CARLTON PUBLIC SCHOOL

STUDENT WELFARE POLICY

This policy articulates what the school community will do to support and promote student wellbeing for every learner at Carlton Public School.

Revised 2010
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Policy Overview

Statement of Purpose

Carlton Public School endeavours to create a school environment in which students are safe, secure and feel cared for. Student wellbeing is a priority for all staff and within all school programs. Students are encouraged to become active and empowered members of our school community.

This policy aims to communicate our focus on developing the following:

- A safe and caring school environment that is free from bullying and any form of discrimination.
- Students that are self-reliant, responsible and active citizens of our community.
- Clear expectations for student behaviour.
- Clear procedures for acknowledging student achievement and citizenship.
- Clear procedures and expectations for student supervision, attendance, uniform and health care.

Carlton Public School will implement the procedures and expectations within the Student Welfare Policy to students by:

- Communicating the policy to students within the classroom.
- Discussing our Rules, Rights and Responsibilities and appropriate behaviour and consequences with students.
- Reminding students of their Responsibilities during school assemblies.
- Using the procedures of this policy in our interactions with students.

Parents will:

- Be made aware of the Student welfare policy through the newsletter, information flyer, school website and information evenings.
- Be involved in the evaluation of the policy and asked to provide comment regarding future directions.
- Support the principles of the policy at home and when required to attend meetings at school.

Teachers will:

- Ensure that they are familiar with all aspects of the Student Welfare policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the school community’s implementation of the Student Welfare Policy.
Core Rules

The Student Welfare Policy at Carlton Public School will centre on the following core rules:

- Care for yourself
- Care for others
- Care for the school

Student Rights and Responsibilities

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>I have the right to feel safe and secure in the classroom and playground.</td>
<td>I am responsible for working and playing safely with peers in the classroom and playground.</td>
</tr>
<tr>
<td>CARE</td>
<td>I have the right to be educated in a caring and supportive learning environment.</td>
<td>I have the responsibility of caring for other people, my classroom and the playground environment.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>I have the right to belong and feel respected. I have the right to be treated with respect, understanding and tolerance.</td>
<td>I have the responsibility to respect and cooperate with all members of the school community.</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>I have the right to speak and to be heard. I have the right to be treated fairly and equitably.</td>
<td>I have the responsibility to listen to others and treat others fairly and equitably.</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>I have the right to be educated in an environment which maximises my learning potential and provides me with a broad range of learning experiences.</td>
<td>I have the responsibility to actively participate in all aspects of school life and take responsibility for my own learning.</td>
</tr>
</tbody>
</table>
Merit Scheme

Carlton Public School believes that fundamentally, students are rewarded intrinsically when they try their best and are motivated to succeed. This is achieved though the creation of a quality learning environment and when students are engaged in experiences that possess intellectual quality and significance. At Carlton PS, intrinsic rewards are coupled with our extrinsic merit scheme which rewards students for actively demonstrating our school’s core values and trying their best academically.

All students in Early Stage 1 through to Stage 3 have the opportunity to receive:

- Recognition in the classroom and playground through positive feedback and class based recognition such as stickers and stamps.
- Merit awards presented at assemblies which recognise achievement, improvement and citizenship.
- Special awards for achievements when representing the school, contributions to the community, outstanding citizenship and other special events.
- Acknowledgement of student achievement in the school newsletter.

Commendation Levels

In addition to the acknowledgements outlined above, students are able to work towards the achievement of a series of commendation levels. Placement on these levels is earned by upholding the school’s rights and responsibilities, exemplary behaviour, outstanding citizenship and working to potential within learning programs. In order to work towards the various levels students earn tokens which are then recorded on class commendation charts. Tokens are to be valued by students and it is recommended that students only receive one token at a time unless there are exceptional circumstances where two may be given out.

The following numbers of tokens need to be earned in order to achieve the commendation levels of gold, silver and bronze.

10 tokens = 1 bronze award  50 tokens = 1 silver award  100 tokens = 1 gold award

On reaching each level students will receive the following in recognition of their achievements.

