

# Mount Brown Public School



## Student Welfare Policy Including Discipline Procedures

# A Statement of Belief for Mount Brown Public School

The principles and practices of Mount Brown Public School are derived from a set of core values that have been endorsed by our school community. Respect - Responsibility - Safety

At Mount Brown Public School, we believe that:

- Every child can learn
- Every child has the right to learn
- Every child has the right to access quality teaching practice

We believe that:

‘Education is a partnership between the school, home and the community’

We commit to the notion of equality of opportunity for all members of our school free from bias of any kind.

We believe in a working environment of mutual Respect and shared Responsibility that promotes positive relationships among staff and students.

Working ethically and with integrity will underpin all aspects of our school.

# Our Beliefs on Student Welfare

At Mount Brown Public School we are promoting the core values of, respect, responsibility and safety.

## We achieve this in the following ways:

### Caring for our students

- Staff at Mount Brown are dedicated professionals who provide a safe and caring environment
- We value diversity and believe every child can reach their full potential
- Teachers show integrity and treat all students equitably
- Students are recognised and rewarded for their efforts, achievements and behaviour

### Learning

- Teachers at Mount Brown use their knowledge and experience to value each child as an individual
- Children's progress is consistently monitored through a collaborative approach

### Positive Behaviour

- Encouraging students to display good behaviour at all times and uphold our core values of respect, responsibility and safety
- Prioritising student welfare utilising a consistent approach to discipline and the application of consequences.
- Consistently modelling and reinforcing positive behaviours.

### Our Community

- Caring staff are approachable and provide a safe environment and value achievement in all areas
- Mount Brown values community and parent participation, input and feedback
- Mount Brown School is highly organised with teachers, parents and children communicating positively and effectively with each other

### Staff

- Teachers are professional and hardworking and value professional development
- Teachers are committed to ongoing professional development
- Staff at Mount Brown are supportive of each other and work collaboratively

# Mount Brown Public School Discipline Code

## Core Rules in NSW Government Schools

All students in NSW government schools are expected to:

- Attend every school day and be in class on time and prepared to learn
- Maintain a neat appearance and follow the requirements of the school's dress code
- Behave safely, considerately and responsibly when at school, or travelling to or from school
- Show respect at all times for teachers, school staff and helpers by following class rules, speaking courteously and co-operating with instructions and learning activities- including homework
- Treat all people with dignity and respect
- Care for property belonging to themselves, the school and others.

## Mount Brown Public School Matrix

	RESPECT	RESPONSIBILITY	SAFETY
ALL SETTINGS	Care for property Speak and Act Politely Wear school uniform appropriately Be on time	Right place, Right time Report problems Be your best Put Rubbish in Bins	Keep hands & feet to self Follow staff/leaders direction Be Hygienic Move Safely Be Sun Safe
CORRIDORS/ STAIRWAYS/ PATHWAYS	Move quietly	Stay with your group Move in orderly lines Store belongings appropriately	Keep to the left Walk Carry things carefully Keep pathways, corridors and stairways clear Stay on designated walkway
ASSEMBLY	Enter and leave quietly Be courteous and well-mannered Look and listen attentively	Applaud appropriately Participate as instructed Stay still and quiet	Enter and leave with care Keep hands and feet to self
EATING AREAS	Eat quietly Use good manners	Make healthy choices Put rubbish in bin	Eat your own food Sit where instructed to eat
BUBBLERS	Be patient	Be water-wise Use and go	Turn on and off correctly
TOILETS	Allow privacy	Be hygienic Be water wise Use and leave	Keep them clean Leave food outside
COLAS - Play	Share the space Consider others needs	Play the right games Play fair	Keep a safe noise level Sit on seats

		Return equipment after use Be prepared	Walk Play safely Move on the bell
	<b>RESPECT</b>	<b>RESPONSIBILITY</b>	<b>SAFETY</b>
<b>PLAYGROUNDS</b>	Consider others needs Protect nature	Play the right games Play fair Share and return equipment Report problems Be prepared	Move to lines on the bell Keep hands and feet to self Play safely
<b>CANTEEN</b>	Wait your turn Be patient Use 'please' and 'thank you'	Make healthy choices Buy and leave promptly	Wait sensibly in line Buy for yourself
<b>SCHOOL FRONT ENTRANCE AREA</b>	Enter and leave area quietly Respect pedestrians and property	Secure bikes/scooters Leave promptly Right Place, Right Time	Walk bikes/scooters from the gate Remain on pathways
<b>BUS LINES</b>	Sit quietly	Right place, right time Have bus pass or money ready	Remain seated in bus line Walk in line to bus Board bus in line

