assist children in dealing with bullying behaviour.

We believe students will:

- better understand and recognise all forms of bullying.
- more readily inform teachers of any forms of bullying and receive assistance.
- happily attend school.
- demonstrate conflict resolution and problem solving skills.
- feel safe and happy.
- become more involved in school activities.
- demonstrate an ethos of respect and concern, evident in their willingness to assist the person experiencing bullying behaviour.
- experience fewer episodes of bullying behaviour, the duration of which will be much shorter if bullying does occur.

We believe staff will:

- better understand bullying behaviours and feel more confident in their methods of intervention.
- feel supported by systems adopted across the school to eliminate bullying.
- incorporate anti-bullying activities into their classroom program.

- confidentially work with parents and students to resolve bullying situations.
- model appropriate behaviour and strategies.

We believe parents will:

- better understand and identify bullying and feel more confident in supporting their children and the school.
- more readily inform the school of bullying incidents.
- understand the processes employed by the school to eliminate bullying.
- enunciate that they believe the school to be a happy and safe learning environment.
- model appropriate behaviour and strategies.

How will we ensure that this policy is effectively communicated?

The school will communicate its policy on anti-bullying by publication on the school web-site.

RESPONSE TO BULLYING

Parents should report concerns about bullying to the class teacher of the targeted child. That teacher will decide whether to refer the matter to the Assistant Principal.

Intervention methods used at Pagewood PS include the traditional disciplinary approach, restorative practice, mediation and strengthening the victim.

When a student or parent reports a bullying incident to a staff member or a staff member witnesses incidents of bullying they should:

- Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour
- Find out the background and attempt to resolve the incident. Classroom incidents should be dealt with by the relevant teacher and playground incidents by the teacher on duty
- Refer the incident to the Assistant Principal if follow up is required.
- Depending on the seriousness of the situation, counselling may be offered to the bully and targeted student. (NB “In around 20% of cases there’s an element of provocation from the perceived victim toward the bullies.” (Rigby)

All staff and parents must work to actively respond to bullying. When we fail to deal with bullying we are being bystanders and we are putting students' safety at risk. An inconsistent response also has the negative effect of decreasing trust and increasing secrecy among students which creates a bully tolerant school culture. Staff efforts should include providing appropriate supervision, as well as intervention and prevention efforts that emphasize student insight and skill building.

What can students do?

If they are being bullied or harassed in the classroom or playground they should:

- take a deep breath;
- look directly into the eyes of the person attempting to bully them;
- speak in a firm, clear voice and say loudly, “Stop that, I don’t like it!”
- not retaliate with physical or verbal bullying;
- go to their teacher (or the teacher on duty if they are in the playground) if the attempts to bully them don’t stop, and report what happened.

What can teachers do:

- maintain a commitment to eliminating bullying
- be role models in words and actions
- ensure students are listened to
- be observant of signs of distress or suspected incidents of bullying
- encourage students to ask for help when needed
- investigate the problems raised
- treat everyone involved with fairness and
- take action , appropriate to the particular circumstances.

What can parents do:

- watch for signs of distress in their child
- listen to their child
- give assurance and support
- discuss the action plan with their child
- advise their child to tell a staff member
- inform their child’s class teacher of suspected bullying

Anti-bullying PD/H/PE Syllabus Outcomes

Early Stage One <i>Communicating</i>	COES1.1:	Expresses feelings needs and wants in appropriate ways
<i>Decision Making</i>	DMES1.2:	Identifies some options available when making decisions
<i>Interacting</i>	INES1.3:	Relates well to others in work and play situations
<i>Problem Solving</i>	PSES1.5:	Seeks help as needed when faced with simple problems
<i>Growth and Development</i>	GDES1.9:	Identifies how people grow and change
Stage 1		
<i>Knowledge and Understanding</i>	IRS1.11	Identifies the ways in which they communicate, co-operate and care for others
<i>Values and Attitudes</i>	V1	Refers to a sense of own worth and belonging
<i>Skills: Communicating</i>	COS1.1	Communicates appropriately in a variety of ways
<i>Interacting</i>	INS1.3	Makes positive contributions in group activities
<i>Decision Making</i>	DMS1.2	Recalls past experiences in making decisions
STAGES 2 & 3		
<i>Interpersonal Relationships</i>		
STAGE 2	IRS2.11	DESCRIBES HOW RELATIONSHIPS WITH A RANGE OF PEOPLE ENHANCES WELL-BEING
Stage 3	IRS3.11	Describes roles and responsibilities in developing and maintaining positive relationships
VALUES AND ATTITUDES		
Stage 2	V2	Respects the rights of others to hold different values and attitudes from their own
Stage 3	V3	Enjoys a sense of belonging
<i>Skills</i>		
COMMUNICATING		
Stage 2	COS2.1	Uses a variety of ways to communicate with and within groups
Stage 3	COS3.1	Communicates confidently in a variety of ways
INTERACTING		
Stage 2	INS2.3	Makes positive contributions in group activities
Stage 3	INS3.3	Acts in ways that enhance the contribution of self and others in a range of co-operative situations
DECISION MAKING		
Stage 2	DMS2.2	Makes decisions as an individual and as a group member
Stage 3	DMS3.2	Makes informed decisions and accepts responsibility for consequences

