

RANDWICK PUBLIC SCHOOL



Student Welfare Guidelines and Fair Discipline Code

2018

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INTRODUCTION

Student Welfare encompasses everything the school community does to meet the personal, social and learning needs of students.

Randwick Public School aims to provide quality education for all students, taking account of their age, background, ability and interests. Our goal is to help students to become self-directed, life long learners, who can create a positive future for themselves and for the wider community.

Our school is a place which fosters tolerance, encourages excellence and values personal achievement. We offer the opportunity for students to grow and develop in a safe, happy environment.

Student Welfare is enhanced when all members of the school community work together in harmony, participating in the learning program, as well as in the life of the school.

Good discipline and effective learning will result when the partnership of parents, teachers, students and community members is based on mutual respect, each partner supporting the decisions exercised by the others.

Student Welfare has three focus areas:

- effective learning and teaching;
- positive climate and good discipline;
- community participation.

STATEMENT OF PRINCIPLES, AIMS AND OUTCOMES

The guiding principle of Randwick Public School is to offer all students an all encompassing education by academic, creative, sporting and technological skills and experiences, which will form a broad base for further educational experience, progressively enabling them to contribute productively to Australian Society.

The school aims to:

- foster a spirit of co-operation and mutual support;
- provide a stable, safe and ordered environment within which our students can learn effectively and behave responsibly;
- expect responsible student behaviour and develop practices which modify irresponsible behaviour;
- acknowledge positively students who show initiative, scholarship, participation, appropriate behaviour and effort;
- foster a feeling of belonging to the school and its community;
- create and maintain positive relationships within the school community;

We are committed to gender equity and offer all programs to all students. Our classes reflect a gender balance, where enrolment numbers permit.

Randwick Public School is non-discriminatory. We reject racism in all forms and foster, indeed celebrate, multiculturalism. Our programs also reject discrimination in the areas of gender and physical disability.

The spiritual growth of all students is catered for by the school with weekly scripture classes currently being offered in the Christian, Jewish and Buddhist religions. Attendance is a matter of family choice.

Safety of the Randwick Public School community is paramount. The school values all its members equally and therefore, for the protection of all, weapons, drugs, alcohol and tobacco products are prohibited. Programs such as Bounce Back, Anti-Bullying and Drug and Alcohol Education are in place.

The school is committed to peaceful resolution of conflict. Violence, harassment, bullying and intimidation have no place within the school community.

At Randwick Public School we encourage students to adhere to the dress code, as determined by the school community. Our uniform is an outward sign of membership of our school and is a symbol of pride, identity and belonging.

The welfare of our students is the main priority of Randwick Public School. We acknowledge that students learn most effectively in a secure environment where they have the freedom to explore and investigate. Effective learning is maximised when morale is high, when students and teachers feel secure and when high value is placed on working together.

Our school guidelines reflects the importance of home and school working together to provide a happy, safe and secure learning environment, where our students will be able to perform at their optimum level.

Randwick Public School expects that each student will work to his/her ability. Students are expected to respect each others' rights and property. Courtesy is something we take for granted when communicating between teachers, students and community members.

Our programs enable our students to:

- develop self confidence, self esteem, respect for others and achievement of personal excellence;
- provide students with an understanding of and respect for our cultural heritage, including the particular cultural background of Aboriginal and ethnic groups, and for other cultures;
- develop knowledge, skills, attitudes and values which may be applied in future life;
- develop in students a capacity to exercise judgement in matters of morality, ethics and social justice;
- develop moral autonomy, self discipline and acceptance of the need for legitimate authority; develop a school community characterised by individuals who are just, caring, responsible and tolerant.

All these outcomes will be achieved in a climate of mutual respect among students, teachers and parents.

THE SCHOOL ETHOS

At Randwick Public School, we believe that:

- all students can experience success in learning;
- students develop and learn best when they feel secure and valued;
- teaching and learning programs should be stimulating and enjoyable.

Randwick Public School community creates an environment in which success is achievable.

In this environment students maximise performance when they are secure, experience recognition, achieve success and derive enjoyment from their learning.

Adopting appropriate strategies for student welfare is the responsibility of all members of the Randwick Public School community.

At Randwick Public School we recognise that:

- student welfare is achieved through the total school curriculum, and the way it is delivered;
- positive attitudes and expectations impact on all student outcomes;
- learning is more effective when the special learning needs of students are considered and appropriate support measures provided;
- tolerance thrives where co-operation and positive problem solving are used;
- all members of our school community are involved in, and contribute to the decision - making process.