<table>
<thead>
<tr>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bronze certificate</td>
<td>A silver certificate presented at the whole school assembly.</td>
<td>A gold medallion and certificate presented at the whole school assembly.</td>
</tr>
<tr>
<td>An invitation to the end of term movie.</td>
<td>A letter will be sent congratulating the student on reaching the silver level.</td>
<td>A letter will be sent congratulating the student on reaching the gold level.</td>
</tr>
<tr>
<td></td>
<td>A free water ice block</td>
<td>Recognition in the school newsletter.</td>
</tr>
<tr>
<td></td>
<td>Recognition in the school newsletter.</td>
<td></td>
</tr>
</tbody>
</table>
Statement of Purpose

All students at Carlton Public School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this it is necessary to maintain high standards of discipline. Our school’s Discipline Policy aims to intervene when managing inappropriate behaviour, determined by the intensity, frequency and duration of the behaviour, within the learning context.

Responsibilities

All members of our school community are responsible for ensuring that high standards of discipline are maintained.

The Principal and Members of the School Executive are responsible for:

- providing a safe, secure and harmonious work environment for students and staff;
- developing, implementing and monitoring the school's policy;
- ensuring school discipline code procedures are implemented in all classes and that all teachers are informed of procedures;
- communicating with parents and carers in regard to school discipline policy and procedures.

Teachers are responsible for:

- supporting the effective implementation of the school discipline code;
- communicating with parents/carers in regard to school procedures and the school discipline code.

Parents are responsible for:

- supporting the school in the implementation of the school discipline policy;
- communicating with school staff in regard to their child’s behaviour and circumstances which may influence this behaviour.

Students are responsible for:

- following the discipline code and school rules, rights and responsibilities and to comply with staff directions regarding discipline and appropriate behaviour;
- demonstrating respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment or intimidation.
Strategies for Managing Inappropriate Student Behaviour

All students at Carlton Public School are expected to:

- attend every school day and be in class on time and prepared to learn.
- behave safely and responsibly at all times.
- show respect at all times for their peers, teachers and other school staff, including following class rules, speaking courteously and cooperating with instructions and learning activities;
- care for property belonging to themselves, the school and others.

Classroom Behaviour Management

Strategies will be used within the classroom context:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Action/Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student:</strong>&lt;br&gt;• does not follow class or school rules;&lt;br&gt;• disrupts the learning environment.</td>
<td>• Verbal redirection to an appropriate behaviour or cueing the student to class rules.&lt;br&gt;• Reminder of student rights and responsibilities.</td>
</tr>
<tr>
<td><strong>The student:</strong>&lt;br&gt;• continues to display inappropriate behaviour by disrupting learning or breaking rules.</td>
<td>• Setting limits for a student by stating a positive direction and then giving a simple choice or consequence direction.&lt;br&gt;• The student’s name is written on the board as a visual reminder with a cross (X) against their name.</td>
</tr>
<tr>
<td><strong>The student:</strong>&lt;br&gt;• continues to display inappropriate behaviour by disrupting learning or breaking rules despite the previous warning.</td>
<td>• Further reminder of appropriate behaviour.&lt;br&gt;• A second cross (XX) is placed against the student’s name on the board.&lt;br&gt;• <em>Time Out</em> within the classroom.</td>
</tr>
<tr>
<td><strong>The student:</strong>&lt;br&gt;• continues to display inappropriate behaviour by disrupting learning or breaking rules;&lt;br&gt;• behaviour has not been modified as a result of the classroom timeout.</td>
<td>• Final reminder of appropriate behaviour.&lt;br&gt;• A third cross (XXX) is placed against the student’s name on the board.&lt;br&gt;• Student receives a behaviour reminder and is sent to buddy class for <em>Time Out.</em>&lt;br&gt;• Behaviour is recorded in the class behaviour book.</td>
</tr>
<tr>
<td><strong>The student:</strong>&lt;br&gt;• repeatedly displays inappropriate behaviour and has their name recorded in the class behaviour book three times within a term.&lt;br&gt;• is involved in behaviours such as fighting, hurting others, stealing or any other behaviour deemed serious.</td>
<td>• Student is sent to the stage supervisor to discuss ongoing behaviour;&lt;br&gt;• At the stage supervisor’s discretion, the student will be placed on <em>Level 1</em> and if necessary placed on a <em>behaviour contract.</em>&lt;br&gt;• The classroom teacher will contact the student’s parents to discuss the behaviour.</td>
</tr>
</tbody>
</table>
## Discipline Levels