## • Code of Responsible Behaviour

RESPONSIBLE BEHAVIOUR	REASON FOR BEHAVIOUR
I will take responsibility for my own learning and behaviour	Something should happen when rules are broken. If I cannot be self-disciplined I must be prepared to accept help and correction from other people
Respect the rights of others.	It is my right to be treated with respect and dignity, and it is my responsibility to treat all students, staff and any other person associated with my school with the same respect and dignity.
All communication should be courteous caring and co-operative.	It is my right to be spoken to in a courteous manner and it is my responsibility to speak to students, staff and any other person associated with my school in the same courteous manner.
Do my best in all activities.	I have a responsibility to make the most of my time at school; to develop my skills and knowledge, and my relationships with others, by using lessons, activities and school facilities to the full.
Act in a safe and responsible manner.	I have a right to be safe when I am at school and I have a right to act in a safe and responsible manner to enable myself and others in the school, to be, and feel safe.
Look after my belongings and respect the property of others.	I accept full responsibility for my own property and its safety and I expect my property not to be stolen damaged or destroyed. I also have the responsibility to make sure that the schools and other people's property is safe.
Take pride in being a member of the Mount Brown School Community.	To be proud of my school and its achievements is an important part of taking pride in myself. I should behave in a way which helps gain respect for myself and my school.

# Strategies to Promote Good Discipline and Effective Learning

Good discipline is necessary to ensure the safety of students and to ensure effective learning occurs in our school. The following strategies aim to ensure good discipline:

- Providing appropriate curriculum to meet the needs of each student
- Using a range of programs and strategies to support students in achieving success in learning
- Developing, communicating and enforcing core classroom rules which are consistently applied, along with positive feedback for compliance and appropriate consequences for non-compliance
- Discussing with parents their role in promoting positive student behaviour
- Consistently improving the knowledge and skills of teachers through well planned and targeted training and development activities
- Providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills.



# Merit Recognition Scheme



## Super Bee Scheme for Merit Recognition

### Respect

Student Name: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



### Responsibility

Student Name: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



### Safety

Student Name: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



### Playground

Student Name: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



Playground Merit is  
given ONLY from an  
AP at end of each  
term

## Super Bee Ribbons



### Bronze Ribbons

One of each colour (plus one other of any colour) Total of 5



### Silver Ribbons

One of each colour ( plus two additional of any colour) Total of 6



### Gold Ribbons

2 Blue / 2 Yellow / 2 Red / 1 Green Total of 7

## Presentation of Ribbons

### Primary

- Bronze ribbons will be presented by the class teacher on Friday morning Primary assembly
- Silver ribbons will be presented by the Assistant Principal at Friday morning assembly
- Gold ribbons will be announced by the Principal at the Monday afternoon assembly

### Infants

- Bronze ribbons will be presented by the supervising teacher at Friday's Infants Assembly
- Silver ribbons will be presented by one of the Assistant Principals at a Tuesday Morning Assembly
- Gold ribbons will be presented by the Principal at the Monday afternoon assembly

### General Information

- The Merit Recognition Scheme will commence at the start of each year,
- Recommendations for ribbons will be the responsibility of the class teacher in consultation with associated staff, if necessary.
- Certificates awarded to students should be displayed in the classroom using the chart provided.
- Students will be responsible for collecting their certificates and presenting them to their teacher when eligible for a bronze, silver or gold ribbon at a time suitable to the teacher.
- Names of students receiving ribbons will be published in the weekly bulletin.
- Parents will be sent a letter informing them of their child's achievement and inviting them to attend the appropriate assembly (Gold and Silver only).
- Children who receive a gold award will be invited to an end of year sausage sizzle
- Each week the class teacher is responsible for the following:

Recording the names of the students eligible for a ribbon on the class list

Writing names of eligible students on the appropriate ribbon

Completing and sending out parent letters for silver and gold ribbons

Recording names of eligible students and sending list to the office for inclusion in the next bulletin. Completed silver/gold ribbons should be put in the Super Stars Bee tray, for presentation at the next appropriate assembly.

If a student is eligible for an award and their behaviour brings them to the attention of the supervising Assistant Principal the award may be deferred at the discretion of the Assistant Principal.

# Merit Recognition – End of Year Awards

## Academic Medals

Teachers shall recommend to the principal the two students who are performing to the highest academic standards based on assessment task results, to receive the academic medal from their grade tasks.

## Class awards

Each class teacher should nominate four students (for classes with 25 or less students) or five students (for classes with 26 and above students) to receive class awards. These awards may cover a variety of areas including achievement/effort in Key Learning Areas, Citizenship, improvement etc.

## Upholding School Values Award

## P & C awards for Citizenship

Three citizenship awards will be awarded. One for each stage. Class teachers should nominate eligible students and staff associated with the stage should determine the recipients. These awards are sponsored by the P & C.

## Student of the Year Award.

This is awarded to the student with the highest academic achievement in Year 6. This award determined by the Year 6 teachers based on assessment task results. This award is sponsored by the P & C.