PART 1 DISCIPLINE CODE

1.1 Rights and Responsibilities

STUDENT

RIGHTS

As a student you have the right to:

- a good education
- be treated fairly and with respect by your teachers
- be safe
- express your opinions, your feelings and attitudes, when appropriate
- be educated in all areas, be they academic, social, sporting, or artistic, to the best of your ability
- be treated fairly and with respect by all school community members
- have your property respected
- be involved in making the rules which you must follow

RESPONSIBILITIES

As a student you have the responsibility to:

- work as hard as you can to achieve a good education
- respect your teachers and fellow students treating them with honesty and consideration
- respect and obey the rules designed to protect the safety of all students, including yourself
- obey the instructions of those in authority, to maintain the rules
- respect and tolerate the opinions, feelings and attitudes of others
- not interrupt, or interfere with the education of other students in lessons
- respect the property of others

TEACHER

RIGHTS

As a teacher you have the right to:

- be treated with respect
- decide on issues of safety for the good of all
- administer appropriate discipline in line with guidelines
- work in a safe, happy, supportive environment
- receive professional support and guidance to effectively implement the educational programs run by the school
- be allowed to teach

RESPONSIBILITIES

As a teacher you have the responsibility to:

- maintain a standard of discipline that ensures the learning of all within the class
- co-operate with other members of staff to facilitate the smooth running of the school
- inform, and consult with parents on matters regarding the student
- implement school guidelines and Department of Education and Training curriculum
- report honestly to parents on the student's progress, in a meaningful way
- fulfil duty of care obligations to students

PARENTS

RIGHTS

As a parent you have the right to:

- expect that your child is presented with a range of teaching and learning programs in accord with the NSW Board of Studies Syllabus documents
- expect that your child receives the best education possible
- expect that your child is given a safe environment whilst in the school's care
- expect that you will be kept informed about your child's learning in a meaningful way
- receive a written report on your child's progress twice per year
- the teacher's time to discuss your child's progress
- be consulted about your child's participation in special learning programs for support, extension or English as a Second Language
- be informed of possible support and extension programs be regularly informed about school activities to maximise your child's participation
- be informed about your child's behaviour and how you may support this in the school
- be consulted and encouraged to participate in the school and community partnership as it impacts on your child's education

RESPONSIBILITIES

As a parent you have the responsibility to:

- make sure that your child is sent to school clean, well fed, suitably clothed and sufficiently rested to enable him/her to function for the day
- ensure that your child attends school each day the school is open
- inform the school, in writing, of any absences, stating reason
- make sure the student is at school for the commencement of the first lesson
- sign, then return, all permission notes, should the student be taking part in activities outside the school grounds
- ensure that your child has all necessary equipment
- arrange an appropriate time to talk to your child's teacher
- inform the school who is to collect your child, should they leave early
- inform the school of any custody rulings
- inform the school of any reasons which might affect your child's performance
- contribute, where possible, to the functioning of the school by assisting in parent activities, which benefit the well being, and maximise the potential, of all students in our school

1.2 Expected Standards of Behaviour **In the Classroom**

Students are expected to:

- obey all instructions given by the teacher;
- follow the class rules;
- respect the rights of the teacher and peers to do their work;
- co-operate with the teacher and fellow students;
- work quietly so as not to disturb others;
- remain seated, unless otherwise instructed;
- complete set tasks to the best of their ability;
- respect the property of others;
- be punctual to lessons;
- walk when moving about the classroom or moving about within the school buildings.

In the Playground

Students are expected to:

- obey the instructions of the teachers on duty;
- obey the rules of playground usage;
- remain seated in the designated lunch area until dismissed;
- place all rubbish in the bins provided;

- play only in the supervised areas of the playground;
- play safely at all times;
- use fixed equipment only under supervision;
- play undercover in the event of rain;
- play ball games in the areas designated “active”;
- remain on the playground once dismissed from the building, unless permission is given by the supervising teacher;
- refrain from bringing weapons or expensive items onto the playground;
- refrain from picking up or throwing sticks, stones, bottles etc;
- wear a hat when playing in the sun;
- co-operate with fellow students by not interfering in other games;
- respect the rights of others, to use the playground.

On Excursions/Sporting Activities

Students are expected to:

- obey the instructions of the teacher or parent helper;
- remain seated whilst travelling on any form of transport;
- when walking, keep together as a group, on the left;
- be responsible for their own property;
- request permission to break from the group e.g. toilet, drink etc. then report to the teacher;
- stay with a partner for the duration of the excursion;
- cross roads only when so instructed;
- walk at all times;
- refrain from any action that might endanger themselves or peers, including talking to strangers;
- wear a hat when on excursions or sporting activities;
- have parental consent to attend in the form of a signed permission note;
- give all medications to the teacher, along with instructions.