Students are placed on discipline levels as a consequence of inappropriate behaviour in the classroom, playground or during any school activity. They are placed on levels through the classroom behaviour management system or by referral to the Stage Supervisor, Deputy Principal or Principal. The names of students placed on levels will be recorded on the whole school welfare tracking system for monitoring purposes.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Action/Consequences</th>
</tr>
</thead>
</table>
| **LEVEL 1**<br>Referred to the Stage Supervisor | The student:  
- has their name recorded in the class behaviour book 3 times;  
- is referred to the Stage Supervisor for being involved in behaviours such as fighting, hurting others, stealing, inappropriate language or any other behaviour deemed serious. | • The student is placed on lunch time *Time Out* for up to 2 days.  
• The student's parents are contacted by the classroom teacher or stage supervisor to discuss the behaviour and a letter is sent home.  
• A behaviour contract is put in place if necessary.  
• The student is not eligible for Bronze, Silver or Gold awards.  
• The student will remain on Level 1 for a week providing there is no further misbehaviour. |
| **LEVEL 2**<br>Referred to the Deputy Principal | The student:  
- Persists with inappropriate behaviour while on Level 1;  
- is referred to the Deputy Principal for being involved in behaviours such as fighting, hurting others, stealing, vandalism, arguing with staff, serious bullying, inappropriate language or any other behaviour deemed serious. | • The student is placed on lunch time *Time Out* for up to 5 days.  
• The student’s parents are contacted by the Deputy Principal to discuss the behaviour and a letter is sent home.  
• A behaviour contract is put in place for 1 week with possibility of extension – monitored by DP.  
• At the discretion of the Deputy Principal the student will be unable to participate in PSSA sport or attend excursions.  
• The student is not eligible for Bronze, Silver or Gold awards.  
• The student will remain on Level 2 for 2 weeks providing there is no further misbehaviour.  
• A referral to the Learning Support Team will be made for the student. |
| **LEVEL 3**<br>Referred to the Deputy Principal and/or Principal | The student:  
- persists with inappropriate behaviour while on Level 2;  
- is referred to the Deputy Principal or Principal for being involved in behaviours such as fighting, hurting others, stealing, vandalism, arguing with staff, serious bullying, inappropriate language or any other behaviour deemed very serious. | • The student is placed on lunch time *Time Out* for up to 10 days.  
• An interview with the student’s parents is held and a suspension warning letter is issued.  
• A behaviour contract is put in place for 2 weeks.  
• At the discretion of the Deputy Principal the student will be unable to participate in PSSA sport or attend excursions.  
• The student is not eligible for any awards.  
• The student will remain on Level 3 for 3 weeks providing there is no further misbehaviour.  
• A referral to the Learning Support Team will be made for the student. |
| **SUSPENSION**<br>Referred to the Principal | The student:  
- displays serious inappropriate behaviours as outlined in the DET Suspension and Expulsion of Students policy. | • The student will be suspended at the discretion of the Principal and in accordance with DET Suspension and Expulsion of Students policy and procedures. |
Management of Lunch time Time Out

*Time Out* operates in the basement 1.10pm – 1.40pm and is supervised by a designated teacher. A *Time Out* record sheet is filled in for each student attending *Time Out* to record their attendance, behaviour and note the reflection activities undertaken by the student. Students are given time prior to attending *Time Out* to eat their lunch and afterwards to ensure they have a break.

During *Time Out* students will complete a reflection activity designated by the stage coordinator or supervising teacher. These activities include reflecting upon a series of Restorative Practice questions and various activities related to specific behaviours eg. anger management. Students will also engage in a discussion with the supervising teacher regarding the rule they have broken and a reminder about student rights and responsibilities.

Long Term Behaviour Management Strategies

The following strategies will be put in place to manage a student’s inappropriate behaviour in the long term. This will be done through consultation with the classroom teacher and where necessary the Deputy Principal or Principal.