## Kris Dewar Memorial Award

This is awarded to a stage 3 student. This award is determined by all teachers and is for Individual achievement. This award is sponsored by Stewart Dewar

## PBS Checkers Award

To be determined by the Principal for behaviour from Checkers students

# Procedures for Unacceptable Behaviour

	Unwanted Behaviours	Management Procedures
CLASSROOM/RFF/LIBRARY	<ul style="list-style-type: none"> <li>- Continual talking</li> <li>- Disrupting other students</li> <li>- Non-completion of set tasks</li> <li>- Swearing</li> <li>- Rude/uncooperative</li> <li>- Dangerous behaviour</li> <li>- Aggressive behaviour</li> <li>- Bullying</li> <li>- Back-chatting</li> <li>- Taking other people's belongings</li> <li>- Not following instructions from a teacher</li> <li>- Non-compliance with Classroom Rules</li> <li>- Non-compliance of School Rules</li> </ul>	<p>Step 1 – Name on board  Step 2 – One cross next to name  Step 3 – Two crosses next to name, child is sent to another classroom with a Time out green slip (attachment 1).  Teacher should indicate the amount of time that they wish the time out to be for.</p> <p>If the above procedures have been used and the child continues to behave in this manner the child should be sent immediately with a time-out slip to the stage supervisor (Assistant Principal).</p> <p>If a child refuses to leave the classroom send the red token (hanging near classroom door) straight to the office.</p> <p><u>Continual or Ongoing classroom problems</u>  Classroom teacher to discuss with stage supervisor to negotiate placing child on a Weekly Behaviour Sheet</p>
	<p><b><u>Serious Incidents</u></b></p> <ul style="list-style-type: none"> <li>- Continued Disobedience including refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to school.</li> <li>- Aggressive Behaviour.  This includes but is not limited to: hostile behaviour directed towards students, staff or other persons, including verbal abuse and abuse transmitted electronically.</li> <li>- Physical Violence which results in pain or injury or which seriously interferes with the safety and wellbeing of other students and staff.</li> <li>- Use or possession of a prohibited weapon</li> <li>- Use of an implement as a weapon or threatening to use as a weapon.</li> <li>- Serious criminal behaviour related to the school</li> </ul>	<ul style="list-style-type: none"> <li>- classroom teacher to phone parent to advise them of being placed on WBS</li> <li>- classroom teacher and student to negotiate behaviour goals</li> <li>- Child's behaviour to be monitored and recorded for each class session as well as at recess and lunchtime. Teacher is to provide a new WBS each week.</li> <li>- Teacher should complete information for each session a few minutes before the session is due to end, allowing enough time for the child to take the WBS to the Assistant Principal prior to the bell ringing</li> <li>- If student has achieved their goals the Assistant Principal will advise the student they have "Play"</li> <li>- If student has not achieved their goals the Assistant Principal will advise the student that they have "No Play" which means either Isolation at recess or Detention at lunch time.</li> <li>- Ongoing behaviour concerns should be referred to the Principal for WBS monitoring and further considerations</li> <li>- Achievement of goals over a couple of weeks should mean that the children either move to Weekly behaviour monitoring or taken off behaviour monitoring altogether</li> </ul>

<p><b>CLASSROOM/RFF/LIBRARY (EXCEPT FOR RELIEF AND SCRIPTURE TEACHERS)</b></p>	<p>- Persistent Misbehaviour</p>	<ul style="list-style-type: none"> <li>- Assistant Principal should note on Sentral Welfare that the student is being monitored</li> <li>- Children returning from suspension should be placed on Checkers.</li> </ul> <p>School Principal has the right of veto for all school happenings.</p>
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	Unwanted Behaviours	Management Procedures
PLAYGROUND	<ul style="list-style-type: none"> <li>- Littering</li> <li>- Rudeness to a teacher</li> <li>- Back-chatting a teacher</li> <li>- Swearing</li> <li>- Aggressive behaviour</li> <li>- Bullying</li> <li>- Out of bounds</li> <li>- Damage to school property</li> <li>- Not following teacher's instructions</li> <li>- Non-compliance with school rules</li> </ul> <p><b><u>SERIOUS INCIDENTS</u></b></p> <ul style="list-style-type: none"> <li>- Continued Disobedience including refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to school.</li> <li>- Aggressive Behaviour. This includes but is not limited to: hostile behaviour directed towards students, staff or other persons, including verbal abuse and abuse transmitted electronically.</li> <li>- Physical Violence which results in pain or injury or which seriously interferes with the safety and wellbeing of other students and staff.</li> <li>- Use or possession of a prohibited weapon</li> <li>- Use of an implement as a weapon or threatening to use as a weapon.</li> <li>- Serious criminal behaviour related to the school</li> <li>- Persistent Misbehaviour</li> </ul>	<ul style="list-style-type: none"> <li>- For minor incidents in the playground the student/s should be directed to pick up papers (particularly if under either Primary or Infants COLA and especially if the incident was for littering).</li> <li>- If the child is playing a game and causing minor problems the children should be given 5 minutes time out from playing the game.</li> <li>- For continual minor incidents and non-compliance of school rules a white slip (Attachment 4) should be completed by the teacher on duty or the teachers'-aide on duty and placed in the plastic sleeve in the staffroom as soon as possible after the incident has occurred.</li> <li>- For serious incidents (including aggressive behaviour) the child should be sent immediately to the office. The teacher on duty should send a message with another child to ensure that the child gets to the office. The teacher should complete a white form immediately and forward that to the Assistant Principal straight away so that inquiries can take place should it be required. If a child refuses to leave the playground, the red card should be sent to the staffroom for an executive staff member to attend.</li> <li>- Assistant Principals should check daily, whenever possible, on white forms that have been placed in the plastic pockets in the staffroom. Assistant Principals determine whether or not detention is required, and the severity of the detention. Any necessary detentions should take place as soon as possible after the incident/s has/have occurred.</li> <li>- For serious incidents and ongoing breeches of school rules (generally a consequence of 3 days detention) parents should be notified in writing. (Attachment 5)</li> <li>- All white forms, and any ensuing detentions, should be recorded on RISC by the Assistant Principals</li> <li>- Consistent disobedience in the playground should be referred to the School Principal for consideration of a suspension warning, suspension or a playground monitoring card.</li> <li>- Children returning from suspension for playground incidents who are compliant in class can be considered for placement on a playground monitoring card, rather than a Weekly Behaviour Sheet.</li> </ul>