1.3 Player’s Code of Conduct in Sport

The school participates in both inter and intra school sporting activities from Years 3 – 6. It is expected that students representing the school will do so in a manner that brings credit to both themselves and the school.

Code of Behaviour

It is a privilege, not a right to represent the school

Students will:

- play by the rules of the game;
- never argue with the umpire/referee;
- play as part of the team - support fellow team members, both physically and verbally;
- dress in sport uniform;
- control their temper-no offensive language or gestures;
- be prepared to attend training sessions;
- exhibit accepted forms of sportsmanship e.g. shake hands with the opposition, be modest in success and generous in defeat.
- be a good sport;
- care for, and take responsibility for, all equipment;
- play the game for enjoyment;
- always do their best.

PSSA representatives, and their parents, will also be required to agree to, and sign, a code of conduct applicable to their particular sport.

1.4 School Rules

At Randwick Public School our rules are grouped into three areas:



These rules are supplementary to those stated in the preceding section, "Expected Standards of Behaviour."

Be Safe

Students **are** expected to:

- be punctual for school starting time. Late arrivals must report to the School Office with an adult;
- leave the school grounds at dismissal time.

Students are only permitted to remain in the school grounds if they are under the direct supervision of a parent or guardian, or enrolled in the Care Centre;

- report immediately after school if attending Care Centre;
- walk when moving about the building;
- keep to the left when using the stairs or corridors;
- travel in pairs when using the outside toilets during class time.

Students **should not**:

- arrive at school before 8:30 am unless attending a specific class or are enrolled in Care Centre;
- enter the school buildings before school, at recess or lunch, unless given permission by a staff member.
- remain on the school grounds without specific adult supervision after 3:00 pm.

Respect Property

Students **are** expected to:

- keep belongings in the correct place;
- present all valuables, including mobile phones, to the School Office upon arrival at school for safe keeping;
- treat books, equipment, clothing and other personal property with care;
- keep the building and playground clean by not littering;
- return all equipment to its correct place;
- have a library bag to use when borrowing books.

Students **should not**:

- unwrap, or eat, food inside school buildings other than within classrooms at designated eating times
- interfere with, damage or deface the property of others;
- bring chewing gum or bubble gum to school;
- bring dangerous, offensive or expensive items to school;
- touch computers, audio-visual equipment, musical instruments, blinds, fans, heaters, or light fittings unless instructed by a teacher.

Care for Others

Students **are** expected to:

- be kind, considerate, helpful and courteous to everyone they come in contact with;
- be aware of other students, especially younger ones, who may be distressed, isolated or lonely, and help where they can;
- respect the rights of all;
- share when appropriate;
- respect the truth;
- be honest in all situations;
- do what they know is right;
- use appropriate language;
- avoid behaviour that may cause hurt or injury;
- knock before entering a classroom, then enter;
- address the teacher when entering another class with a message, even if that message is for a student;
- report any acts of dangerous play or bullying to a teacher immediately.

Students **must not**:

- use abusive language or gestures to any student, teacher, parent or community member;
- fight, threaten, tease or bully other students, either at school or when travelling to or from school.

1.5 Internet Usage

All students must sign an Internet Users Agreement to ensure correct use of information technology at Randwick Public School.

1.6 School Uniform

The school community endorses the wearing of a school uniform. Students are expected to adhere to the school's dress code.

All articles of clothing should be clearly labelled. A lost property box is located on the verandah near the Uniform Shop. Named items will be returned to children. Unidentified items will be available until the end of each term, when unclaimed uniform items will be directed to the clothing pool. Non-uniform items will be donated to a charity.

All **students must wear a broad brimmed school hat** when playing outdoors or at sport.

The wearing of jewellery is not encouraged. Studs may be worn in pierced ears. All jewellery should be removed, to prevent the possibility of injury, before all sport.

1.7 Attendance

Students are expected to attend school each day the school is open.

Our hours are 9am to 3pm. Students are expected to arrive promptly for the start of the day. Our playground is supervised from 8.30am. Minimal supervision only is available in the half hour before school. For safety reasons, students should not arrive at school before the supervised time, and all students must be collected immediately lessons cease at 3:00 pm. Any student left in the school grounds will be enrolled in the Care Centre at parent's expense.

Should a student be absent or late, for any reason, the teacher should be informed in writing, stating the reason for the absence.

Any parent wishing to remove a child during the school day must inform the class teacher, in writing where possible, and collect the student from the office area. For safety reasons, children are not to be collected from the gates.