- Evaluating individual student learning and support needs and modifying learning tasks to match these needs.
- An ongoing behaviour contract which is monitored on a daily basis by the Deputy Principal or Principal and parents.
- Referral to the *Learning Support Team* for consideration of further action eg. inclusion in specific welfare/behaviour programs, application for regional itinerant support teacher behaviour, school counsellor intervention, referral to external support agencies.
Student Supervision Plan

The school supervision plan recognises the duty of care to students accounting for specific school conditions including the school size, physical layout of the grounds and transport arrangements. The school’s commitment to duty of care to our students begins at 8.30am each day until they safely depart the school grounds at 3.00pm after classes finish.

Before School (8.30am – 9.00am)

At 8.30am the school gates are unlocked and students are able to proceed into the playground. Students are required to remain in the playground areas designated Area 1 and Area 2 where teacher supervision is provided. All other playground areas are out-of-bounds before school as they are not supervised. Students are not to be in the school grounds before 8.30am. A bell at 9.00am signifies all students are to move to the designated meeting place for their class or stage where they will be met by the teachers. All buildings are out of bounds before school unless students are participating in a supervised extra curricular activity. In the case of wet weather an announcement will be made directing all students to proceed to their own classrooms where they will be supervised.

Session Breaks

Recess (11.00am – 11.25am)
Lunch Eating Time (1.10pm – 1.20pm)
Lunch Play time (1.20pm – 2.00pm)

Students move to the designated play areas at the beginning of each break. These areas include Area 1, Area 2, Canteen, Playground Equipment, Games Court and the Grass Area. Each area is supervised by a teacher who has the responsibility for ensuring all games and play are safe.

The following guidelines are in place:

- Only handball games should be played in Area 1 and Area 2. No large ball games or running games are to be played in these areas.
- Safe games such as soccer, netball, basketball and cricket (tennis ball only) can be played on the Games Court and Grass Area. Any game involving tackling or grabbing is not allowed. If the teacher on duty deems the game to be unsafe at any time the game will be stopped.
- No ball games are permitted in the canteen area. This is a passive play quiet area.
- Students are not permitted to be in designated out-of-bounds areas including in and around the classrooms.
- Safe play guidelines will be in place for use of the playground equipment. This includes the type of movement allowed on various parts of the equipment and careful monitoring of the number of children on the equipment at any one point in time.
Students will eat their lunch from 1.00pm – 1.10pm with their class teacher in their own classroom or supervised area.

In the event of wet weather students will remain in their own classrooms where they will participate in quiet play activities.

**After School (3.00pm)**

All students will be dismissed at 3.00pm from their classroom or a designated area in the playground. Students attending after school care are to proceed directly to the hall. Children who have not been picked up by 3.10pm are to proceed to the school office where arrangements will be made to contact their parents. Parents are advised to phone the school office if they are inadvertently delayed in picking up their children. These children will wait at the school office to be picked up by their parents or carers. Students who attend an extra curricular activity are to proceed directly to the room where that activity is held. Students who catch the bus will proceed directly to the bus stop where a teacher will supervise the students until the bus arrives.
Bullying is not tolerated at Carlton Public School. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation.

Bullying is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment, humiliation, domination and intimidation of others. All members of our school community are responsible for ensuring that bullying is not tolerated.

**Bullying behaviour can be verbal, physical, social or psychological:**
- **Verbal bullying** involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others’ abilities and achievements and making degrading comments about another’s culture, religious or social background.
- **Physical bullying** is any form of physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.
- **Social bullying** includes being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone from your group or game.
- **Psychological bullying** involves incidence such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.

**Students can expect to:**
- know that their concern will be responded to by school staff;
- be provided with appropriate support;
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination and harassment.

**Students have a responsibility to:**
- behave appropriately, respecting individual differences and diversity;
- report all bullying incidents they are involved in or witness;
- cooperate with staff and students to resolve incidents of bullying.

**Parents can expect to:**
- know what is expected of them and others in relation to the Anti-bullying plan;
- know that all students will be provided with appropriate support when bullying occurs;
- to receive procedural fairness when decisions are made.