	Unwanted Behaviours	Management Procedures
CLASSROOM - SCRIPTURE TEACHERS	<ul style="list-style-type: none"> <li>- Continual talking</li> <li>- Disrupting other students</li> <li>- Non-completion of set tasks</li> <li>- Swearing</li> <li>- Rude/uncooperative</li> <li>- Dangerous behaviour</li> <li>- Aggressive behaviour</li> <li>- Bullying</li> <li>- Back-chatting</li> <li>- Taking other people's belongings</li> <li>- Not following instructions from a teacher</li> <li>- Non-compliance with Classroom Rules</li> <li>- Non-compliance of School Rules</li> </ul>	<p>Step 1 – Name on board  Step 2 – One cross next to name  Step 3 – Two crosses next to name, scripture teacher should complete a blue Scripture Teacher Detention Slip and give it to the classroom teacher at the completion of scripture.</p> <ul style="list-style-type: none"> <li>- If a child receives a blue Scripture Teacher Detention Slip they need to attend detention at lunch time. All detention standards (see below) will then apply.</li> <li>- If the inappropriate behaviour continues the scripture teacher should either send the child to the buddy class or send for an Assistant Principal.</li> <li>- For repeated unwanted behaviours in Scripture then exclusion from scripture may have to be considered. This decision should be made in collaboration with the principal.</li> </ul>

	Unwanted Behaviours	Management Procedures
CLASSROOM - RELIEF TEACHERS	<ul style="list-style-type: none"> <li>- Continual talking</li> <li>- Disrupting other students</li> <li>- Non-completion of set tasks</li> <li>- Swearing</li> <li>- Rude/uncooperative</li> <li>- Dangerous behaviour</li> <li>- Aggressive behaviour</li> <li>- Bullying</li> <li>- Back-chatting</li> <li>- Taking other people's belongings</li> <li>- Not following instructions from a teacher</li> <li>- Non-compliance with Classroom Rules</li> <li>- Non-compliance of School Rules</li> </ul>	<ul style="list-style-type: none"> <li>- Relief teacher should make themselves familiar with the class rules</li> </ul> <p>Step 1 – Name on board  Step 2 – One cross next to name  Step 3 – Two crosses next to name, casual teacher should complete an orange Relief Teacher Detention Slip and it to the supervising Assistant Principal.</p> <ul style="list-style-type: none"> <li>- If a child receives an orange Relief Teacher Detention Slip they need to attend detention at lunch time. All detention standards (see below) will then apply. Orange slips should be given to the AP.</li> <li>- If the unwanted behaviour continues the relief teacher should either send the child to the buddy class or send for an Assistant Principal.</li> <li>- For repeated unwanted behaviours for relief teachers then exclusion from the class may be considered for any time that a relief teacher is on the class. This decision should be made in collaboration with the principal.</li> </ul>



Whenever possible one of the Assistant Principals will notify the student that he/she has detention sometime during the middle session, however it is expected that the student is responsible for getting him/herself to the detention room.

#### Non-attendance at Detention

- If a student does not attend detention because of absence from school they will serve the detention when they return to school.
- If a student does not turn up for detention, but they are at school on that particular day, they will then be given an additional day detention as well as having a make-up day for the day they missed.