Children are to remain within the school grounds whilst they are at school. No student is to leave the school grounds without the approval of the Principal, Deputy Principal or an Assistant Principal.

1.8 Homework Guidelines

Students are expected to complete homework activities over four nights, Monday through Thursday, per week. We recognise that weekends are family time and that many students are committed to out of school activities.

Whilst every effort is made to avoid the setting of homework on weekends, it may be necessary for some students to complete unfinished classwork outside the normal homework time.

The rationale behind homework at Randwick Public School is:

- to reinforce classroom activities;
- to foster a sense of responsibility;
- to develop organisational skills;
- to offer the possibility of extension or remediation activities, as appropriate.

Homework may be given by any of the student's teachers but will normally be determined by the class teacher.

Parents are requested to provide a suitable environment for students to complete homework (i.e. a quiet area with a table).

Recommended Time Allocations per Night

The following are the recommended times for homework tasks in accord with DOE Policy.

Times indicated are per night. Where children have difficulty in completing homework within this timeframe on a regular basis, you should consult the teacher.

Year	Times allocated for Homework Tasks	Times allocated for Home Reading Tasks	Research and Projects
Kinder	10 minutes	Parents read to children nightly 10-20 minutes	
Yrs 1-2	10-20 minutes	10-20 minutes	
Yrs 3-4	20-30 minutes	20 minutes	Completion of class work. Research and projects at teacher's discretion.
Yrs 5-6	30-40 minutes	30 minutes	Completion of class work. Research and projects at teacher discretion on the complexity of these tasks.

Pathways	<p>Students and parents will be given information about the programs available to students. Some of these will require time and engagement of students and parents out of regular school hours. Students and parents should consider these time factors and set dates carefully before making a commitment to these programs.</p> <p>As these are elective projects and designed for students who have a high level of mastery of basic skills, the additional independent work time spent in completion will be dependent on each child's level of interest and ability. As such, indicative times will not be given or monitored. Parents will be responsible for guiding their child, to ensure adequate home time is maintained for family interaction and recreational pursuits.</p>
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Responsibility for Homework

The student must accept responsibility for:

- bringing the work home;
- completing the work neatly and as accurately as possible;
- returning the homework on time;
- discussing aspects of the homework they don't understand with the classroom teacher and parents.

The parent accepts responsibility for:

- supervising the work and increasingly encouraging your child to complete the work independently;
- sending a written explanation if work cannot be done;
- informing the teacher of any difficulties;
- ensuring quality and presentation;
- listening to, or reading with, your child on a daily basis.

The classroom teacher accepts responsibility for:

- setting the homework and communicating with students and parents;
- advising and assisting individual students with aspects of the homework they do not understand;
- organising the marking of homework;
- informing parents when homework is not completed;
- ensuring that the homework is appropriate for the level of the class.

1.9 Promoting Good Health

Sick or Injured Students

In the case of student illness or an accident at school, sport or on excursion, every effort will be made to contact parents immediately. In serious cases, if neither parent or care-giver can be contacted an ambulance will be called and the student taken to the nearest hospital. Further effort will be made to inform parents or caregivers.

Minor injuries will be dealt with in the school clinic by the designated staff member. Injured or sick students will be monitored, and given reassurance, by a responsible person until the student is collected by the parent or caregiver.

It is essential that parents inform the school of any changes in contact numbers or personnel.

1.10 Medication

Should a child need to take medication whilst at school, the parent must state, in writing: the child's name and class; the dosage; and the time it is to be administered.

Medication **MUST** be supplied in the original package, identifying the child as the recipient by registered medical personnel (pharmacist or doctor).

A deed of Indemnity, signed by a parent and counter-signed by the class teacher, or the clerical assistant, is to be handed to the school office before medication can be given.

Medication will only be administered by the designated staff member when the above criteria have been fulfilled.

1.11 Sun Safety

Students should wear a broad brimmed school hat whenever they are out of doors during the day.

We accept medical advice that skin cancer in adults begins in childhood, unless preventative measures are taken.

In summer, students should not only wear hats, but are also encouraged to wear sunscreen on exposed skin as well.

The guideline of the school is

“WEAR A HAT OR STAY IN THE SHADE”

Students without hats will be required to sit in the Canteen area

Failure to comply with this guideline will result in disciplinary action.

PART 2 STRATEGIES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

2.1 Practices employed for commending acceptable behaviour

Randwick Public School recognises that each student is an individual, who needs to be encouraged to achieve his/her best.

The teaching staff believes in the value of positive reinforcement and the acknowledgement of the efforts of each student, when they do the right thing.

Appropriate and acceptable behaviour is encouraged in all students.