**Parents have a responsibility to:**
- support their children in all aspects of their learning and welfare;
- be aware of our school’s Anti-bullying Plan and assist their children in understanding bullying behaviour;
- support their children to deal effectively with bullying through the strategies in this plan.
**Teachers can expect to:**
- be involved in the collaborative development of the Anti-Bullying Plan;
- to receive executive and parent support when addressing and resolving bullying behaviour;
- to receive support in developing teaching and learning experiences to promote anti-bullying strategies.

**Teachers have a responsibility to:**
- treat all students, parents and colleagues with dignity and respect;
- model appropriate behaviour;
- be vigilant and proactive in preventing and responding to bullying;
- respond in an appropriate and timely manner to incidents of bullying according to the school’s Anti-bullying Plan;
- have an awareness and understanding of related DET policies.

**Carlton Public School has a responsibility to:**
- develop an Anti-Bullying Plan which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground;
- respond to concerns and complaints of bullying in a timely manner and follow up complaints;
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
- provide staff with professional learning and resources to effectively promote anti-bullying behaviour;
- inform our school community about the Anti-bullying Plan and provide the community with clear information on strategies that promote appropriate behaviour.

**Identifying Bullying Behaviours**

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don’t like to tell anyone because they feel weak or ashamed, or are frightened that it will only makes things worse. They also feel it is wrong to ‘dob in’ or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

**Some tell-tale signs of bullying are:**
- Bruises, scratches or cuts that your child can’t really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can’t put a finger on
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

*Commonwealth Department of Education 2000*
Strategies to Deal with Bullying Behaviours

Whole School

The following whole school strategies are in place to prevent bullying behaviour at Carlton Public School:

- Clear communication of the school’s anti-bullying policies and procedures to students and parents through information sessions, the newsletter, information brochures and regular discussion.
- Promotion of a zero tolerance to bullying philosophy.
- Active identification and intervention for students requiring support (see procedures to report and respond to bullying).
- Maintaining records detailing student behaviour and monitoring of students involved in bullying behaviours. Reporting mechanisms in place will be used to track student behaviour in order to ensure that students can be monitored in cases of repeat offending.
- Implementation of programs to promote positive behaviours such as Peer Mediation and Theragames.

Members of the school executive will be responsible, together with the classroom teacher, for intervening and providing help and support for students. Students who are found to be engaging in bullying behaviours will be dealt with according to our School Discipline Policy which encompasses a range of options available to deal with unacceptable behaviours, including suspension and expulsion.

Classroom

As part of our Personal Development program, all students K-6 will participate in learning experiences that directly deal with strategies students can use to eliminate bullying behaviours and promote respectful relationships. These learning experiences will be stage-specific so that they meet the needs of students at their level of understanding. Students will also be informed of the procedures at Carlton PS for dealing with bullying behaviours. All students must understand that bullying and harassment will not be tolerated and that the school will endeavour to do everything they can to deal with these issues. As part of this program all teaching staff will be involved in professional development experiences which will focus on identify bullying behaviours, our school’s reporting procedures and skills and understandings that they can teach their students about dealing with bullying behaviours effectively.
Each classroom will also implement the following anti-bullying initiatives:

- Talk about bullying - each class will come up with a class definition of bullying. The definition should include the feelings of targets and bullies. Ask students to come up with their own solutions.
- Implement a series of stage appropriate anti-bullying lessons each year.
- Designate the classroom as bully free: each student to complete a ‘Zero Tolerance to Bullying’ Contract.
- Intervene immediately when you see bullying: encourage students that it is safe to tell. Discuss with students strategies for reporting bullying.
- Be proactive: encourage students to be proactive so that appropriate support can be provided to those students involved in any incident.

Procedures to report and respond to bullying

A report of bullying is made

- Student reports that they are being bullied
- Parent reports that they believe their child is being bullied
- Student reports that they have observed bullying

Teacher Action

- Teacher receives notification of bullying and completes the bullying referral form. This is given to the stage supervisor as soon as possible. The stage supervisor will record the notification in ESR Student Welfare and contact the parents to inform them that they will be following up the referral.

Stage Supervisor and Deputy Principal Action

- The Stage Supervisor works to resolve the bullying issue by interviewing all students involved and responding appropriately according to the school Discipline Policy. Where necessary the Deputy Principal will support this process and meetings involving the students and their parents will be organised. A referral must be acted upon within one week of the report and parents informed of the action.