#### Relief Teacher and Scripture Teacher Time-out

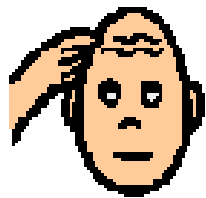
- Generally a time-out slip issued by a relief teacher or a scripture teacher will result in a 1-day detention.
- Non-attendance for a Relief Teacher and Scripture Teacher time-out will be the same as non-attendance at

Detention (as above)

#### **Detention Room Rules**

- Be at detention at exactly at 1.30pm
- Speak only if you are asked a question
- Leave your hats and anything else at the door
- Make sure you eat your lunch in eating time, before you come to detention
- Bring a book if you would like to read during detention time

- Am I  
following  
the rules?



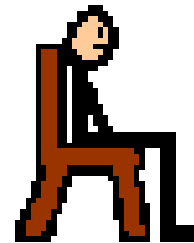
Think

Reminder



Name  
on  
Board

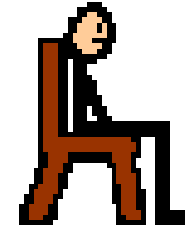
1<sup>st</sup>  
Incident



In Class  
Time Out

1 Cross  
X

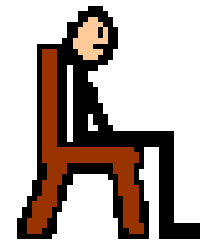
2<sup>nd</sup>  
Incident



Buddy  
Class  
Time Out

2 Cross  
XX

3<sup>rd</sup>  
Incident



Executive  
Referral

Further or  
Major Incident

Classroom Behaviour Management Process

## **Classroom Management Policy**

The following are steps to be followed by teachers when dealing with continued behavioural problems in the classroom.

### **Step 1**

Ensure that you are well prepared for the lessons. If a child is misbehaving, discuss and remind class by referring to school rules, class guidelines and consequences displayed in the classroom and stress the need for these to be followed. Proceed with the lesson after having provided a reminder of consequences.

### **Step 2 (In class time out)**

Continued misbehaviour record visually ( name on board and 2 crosses for Primary) ( name moved on board for Infants) Write our green slip and send to Assistant Principal ( see back) Isolate the child in the classroom within teacher's view

### **Step 3 Time Out in Buddy Room (see Roster)**

**Red Tag**                      Need Assistance with student – For extreme cases e.g. a child refuses to leave room, safety issue etc.

**Blue Tag**                      Medical Emergency

# Care and Supervision of Students

This policy addresses the provision of effective care and supervision of students outside of normal class time.

## Aims

This policy recognises:

- the duty of care owed by the DEC through its staff to students
- responsibility for the protection, welfare and safety of students in school grounds when the school is open
- the role of parents (inclusive of guardians and legal guardians), caregivers, students, transport providers, police and members of the public in ensuring the protection and welfare of students in travelling to and from schools.
- the educative role of principals and teachers to assist in providing for the welfare and safety of students travelling to and from school.
- the commitment of teachers and the DEC in providing a safe learning environment for students
- the goodwill of teachers in providing a range of extra curricula activities for students
- the need for supervision arrangements to have regard to the wide range of responsibilities of teachers including timetabled class time, lesson preparation, professional development and administrative tasks

## Supervision Before and After Normal School Lesson Time

- "It is not the responsibility of schools to provide free child minding services for students for extended periods before and after school. Schools are not expected to provide supervision for students any earlier than the half hour before normal school classes commence in the morning. When normal classes finish in the afternoon it is expected that students will safely depart the school." Memorandum to School Principals 98/139 (S.122)
- Parents are requested not to send their children to school before 8.30am. The school access gate will be opened at 8.30am
- Students who remain after the finish of normal classes are expected to sit and wait outside the main office area in a quiet and responsible manner.

## Before school

- Students should not arrive at school prior to 8.30am.
- Students who cross the road must go to the crossing for supervision by the Crossing Supervisor.
- Students who arrive by bus will proceed directly to their assigned area according to time of arrival.
- At 8.30am. a bell will ring to allow play.
- All students proceed to Primary COLA accompanied by duty teacher
- At 8.45am Infants students proceed to Oz accompanied by duty teacher

## After School Supervision

- Bus students move to Hall COLA and line up under supervision of staff members rostered on bus duty. They will be escorted to their buses.
- Students who do not catch the bus proceed to the double front gate to leave the school.
- Students who cross the road must go to the crossing for supervision by the Crossing Supervisor.
- Students must **not** use the car park areas to facilitate movement to and from school.
- Students who ride bikes must walk their bikes to a point beyond the pedestrian crossing before riding home
- Students who attend "After School Care" will move to Hall COLA and line up under the supervision of staff members rostered on bus duty.
- Students who miss the bus or who have not been collected will report to a member of the Executive so that alternate arrangements can be made.

## Assisting Students to Travel Safely to and from School

- The school community accepts that it has a responsibility to promote appropriate behaviour and the safety of students travelling to and from school.
- Students have a responsibility to behave in appropriate ways and to ensure both their safety and that of other students.