Among the practices employed for commending acceptable behaviour are:

- Verbal and visual encouragement;
- Praise;
- Stamps and stickers;
- Merit cards;
- Weekly class "Student of the week" Merit Certificates;
- Computer awards;
- Library awards;
- Music awards;
- Principal's awards;
- Sporting Achievement awards and ribbons;
- Within class / group awards / privileges;
- Presentation Day awards;
- Assembly trophies;
- Reporting to parents;
- Interviews with parents;
- Commendations at assemblies;
- Awards for whole classes;
- Special school activities;
- The school awards system.

2.2 Areas of student leadership and responsibility

Role modelling is important for all students. The school recognises the importance of students having the opportunity to experience a leadership role.

These include:

Captains and Prefects

Captains and prefects are elected each year by the students of Years 2 to 5, and the teaching staff. We recognise gender equity and elect 6 girls and 6 boys to the positions of captain, vice-captain and 4 prefects.

Our captains and prefects conduct the running of weekly assemblies, special celebrations, as well as acting as guides to special guests of the school.

Captains and prefects are expected to commit time to a limited number of out of school hours activities including Open Day and Kindergarten Information Evening.

Sports House Captains

Boy and girl captains and vice-captains are elected at house meetings at the commencement of each year. These students have responsibilities in organising their house participation in carnivals. They also lead Sports Award Assemblies.

Preference is given to Year 6 students to be elected to these roles.

Band Captains

Elected by members of the band, the Band Captains are responsible for organising band members and assisting conductors and tutors.

Student Representative Council

The S.R.C. usually comprises two students, (one girl, and one boy) from each class (Years 2 - 6).

The representatives are chosen each semester by a class vote.

Meetings are conducted every second week, on a day to be determined by the organising teacher. Representatives elect the Chairperson at the first meeting each term.

Each classroom in Years 2 - 6 has a "suggestion - box" where students are free to suggest ways of improving our school environment or express concerns they may have. These suggestions are discussed by the class, voted upon, and, if passed, taken by the representatives to the S.R.C. for discussion.

Councillors are expected to attend all meetings and report any discussions or decisions back to the class.

Bounce Back Group Leaders

Senior students are trained as group leaders to conduct the Bounce Back Program, which operates on a weekly basis.

Kindergarten Buddies

Year 3 students are trained as buddies for the incoming Kindergarten students. They provide support for transition to school activities and as Year 4, support Kindergarten students in the playground, as well as in planned activities throughout the Kindergarten year.

Library Monitors

Class Library Monitors: Each class has two Library Monitors to assist in borrowing and returning books during Library lessons.

School Library Monitors: Year Six students who are not Prefects assist with Open Library during lunch times. Duties include issuing games, playing videos, locating books for bibliographies, borrowing and returning books.

Playground Helpers

Year 6 students, on a voluntary basis, assist teachers on playground duty. They act as monitors and assist younger students as the need arises.

Class responsibilities

Each class may elect class captains for a duration determined by the class.

Teachers may operate a monitor system of responsibility within the classroom.

2.3 The School Awards System

Each classroom teacher is given 200 cards per term, or the equivalent of 20 cards per week, to distribute to students who have worked well, exhibited good behaviour, shown good manners, have made an effort to improve either work or behaviour, etc.

Green leadership merit cards are awarded to students who demonstrate good leadership of their peers. These students will show qualities such as responsibility and reliability and are role models for others. Five green Leadership Cards can then be traded for a green Leadership Award.