Follow Up

- The stage supervisor or Deputy Principal will contact the parents one week, one month and one term after the issue has been resolved to review the success of the response and ascertain whether any further action needs to be taken.
Accessing help and support for parents and caregivers

As well as the school, parents are able to access help and support outside of the school using the following resources:

**DET Anti-Bullying Procedures**

These procedures set out the requirements for dealing with bullying behaviour in NSW government schools. They include operational guidelines and a framework for schools to use to develop and implement an Anti-bullying Plan with specific strategies for identifying, reporting and dealing with bullying behaviours.


**Bullying No Way!**

The Bullying no way website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia.


**Prejudice No Way!**

*Prejudice. No way!* aims to assist students in Years K-3 develop the foundation knowledge and skills needed to counteract prejudice that is the basis of many forms of discrimination and unfair practices. The site provides teaching and learning materials for each stage of students K-3.


**Racism No Way!**

*Racism. No Way!* is an extensive source of information about racism and anti-racism education. It provides links to tools for investigating and combating prejudice and racism in schools, teaching and learning resources K-12, activities for students and reference materials


**Bullying in Schools and What to do About it**

The site provides research-based information and resources about bullying behaviours and ways to deal with them. It contains helpful support on promoting bystander action. It also offers guidelines of implementing the *Method of Shared Concern* model of dealing with bullying with upper primary and secondary students.

http://www.kenrigby.net/
Cybersmart

Cybersmart provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world. Cybersmart also offers training and resources for schools and materials for library staff. Developed by the Australian Communications and Media Authority, Cybersmart is part of the Australian Government’s cybersafety program.


The Department of Education has clear procedures for appealing decisions made by the school. These procedures can be found on the Department of Education and Training’s website.

Monitoring and Evaluation

The anti-bullying policy will be monitored and regularly reviewed to ensure that reporting and intervention strategies are successfully reducing the incidences of bullying at Carlton Public School. This process should include teachers, parents, students and other staff involved. These monitoring and evaluation strategies include:

- Collection and review of action all reporting documentation and action plans.
- Discussion with staff in regard to classroom implementation and teaching and learning strategies.
- Evaluation by parents and students as part of our annual school evaluations
- Monitoring the number of incidents reported and the tracking of students involved.
Uniform Policy

Our school uniform identifies our students as belonging to Carlton Public School. All students are expected to wear the full school uniform during school hours, while travelling to and from school and when engaged in school activities out of school hours. The wearing of school uniforms by students assists in:

- defining an identity for the school within the community.
- developing students’ sense of belonging to the school community.
- promoting a sense of inclusiveness, non-discrimination and equal opportunity.
- reinforcing the perception of the school as an ordered and safe environment.
- increasing the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school.
- making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

At Carlton we encourage students to wear their school uniform with pride. With sun safety in mind the school has a No Hat No Play policy. Students not wearing a hat are required to remain in the shade during recess, lunch and sport sessions.

The school uniform colours are royal blue and yellow. Children wear their summer uniform during Terms 1 and 4 while winter uniforms are worn during the colder months in Terms 2 and 3. Hats must be worn outdoors at all times throughout the year.

<table>
<thead>
<tr>
<th>Girls Uniform</th>
<th>Summer:</th>
<th>Blue and white check tunic, white socks, black shoes and school hat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter:</td>
<td>Royal blue tracksuit, long sleeved gold polo shirt, white socks, black shoes and school hat.</td>
<td></td>
</tr>
<tr>
<td>Sports:</td>
<td>Blue shorts or skort, gold polo shirt with emblem, white socks, plain sport shoes and school hat.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys Uniform</th>
<th>Summer:</th>
<th>Grey shorts, blue polo shirt, grey socks, black shoes and school hat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter:</td>
<td>Royal blue tracksuit, long sleeved gold polo shirt, grey socks, black shoes and school hat.</td>
<td></td>
</tr>
<tr>
<td>Sports:</td>
<td>Blue shorts, gold polo shirt with emblem, grey (or school team) socks, plain sport shoes and school hat.</td>
<td></td>
</tr>
</tbody>
</table>

DET policy on school uniforms can be found at:

Attendance Policy

In NSW, students must attend school regularly. Students of compulsory school age (6 - 15) are required to attend school every day unless they are sick or have another good reason for being absent. Parents are required to explain their children’s absences within seven days of the occurrence of an absence. Failure to explain an absence within this time will be recorded as an unjustified absence on a student’s record. Reasons such as birthdays, helping with shopping or minding younger brothers or sisters are generally regarded as unsatisfactory reasons for an absence.