Uniform guidelines

Uniform Shop

The Uniform Shop is open on Wednesday afternoon from 2.45pm to 3.10pm. It is located in our Canteen area.

Uniform Code

The Pagewood PS P&C has led the development of this school's uniform policy, supported by school staff. It is expected that all children will wear full and correct uniform every day.

- The school uniform is to be purchased at our Uniform Shop, apart from skivvy, shoes and socks. Department stores do not stock our specific styles with school logo.
- As part of correct uniform, all children must wear the correct Pagewood school cap.
- Normal uniform is worn from Monday to Thursday. Sports uniform is worn on Fridays.
- Accessories such as headbands and ribbons must be maroon, navy or white.
- In winter, boys and girls may wear school track suit as sport uniform.
- Children in soccer teams must change into school jerseys only for the match. They are not to be worn to school or to training with other teams.
- Sport shoes must be plain black with no other colours.
- Socks must be high enough to reach the ankle and turn down. Socks must be plain navy in colour - no flowers, patterns etc.
- Orders may be sent into the school office if parents are unable to attend or by ringing the uniform co-ordinator.
- Children should not wear incorrect combinations of parts of the uniform, eg. Tights are not to be worn under the summer tunic. Sport shirt or shorts are not to be worn Monday to Thursday.

Hat !!

Our school supports the NO HAT NO PLAY POLICY and all children are required to wear a Pagewood PS school hat.

PAGEWOOD PUBLIC SCHOOL - UNIFORM

Summer options

TUNIC (GIRLS)

- Maroon, navy and white check tunic
- Maroon V necked sloppy joe with school emblem
- Maroon jacket with school emblem
- Black shoes
- Navy socks



OR

Pants (girls and boys)

- Navy shorts or trousers
- White, button-up cotton shirt with school logo
- Maroon V necked sloppy joe with school logo
- Maroon jacket with school emblem
- Black shoes
- Navy socks

Other items at Uniform Shop

- PPS school bag
- Legionnaire style hat
- Broad brim style hat
- Library bag

WINTER OPTIONS

Tunic (girls)

- School tunic
- White cotton, button-up, short sleeve shirt OR White skivvy
- Maroon V necked sloppy joe with school emblem OR PPS knit jumper with logo
- Maroon jacket with school emblem (if necessary)
- Black shoes
- Navy socks

Pants (girls and boys)

- Navy shorts or trousers
- White cotton, button-up, short sleeve shirt OR White skivvy
- Maroon V necked sloppy joe with school logo
- Maroon jacket with school emblem
- Black shoes
- Navy socks

SPORTS UNIFORM - GIRLS AND BOYS

- School sport shirt
- Navy shorts
- Navy sport socks
- Plain black sandshoes or joggers

Winter option

- School track suit



APPENDIX 4 – SCHOOL RULES

BE FAIR means:

- Don't gang up.
- Always respect the rights of others.
- Tell the truth.
- Apologise if you do something wrong.
- Take turns.
- Let others join your game.
- Share equipment fairly.
- Share space fairly.
- Share the teacher's time fairly.
- Tell an adult when you can't solve the problem yourself.
- Let others tell their side of the story.
- Clean up your own mess.
- Play by the rules.
- Allow everyone to learn.

BE SAFE means:

- Keep your hands and your feet to yourself.
- See a teacher if you need help.
- Play safely.
- No Hat, No Play.
- Play and work in supervised areas.
- Walk on the cement and asphalt.
- Move carefully around the school and classroom.
- Play safe, sensible, non-contact games.
- Play in an area where you can see the teacher.
- Sit down while eating.
- Only enter a building with a teacher's permission.
- Follow lining up routines.
- Sit safely on chairs and seats
- Wear school uniform.
- Always ask teacher for help if you are hurt or unsure of what to do.