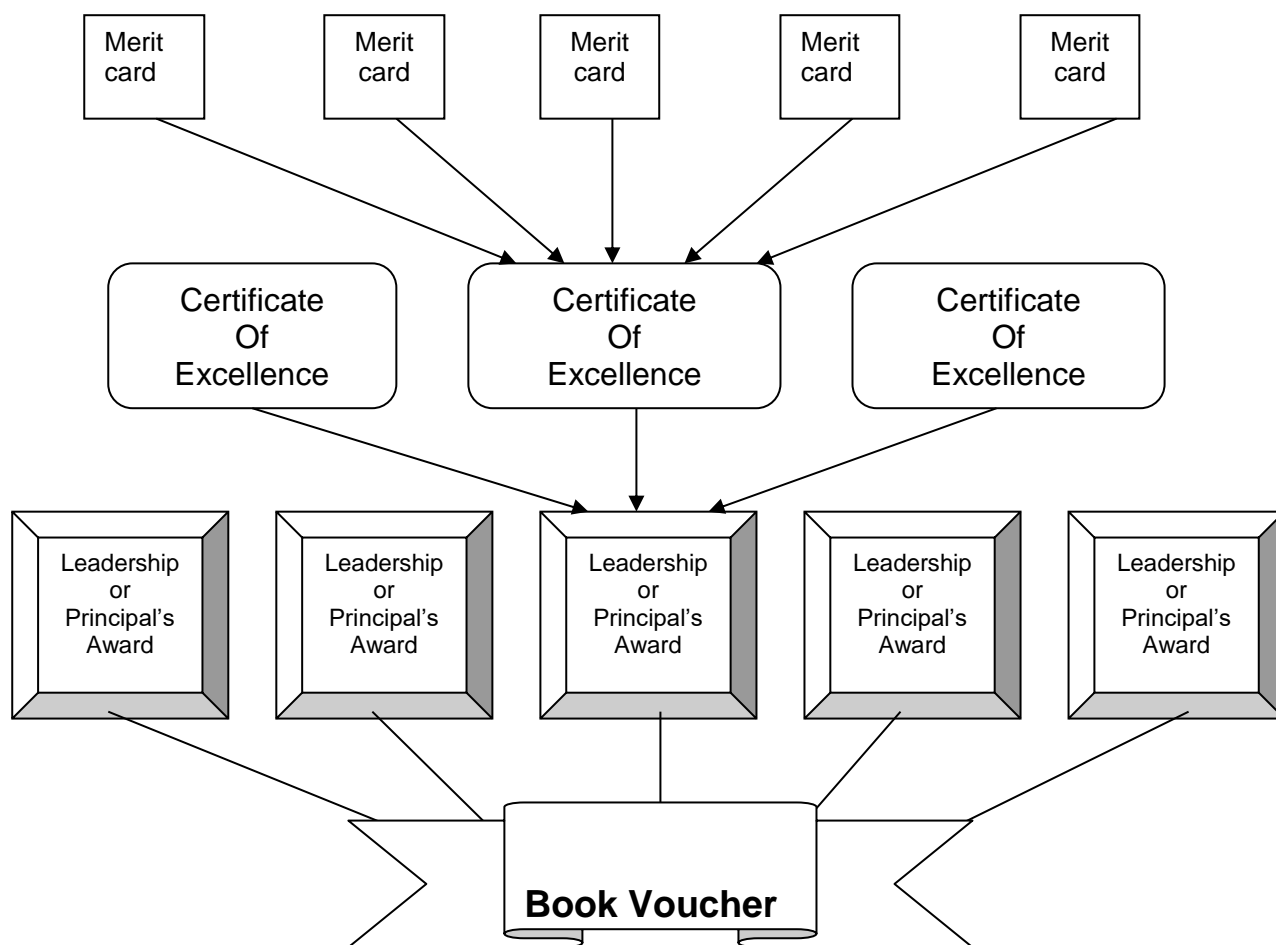
Support teachers are given 80 Merit cards and 20 Leadership cards per term for distribution in their classes. The system operates over a period of one calendar year.

STEP 1. Students may earn cards from any teacher. The cards are stamped with the school emblem. Teachers must write the name of the student on the card, initial and date it. Students are responsible for collecting and looking after their cards. Lost or damaged cards will not be replaced.

STEP 2. A student may trade 5 Merit cards to receive a Certificate of Excellence. A student may trade 5 Leadership cards to receive a Leadership Award. It is the student's responsibility to collect the certificates.

STEP 3. When a student has collected 3 Certificates of Excellence, they may be traded for a Principal's Award.

STEP 4. When a student achieves a combination of 5 Principal's Awards and/or Leadership Awards, he/she receives a letter of congratulations and a book voucher. Parents receive a letter inviting them to an assembly to witness the presentation of the book.



2.4 Special days and activities

At Randwick Public School, involvement in extracurricular activities and celebrations assists in the personal, social and emotional development of each child. These events include:

Anzac Day Ceremony

Book Week

Chess

Class Excursions

Computer Club

Disco

Education Week

Inter-School Competitive Sport

K - 2 Christmas Party

Kindergarten Information Evening

Kindergarten Orientation Days

Multicultural Day

Night of Notables

Performing Arts Night

Public Speaking

School Bands

School Choir

School Swimming / Athletics / Cross Country Carnivals

Opportunity to compete at Zone / Area / State level in these carnivals

Tournament of the Minds

Visiting Performances

Year 3 –6 Picnic Days

Year 6 Camp

Year 6 Farewell

2.5 Competitions in which the school takes part

Australian Schools' English, Spelling, Writing, Mathematics and Science Competitions; various other Writing Competitions; Public Speaking Competitions; Chess; and various Art Competitions.