## Bus Travel

- While travelling by bus, students will demonstrate acceptable standards of behaviour.
- The Principal is responsible for responding to reported inappropriate behaviour whilst traveling on the bus

## Children Leaving School during School Hours

- Students are not permitted to leave the school premises for any reason without permission from the Principal or their agent .
- An adult requesting permission for a student to leave school must have a release form from the office. This form must be signed by the Principal or their agent and be given to the teacher before the student can be released

## Supervision Plan

A formal supervision roster providing for the effective supervision of students in the half hour before normal classes begin and during recess and lunch time is formulated by a nominated member of the Executive and distributed to every staff member. A copy is also posted in the staffroom.

### Bell Times

8.30	Bell to allow play All students proceed to COLA accompanied by duty teacher
8.45	Infants students proceed to Oz accompanied by duty teacher
9.00	Students move to classes under teacher supervision
11.00	Recess commences. Students move to assigned area to sit and eat food under teacher supervision. Use of canteen permitted for 3-6.
11.15	Students move to play areas after food is eaten.
11.25	Recess concludes. Students move immediately to assembly areas accompanied by duty teachers. Teachers move promptly to supervise class lines
11.30	Students move to classes under teacher supervision
1.15	Lunch commences - students eat lunch supervised by teachers in designated areas. Use of canteen permitted for 3-6.
1.30	Eating period ceases - students move to playing areas or to Canteen. Students not permitted to take food or drink into playground. All students still eating are to move to or remain under Primary COLA. Students on Detention will assemble at bottom of stairs below staffroom and move to Detention room under supervision by teacher on duty.
1.55	End of lunch time - duty teacher is responsible for the prompt movement by students from the playground to assembly areas.
2.00	Students move to classes under teacher supervision
3.00	End of school day. <ul style="list-style-type: none"> <li>- Bus lines assemble under Hall COLA and wait for supervising teachers</li> <li>- Students who meet parents or walk home proceed through front gates</li> <li>- Students who ride bikes home, walk bike to crossing before being permitted to ride</li> <li>- Students who cross road assemble at crossing for supervision by Crossing Supervisor</li> </ul>

## **Inclement Weather**

If it is too wet or windy for outdoor activities the following procedures apply.

### **Recess and Lunch**

- Primary students to Primary COLA (supervised by the teachers rostered on for Primary COLA and Primary oval)
- Infants students to Infants COLA (supervised by the teachers rostered on for Primary Mid and Infants playground).

**If the COLAs are unavailable students remains in rooms under the supervision of teachers (buddy system)**

### **Out of Bounds**

- Rooms - unless a teacher is present.
- Car park areas.
- All verandah areas except near Primary toilets and bubbler areas.
- Above embankment on oval.
- Outside boundary fences.

## **Excursion Supervision**

Excursions are organised and supervised in accordance with DEC Excursions Policy.

# Anti-Bullying Policy

## Mount Brown Anti-bullying Statement

Mount Brown School does not tolerate bullying and/or harassment in any form. All members of our school and community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

Individually and collectively, students and parents have rights and responsibilities. It is expected that all members will benefit from these rights and willingly fulfil their responsibilities.

Bullying and/or harassment of any form are not tolerated at Mount Brown Public School as it infringes upon the personal rights of others.

If any member of the school or its community experiences harm due to bullying and/or harassment, he/she is encouraged to speak to an appropriate person for support. Under no circumstances is it acceptable to tolerate bullying or harassment and all at Mount Brown should feel supported enough to seek assistance when necessary.

When bullying is suspected to have taken place the reporter of the suspected bullying and/or harassment is requested to put the matter in writing naming both the bully and the silent observers so that strategies can be efficiently utilised to up-skill victims, observers of bullying and the bully themselves.

## What is Bullying and Harassment?

- An act of aggression causing embarrassment, pain or discomfort;
- It can take a variety of forms including physical, verbal, written, gesture, extortion, exclusion, social, emotional and psychological;
- It can be an abuse of power;
- It can be planned, organised or it may be unintentional;
- Can involve individuals and groups;
- It may involve violating another's space;
- It can involve intimidation which may include verbal aggression (abusive or unacceptable language), rudeness of confrontational and/or provocative behaviour (e.g. silence, body language or written abuse);
- It may occur through the use of technology (computer emails, text messages, social networking sites); and
- It may occur as graffiti.

## Some examples of Bullying and Harassment include:

- Any form of physical violence including hitting, kicking, pushing or spitting on others;
- Interfering with another's property by stealing, hiding, damaging or destroying it;
- Using offensive names, teasing or spreading rumours about others or their family;
- Using put-downs, belittling other's abilities and achievements;
- Writing offensive notes or graffiti about others;
- Sending offensive, abusive or harassing messages via email, text message or through social networking sites such as 'Face-book' or 'Twitter';
- Making degrading comments about another's culture, religious or social background, or their sexual orientation;
- Hurtfully excluding others from a group;



- Making suggestive comments or other forms of sexual harassment or abuse;
- Ridiculing another's appearance; and
- Forcing others to act against their will.