In line with DET policy, student attendance is constantly monitored at Carlton Public School. The school will inform parents if a student is absent from school without explanation. Parents who have difficulty in ensuring the regular attendance of their children at school should contact their class teacher or the Deputy Principal.

Where a teacher has concerns regarding a student’s attendance they will in the first instance contact the parents, discuss the issue and offer assistance. If the student’s attendance continues to be of concern a Notification of Attendance Concerns form is completed by the teacher and submitted to the Deputy Principal who oversees attendance. Action taken from this point may include notification of concerns to the parent in writing, a formal parent interview to discuss and resolve the issue, referral to the school Learning Support Team, referral to the Home School Liaison Officer. In resolving attendance issues and monitoring attendance the Sydney Region Attendance checklist is used.

DET policy on attendance can be found at:


This policy sets out the requirements for the attendance of students in NSW government schools.
Health Care Policy and Procedures

Health care policy and procedures at Carlton Public School are informed by DET policy. This policy and procedures can be accessed at:


Further information can be accessed on the DET website at:


Parents have the prime responsibility for the health of their children. School staff have a duty to keep students safe while they are at school or are involved in school activities. The school encourages parents to provide information about their children’s health both on enrolment and on an ongoing basis. When students need help with health issues at school, parents may need to consult with their medical practitioner about the implications of the child’s health condition for their schooling. Parents need to convey relevant information from the medical practitioner to the school.

The school will arrange support for students to have their health needs met so that they can participate in their learning program. Refusing enrolment or continued access to education because of a need to administer prescribed medication and/or health care procedures other than in circumstances where there are unresolvable safety issues would be to unlawfully discriminate against the student on the ground of his or her disability.

Where student’s health support needs are more complex or sensitive, a written individual health care plan is required. Parents need to provide prescribed medication or other consumables as agreed with the school before the plan commences.

An individual health care plan must be developed for:

- severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- any student who is diagnosed as being at risk of an emergency reaction
- any student who requires the administration of health care procedures
Care of Students Who Become Unwell at School

Students who become unwell at school are best transferred to the care of a parent or caregiver. The aim of care provided at school for such students is to make them comfortable in the interim. The school has identified staff members who will care for students who are unwell and the procedures that are to be followed. Parents are asked to ensure their contact numbers and emergency contact numbers are always current to assist the school in contacting them immediately if needed.

Administering prescribed medication at school

Parents are asked to liaise with their doctor to request prescribed medication that can be administered outside school hours if possible. When a medical practitioner has prescribed medication that must be administered during the school day, parents are responsible for:

- bringing this need to the attention of the school
- ensuring that the information is updated if it changes
- supplying the medication and any 'consumables' necessary for its administration in a timely way
- collaborating with the school in working out arrangements for the supply and administration of the prescribed medication.

The administration of such medication forms part the Department's common law duty of care to take reasonable steps to keep students safe while they attend school. The administration of prescribed medication in schools is carried out by staff who volunteer and who are trained. Parents of children who require prescribed medication to be administered at school must complete a written request.

Students must not carry medications unless there is a written agreement between the school and the student's parents that this is a planned part of the student's health care support. Students' immediate access to prescribed medication is very important for the effective management of conditions such as asthma. Students and parents need to be advised of this requirement so that students are not left without access to critical medication.

Non-prescribed medications

In general, schools do not administer medication which has not been specifically requested by a medical practitioner for an individual student for a specific condition. In some cases the medical practitioner may not write 'a prescription' for such medication because it may be available 'over the counter'. NSW Health advises that this does not mean that the medication is not potentially harmful and that schools should follow the same procedures for such medications as for 'prescribed medications'.
Representing Carlton Public School in organised or competitive sport at venues outside the school grounds is an honour and a privilege. Accordingly the following code of conduct must be adhered to by students, parents and spectators.