PART 3 DEALING WITH UNACCEPTABLE BEHAVIOUR

Each class will devise its own set of classroom rules at the beginning of the year.

The class will also decide on suitable consequences for students who break the rules.

The class rules will be displayed in the classroom.

At the beginning of each year students are reminded of the School's Discipline Code and the steps to be applied to students who transgress.

3.1 Practices for dealing with unacceptable behaviour

Teachers have their own practices for dealing with unacceptable behaviour.

Among the strategies employed at Randwick Public School are

- Clearly defined rules for the class;
- Warnings;
- Redirection to other tasks;
- Reprimands;
- Loss of privileges;
- Telephone call to parent or caregiver;
- Letter to parent or caregiver;
- Modified behavioural plans;
- In class exclusion (time out area);
- Removal from class to a supervised area;
- Performing school service;
- Counselling

3.2 Anti-bullying Procedures and consequences

The school rejects all forms of bullying, be it physical, verbal, psychological or social.

Bullying is regarded as having these elements:

- a desire to hurt;
- hurtful behaviour (physical, verbal, psychological or social) in a situation where the bully is more powerful than the victim;
- the action is regarded as unjustified, typically repeated; and
- experienced by the victim as hurtful and intentional.

Randwick Public School aims to:

- provide a safe and happy environment for students, staff and parents;
- develop a school culture in which co-operation is fostered and harassment is not tolerated;
- empower students, staff and parents to deal with issues associated with harassment;
- deal proactively with issues of violence, harassment, intimidation and bullying to create a safe environment;
- teach inclusion in a systematic manner through the curriculum and school culture; and
- acknowledge that all school community members have a responsibility to work together.

Expectations of staff, students and parents

- **Students** are expected to play safely; report all bullying incidents; co-operate with other students and staff.
- **Staff** are expected to encourage co-operative behaviour through co-operative learning techniques; be vigilant and proactive on playground duty; respond to all students' concerns and complaints; assist with the identification of students who are using bullying behaviour; be positive role models for all students; and be aware of the DOE discrimination policies.
- **Parents** are asked to discuss the Student Welfare, Discipline and Anti-Bullying guidelines with their child; encourage co-operative behaviour in the children; discourage retaliation of any kind; encourage independence in their children; and report any incidents of harassment.

Whole school strategies to promote Anti-Bullying, inclusivity and respect

- K-6 resilience programs: Mind Up & Life Skills
- K-6 Peer Support groups
- Kindergarten / Year 4 Buddy program
- Digital Citizenship
- Weekly leadership and values awards
- Intervention programs for learning and behaviour
- Discussion of bullying in classrooms and assemblies
- Promotion of anti-bullying strategies in the classroom and newsletter
- Maintenance of records detailing students' behaviour using Sentral

Classroom strategies

- Regular classroom discussions of bullying
- Cooperatively developed class rules
- Teacher modelling of respectful behaviour
- Implementation of Digital Citizenship, Mind Up and the Life Skills program

Procedures for dealing with bullying behaviour

- All bullying incidents are detailed in Sentral
- Teachers deal with the situation as reported. Where teachers are not able to resolve the behaviour, or where it is of a more serious nature, then the matter is referred to the supervisor, the Deputy Principal or the Principal for resolution
- If a student persists in displaying inappropriate behaviour, intervention occurs. This may include play restrictions, counselling and parent interviews. At the Counsellor's professional discretion, an outside agency may be asked, through application, to provide support
- Victims of bullying are provided with counselling where appropriate strategies to deal with the bullying behaviour are determined
- Parents are informed of repeated, or more serious occurrences and consequences
- Procedures for dealing with bullying behaviour are part of the wider Discipline Guidelines
 - Students may be asked for a written report on the incident, which will be filed for future reference
 - A Red form may be issued for any behaviour (physical, verbal, psychological or social) intended to be hurtful
 - A Grey form will be given to the perpetrator of any repeated bullying offence or any bullying involving violence.

No aspect of bullying will be tolerated either in the classroom, on the playground or in transit to and from school.

3.3 The Level System

Particular behaviours as described determine the level at which a child may be placed. Progress through the Levels therefore may not necessarily be sequential.