### **What We Do to Prevent Bullying and Harassment**

As a school community we do not allow cases of bullying to occur without immediate follow up to cease all aspects of harm due to the harassment involved.

This requires staff to:

- Be role models in work and in actions at all times;
- Be observant of the signs of distress or suspected incidents of bullying and/or harassment;
- Make every effort to remove the incidence of bullying and/or harassment by active supervision both in class and in playgrounds;
- Arrive at class punctually and move promptly between lessons especially when involving movement around the school;
- Take immediate steps to assist victims and remove the source of distress without placing the victim at further risk;
- Report suspected incidents to the appropriate staff member, executive or Principal;
- Let it be known clearly to all class members that bullying and/or harassment is wrong and will not be tolerated nor condoned;
- Report directly to the Principal if staff believe the Principal need be informed directly regarding a specific incident of bullying and the Principal will record these matters in the School Bullying and Harassment Register and follow up suspected bullying cases and complaints (see appendix); and
- Teach anti-bullying strategies using the school Social Skills Program and PBS lessons (refer to appendix).

This requires students to:

- Refuse to be involved in any form of bullying;
- Take some form of preventative action, such as speaking up, walking away or seeking help when appropriate;
- Report the incident or the suspected incident and help to break down the code of secrecy so often associated with bullying; and
- Encourage others if they are the victim to seek assistance and offer them assurance and support.

This requires parents and community members to:

- Watch for signs of distress in their child e.g. A sudden reluctance to attend school, a new pattern of headaches, missing equipment, requests for extra money for school, damaged clothing, bruising or any form of injury;
- Take an active role in their child's social life and their acquaintances;
- Advise their child to inform staff members about incidents of bullying as soon as they occur;
- Inform the school as soon as they suspect bullying is taking place;
- To encourage their child not to retaliate;
- Communicate to their child that parental involvement, if necessary will be appropriate for the situation;

- Be willing to attend interviews at school if their child is involved in any incident of bullying and/or harassment; and
- Be willing to inform the school of any cases of suspected incidents of bullying and/or harassment even if their own child is not directly affected.

### **Procedures to be Followed if Bullying or Harassment Occurs**

Any member of the school community can report bullying and/or harassment and is encouraged to do so. The most appropriate member of staff will deal with incidents of bullying and harassment, usually the class teacher. The School Welfare committee, Learning Support Team, the Assistant Principal, Principal and parents may be involved depending upon the circumstances of the incident. Parents will be informed.

The Process will involve:

- When a child is seen to be bullying, an Incident Pro-forma (Form A) will be completed by the teacher and sent to the Assistant Principal;
- The Assistant Principal will either deal immediately with the report or refer it on to the School PBS/Welfare Committee;
- The Assistant Principal or the School PBS/Welfare Committee investigates the incident, informs the parents of the bully and the victim that bullying has taken place and keeps the file as a record. A copy of the record is placed in the bully's record card file;
- The Assistant Principal or the School PBS/Welfare Committee will make a record of the incident in SENTRAL and follow up this as for all incidents in SENTRAL as per the School Welfare Policy;
- The Assistant Principal or the School PBS/Welfare Committee will decide the best way to handle each individual case on its merits. This may involve bringing all parties together to seek a mutual resolution (including restitution) to the problem and come up with positive steps to bring about appropriate change and behaviour;
- If the Assistant Principal or the School Welfare Committee deems the matter extremely serious they will immediately involve the Principal who will record the procedures from that point on in the School Bullying and Harassment Register and continue to follow up the matter over a four week cycle as outlined in the Register.

### **Further Incidents of Bullying**

If three notifications of bullying have been presented to the Assistant Principal or the School PBS/Welfare Committee, the bully will be required to fill out and sign a personal contract (Form B) This contract serves as a formal warning to cease the bullying and/or harassment. The document will be signed by the student involved, the Assistant Principal, the School PBS/Welfare Committee, the Principal and countersigned by the student's parents.

After this formal warning, should there be any further incident parents will be required to attend a meeting at school where suspension may result.