Students’ Code of Conduct for Sport

As a Carlton Public School sports representative I agree to the following:

- Abide by the rules of the game at all times.
- Respect all decisions made by officials and never argue with the umpire.
- Show respect and courtesy at all times to my team mates, opponents and teachers.
- Do not swear or use abusive language at any time.
- Applaud all good plays whether by my team or the opposition.
- Cooperate with my team members and coach at all times.
- Always play to enjoy myself and my team’s achievements. Appreciate that winning is in taking part in the game.
- Be punctual every Friday morning and attend all training sessions.
- Always wear the appropriate sports uniform and school hat.

Parents’ and Spectators’ Code of Conduct for Sport

As a Carlton Public School parent I agree to the following:

- Encourage children to participate in sporting activities.
- Focus on the child's efforts and achievements rather than the overall result.
- Teach children that an honest effort is as important as victory, so that a loss in a game is accepted without undue disappointment.
- Encourage children to participate according to the rules at all times.
- Applaud good play and performances by all players.
- If you disagree with an official, raise the issue through the appropriate channels, rather than questioning the official's judgement in public.
- Avoid the use of abusive or derogatory language at all times.
Carlton Public School is committed to providing proactive welfare programs which enhance student wellbeing at all levels and provide students with explicit skills and training in all areas of their personal and social development. Outlined below are some of the wellbeing programs available to students at Carlton.

**Personal Development and Health Programs K-6**

All students participate in personal development and health programs focused on the school’s values, student rights and responsibilities, the development of social skills and safe living. These programs are guided by the DET Personal Development, Health and Physical Education K-6 syllabus.

**Check it Out! Program**

This program targets students in Years 5 and 6 who are nominated by their teacher. The program caters for a small group of 5-7 students. The developmental period before young people enter high school is a critical time to influence and enhance coping skills and resilience. The Check it Out program helps children learn coping skills to deal with the everyday stresses of life. In the program students learn to:

- Recognise strong emotions
- Understand the link between thoughts and feelings
- Indentify unhelpful thoughts
- Develop realistic thinking
- Learn to problem solve
- Learn positive ways of coping

The program takes place over 8 weeks and is run by the school counsellor. Participating students receive a workbook to complete written activities and exercises which they can keep and reflect upon. At the completion of the program, parents receive a handout that outlines strategies to further support the skill development at home.

**Peer Mediation Program**

Peer mediation is one of the conflict resolution strategies used by the school. Peer mediation invites students (disputants) to take responsibility for their actions by working together to find solutions to conflict. It involves two trained students (mediators) leading the disputants through a structured process. The Peer Mediation program aims to:
increase awareness of how conflict can affect peoples' lives
improve communication between students and between teachers and students
teach students skills such as listening, critical thinking and problem solving
empower students by having them take greater responsibility for resolving their own disputes.

More information can be found at:
n/index.php

Theragames Program – Teaching Positive Social Skills

Theragames is a social skills development program which runs during lunchtimes each term. The aim of the program is to provide positive and specific social skill development for targeted children. Students identified by the Learning Support Team as needing specific social skills development or assistance are identified for the program. Stage 3 students are also trained in leadership skills to teach the games. These peer leaders, ‘Theraleaders’, are identified as students who would benefit from the continued development of self confidence, self esteem and/or specific social skills as taught throughout the training and program. A list of student participants, a timetable and a peer leader roster will be provided for teachers.

The program involves explicitly teaching 10 specific skills using skill cards and social stories. These skills are practiced and reinforced through short activities, games, role-plays and activities. The skills taught are listening, following rules, problem solving, sharing, joining in, offering help, accepting consequences, being honest, relaxing and rewarding yourself.

WHAT DO THERAGAMES LOOK LIKE?

Little Friends: The simplest game for young children - basic friendship skills, emotional vocabulary - small groups - 4-9 y/o

Think Again: A game that explores alternatives to aggression and anger management strategies - small groups - 7-14 y/o

When children are targeted for extra help in developing socio-emotional skills, then a skilled game leader is required in order to ensure a meaningful, therapeutic experience is provided. By modelling skills and coaching for emotional control, leaders guide children to a deeper level of experience. More information is available at the following link.

http://theragames.com/