BE RESPONSIBLE means:

- Use equipment responsibly.
- Care for our school environment.
- Complete school work.
- Be in the right place at the right time.
- Look after school property.
- Look after other people's property.
- Consider the feelings of others.
- Make people feel welcome.
- Take responsibility for your own behaviour.
- Show respect for all members of the school community.
- Pay attention in class.

BE CO-OPERATIVE means:

- Be polite, caring and respectful.
- Use appropriate language.
- Work together.
- Give others a chance to have a go.
- Share equipment, time and space in groups.
- Take turns in groups.
- Help each other.
- Follow class rules.
- Tell the teacher if you need help.
- Listen to and follow teacher instructions.
- Listen to and work with visiting adult helpers.

ROUTINES AND PROCEDURES AT PAGEWOOD PS

Morning

- Students sit on the seats around the hall until the morning bell rings.
- Bags are not to be placed inside classrooms, hat rooms or on verandahs.
- Students must wear a hat.
- Students play on hard surfaces only.
- Only tennis balls to be used.
- No running on hard surfaces.
- The Infants' verandah is out of bounds.
- Jubilee gardens and surrounding area is out of bounds.
- Do not use the play equipment.

Recess

- Students must wear a hat.
- Recess is a time to eat and go to the bathroom.
- Line up immediately when the first bell rings.
- No running on hard surfaces.
- The Infants' verandah is out of bounds.
- Flag pole gardens and surrounding area is out of bounds.
- Students play on grass area only.
- Do not use the play equipment.

Lunch

- Students must wear a hat.
- Students sit on courtyard seats to eat their lunch for the first 10 minutes.
- Ensure area is clean before dismissing to the grass area.
- Play on the grass area only.
- Out of bounds areas: behind the library, the native garden, the driveway, the courtyard.
- No hard balls such as cricket balls, or bats.

Play sensibly and safely at all times.

Children are not permitted to play games which involve touching.

No students are permitted inside the classroom unless they are accompanied by a teacher or if they have asked permission of the duty teacher to go and get something, e.g. a hat.

Anti-Racism Policy

1. POLICY STATEMENT:

1.1 Pagewood Public School rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible.

1.2 No student, employee, parent, caregiver or community member should experience racism within the learning or working environments of the Department.

1.3 Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of the Department of Education and Training.

1.4 All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

1.5 Schools and workplaces have trained Anti-Racism Contact Officers and provide timely and professional responses to suggestions, complaints and allegations regarding racism.

2. APPLICABILITY:

2.1 The policy applies to all staff employed at Pagewood Public School. It also applies to students who attend the school and has implications for our school community.

3. CONTEXT:

3.1 The [NSW Anti-Discrimination Act \(1977\)](#) along with the [Commonwealth Racial Discrimination Act \(1975\)](#) make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the *Anti-Racism Policy* of the NSW Department of Education and Training.

3.2 The [Community Relations Commission and Principles of Multiculturalism Act \(2000\)](#), the NSW Government's [Aboriginal Affairs Plan 2003-2010: Two Ways Together](#), the Ministerial Statement, [Values in NSW Public Schools \(2004\)](#), as well as the Department's [Aboriginal Education Policy \(1996\)](#), [Cultural Diversity and Community Relations Policy \(2005\)](#) and [Code of Conduct \(2004\)](#) provide related policy requirements that complement implementation of the *Anti-Racism Policy*.

3.3 [Responding to Suggestions, Complaints and Allegations \(2001\)](#) establishes the standard approach to resolving suggestions, complaints and allegations about racism that is required to be used in all learning and working environments of the Department of Education and Training.

4. RESPONSIBILITIES AND DELEGATIONS:

4.1 Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy, nominating an Anti-Racism Contact Officer and including anti-racism education strategies in school plans.

4.2 All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.

4.3 All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

4.4 Minor complaints are to be resolved informally by the class teacher/teacher present. Refer serious incidents to the ARCO. Details of all incidents are to be reported to the school ARCO for recording. The ARCO will assist the complainant to write their complaint. The ARCO will also collect written evidence from any person who witnessed the incident. Counselling may be given by the ARCO. However more serious offences are to be referred to the school delegate to discipline. The school ARCO will record and store any relevant information until the student concerned reaches the age of 25 years.

5. MONITORING, EVALUATION AND REPORTING REQUIREMENTS:

5.1 The school will report through annual reports on strategies implemented and on progress in implementing the policy.

5.2 Pagewood Public School will maintain records of complaints concerning racism in accordance with [Responding to Suggestions, Complaints and Allegations](#).