<p>LEVEL 1 (BUFF) Students are placed on this level if they:</p> <ul style="list-style-type: none"> • break class rules or playground rules; • do not complete set class or homework; • are in an out of bounds area; • minimally disrupt lessons. 	<p>WHAT HAPPENS? Student receives a buff / red coloured form which is kept by the class teacher. Students may retrieve buff forms at the teacher's discretion, by modifying their behaviour. All buff forms (either redeemed or unredeemed) are to be sent to the stage supervisor after 2 weeks for recording on Sentral.</p>
<p>LEVEL 1 (RED) Students are placed on this level if they:</p> <ul style="list-style-type: none"> • break playground rules; repeatedly • leave school grounds (including port/excursion); • use offensive language; • low level physical violence (inappropriate play); • low level bullying (repeated, ongoing teasing and exclusion) • persistently disrupt lessons 	<p>WHAT HAPPENS? Student receives a red coloured form which is kept by the class teacher. Class teacher forwards the red form to the stage supervisor for recording on Sentral. Parents <u>may</u> be notified Red forms may not be redeemed</p>
<p>LEVEL 2 Students are placed on this level if they:</p> <ul style="list-style-type: none"> • continue to behave in an inappropriate manner; • fail to comply with disciplinary measures taken in Level 1; • deliberately disobey a teacher's direction 	<p>WHAT HAPPENS? After 3 buff or red forms, the supervisor is informed of student's current problem. Possible counselling and playground restrictions. Parents <u>will</u> be notified once a student receives three red forms. Parents are requested to counsel their child about the behaviour and return the reply slip.</p>
<p>LEVEL 3 Students are placed on this level if they:</p> <ul style="list-style-type: none"> • receive any combination of 5 buff / red forms; • assault another child; • bully or intimidate other students; • misbehave on an excursion or sporting activity; • make racist or derogatory remarks; • commit a similar misdemeanor. 	<p>WHAT HAPPENS? The student receives a second grey form and reports to the stage supervisor who will record the incident on Sentral. After recording the grey form is sent to the deputy principal to contact parents by letter or phone. Parents are requested to attend an interview with the relevant personnel who may include class teacher, stage supervisor, Deputy Principal, Counsellor or Principal. Counselling and playground restrictions. Possible exclusion from defined school activities</p>
<p>LEVEL 4 Students are placed on this level if they</p> <ul style="list-style-type: none"> • continue to exhibit unacceptable behaviour, as outlined in Level 3. 	<p>WHAT HAPPENS? The student receives a second grey form and reports to the stage supervisor who will record the incident on Sentral. After recording the grey form is sent to the deputy principal to contact parents by letter or phone. Parents are required to attend an interview with the relevant personnel who may include class teacher, stage supervisor, Deputy Principal, Counsellor or Principal. Counselling and playground restrictions. Student is excluded from defined school activities Individual behaviour modification program implemented as determined by the Principal.</p>
<p>LEVEL 5 Students are placed on this level if they:</p> <ul style="list-style-type: none"> • have received 3 or more grey forms; • failed to modify their behaviour in accord with the individual program implemented at Level 4 	<p>WHAT HAPPENS? In school exclusion from class and/or playground as appropriate Suspension or expulsion, at the discretion of the Principal, in accordance with the DOE Policy <u>Student Discipline in Government Schools</u> <u>Suspension and Expulsion of School Students - Procedures</u></p>
<p>LEVEL 6 Students are placed on this level if they behave in ways described in the DOE document: <u>Suspension and Expulsion of School Students - Procedures</u></p>	<p>WHAT HAPPENS? Suspension or expulsion, at the discretion of the Principal, in accordance with the DOE Policy <u>Student Discipline in Government Schools</u> <u>Suspension and Expulsion of School Students - Procedures</u></p>

It is anticipated that all other regular behaviour management practices at Randwick Public School will have preceded these steps.

LEVEL 1

Buff/ Red Form

Class teacher keeps form
Buff form may be redeemed
Red form may not be redeemed
Redeemed and unredeemed forms to supervisor for recording in Sentral after 2 weeks

LEVEL 2

Buff/ Red Form	Buff/ Red Form	Buff/ Red Form
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Supervisor informed.
Possible counselling and playground restrictions
Parents notified

LEVEL 3

Buff/ Red Form	Buff/ Red Form	Buff/ Red Form	Buff/ Red Form	Buff/ Red Form
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Student receives grey form.
Student reports to supervisor for recording on Sentral
Parents to attend interview
Possible counselling and playground restrictions
Possible exclusion from school activities

LEVEL 4

Grey Form	Grey Form
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Student receives 2nd grey form.
Student reports to supervisor for recording on Sentral
Parents to attend interview
Counselling and playground restrictions
Exclusion from defined school activities
Individual behaviour modification program

LEVEL 5

Grey Form	Grey Form	Grey Form
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Student receives three or more grey forms
Exclusion from regular school activities
Possible suspension or expulsion in accord with DOE policy

LEVEL 6

Proscribed behaviours in accord with DOE Suspension and Expulsion of School Students - Procedures

Suspension or expulsion in accord with DOE Policy