The consequence for continued bullying or harassment will be decided at the interview and **it will be at the discretion of the Principal.**

# Bullying Incidents

(Form A)

Name \_\_\_\_\_ Date / / Time \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

Teacher Reporting the Incident: \_\_\_\_\_ Where did the incident occur? \_\_\_\_\_

Physical	Verbal	Emotional/Social/ Psychological	Technological
Hitting/punching	Name calling	Excluding	Using a mobile phone (Text messages)
Pinching/tripping	Offensive remarks	Spreading rumours	Emailing hurtful messages
Kicking/pushing	Discriminatory remarks	Ignoring someone	Using Twitter/ Face-book to harm
Scratching/spitting	Insulting	Making fun of someone	Other
Biting	Threatening	Stopping people from being friends with X	
Damaging property	Repeated teasing	Bribing someone	
Stealing property	Intimidating	Repeatedly glaring at someone	
Throwing projectiles	Other	Repeatedly pointing fingers at someone	
Hiding/taking belongings		Other	
Chasing			
Other			

Comments \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Parents informed Yes/No Date \_\_\_\_\_

Follow up: \_\_\_\_\_

Student Welfare Committee/AP \_\_\_\_\_

Notification Number (circle): 1 2 3

## Personal Anti-bullying Contract

(Form B)

Mount Brown Public School does not tolerate bullying and/or harassment in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

Bullying and harassment is oppression, physical, verbal, social or psychological of a less powerful individual by a more powerful individual or group. It can be an act of aggression causing embarrassment, pain or discomfort. It is the wilful, conscious desire to hurt, threaten or frighten someone.

## Bullying and harassment can be:

Physical	Verbal	Emotional/Social/ Psychological	Technological
Hitting/punching	Name calling	Excluding	Using a mobile phone (Text messages)
Pinching/tripping	Offensive remarks	Spreading rumours	Emailing hurtful messages
Kicking/pushing	Discriminatory remarks	Ignoring someone	Using Twitter/ Face-book to harm
Scratching/ spitting	Insulting	Making fun of someone	Other
Biting	Threatening	Stopping people from being friends with X	
Damaging property	Repeated teasing	Bribing someone	
Stealing property	Intimidating	Repeatedly glaring at someone	
Throwing projectiles	Other	Repeatedly pointing fingers at someone	
Hiding/taking belongings		Other	
Chasing			
Other			

## MOUNT BROWN PUBLIC SCHOOL MY PERSONAL ANTIBULLYING PLEDGE

I understand that my behaviours have hurt people in the past. My behaviours may have been physical, verbal, emotional, social, psychological or technological and I now realise that it is not fair and is not safe to continue behaving in this way.

I \_\_\_\_\_, pledge that I will do my very best not to engage in any form of bullying. I realise that if I continue to engage in bullying at school there will be serious consequences where I could have restricted rights to play, I could be placed on detentions and I may be suspended or even expelled from Mount Brown Public School.

\_\_\_\_\_  
Student name

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent name

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal name

\_\_\_\_\_  
Principal signature

\_\_\_\_\_  
Date

# Homework Policy

The following statement outlines the beliefs, procedures and practices for homework at Mount Brown Public School. Whilst the format, type and amount of homework will vary between Years, homework will be provided for all classes.

This policy is used in conjunction with: - Memorandum to Principals - "Homework Policy".

## PURPOSES OF HOMEWORK

Homework:

- is a valuable part of schooling
- allows for practising, extending and consolidating work in class
- provides training for students in planning and organising time
- develops a range of skills in identifying and using information resources
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthens home-school links
- reaffirms the role of parents and caregivers as partners in education
- provides parents and caregivers with insight into what is being taught in the classroom and the progress of their children
- challenges and extends gifted and talented children

## GENERAL PRINCIPLES

Homework is most beneficial when:

- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- students take responsibility for their homework, supported by their parents or caregivers
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis and establishes a routine of home study
- teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- it takes into account students' home responsibilities and extracurricular activities such as clubs, sport and part-time employment
- it is marked promptly and accurately
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study.

## EXPECTATIONS

Parents and caregivers can help by:

- taking an active interest in homework
- ensuring that there is time set aside for homework
- encouraging and supporting students to complete homework
- providing, where possible, a dedicated place and desk for homework and study
- encouraging their children to read and take an interest in current events
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set

- communicating with teachers any concern about the nature of homework and their children's approach to the homework
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected. Teachers can help by:
  - explaining to students and their parents or caregivers the purpose and benefits of homework
  - providing quality homework activities related to classwork
  - setting a suitable amount of relevant homework which is appropriate to the ability of each student
  - ensuring that students are aware of what is expected of them, and how their work will be assessed
  - giving students sufficient time to complete their homework, taking into account, as far as possible, completing home obligations and extracurricular activities and homework set by other teachers
  - marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or caregivers
  - alerting parents or caregivers of any developing problems concerning their children's homework and suggesting strategies that they can use to assist their children with their homework.

Students can help by:

- being aware of the importance of homework
- completing homework within the given time frame
- seeking assistance from teachers and parents or caregivers when difficulties arise
- showing their homework to their parents or caregivers
- ensuring homework is of a high standard
- organising their time to ensure that sufficient time is given to quality homework within set deadlines.

## TYPES OF HOMEWORK

In the early years of school homework will tend to be done by promoting informal exercises. More formal homework programs will be introduced as schooling becomes more structured.

The three main types of homework are:

**Practice exercises** - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.

**Preparatory homework** - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.

**Extension assignments** - encouraging students to pursue knowledge individually and imaginatively.

A general overview is outlined below which can be used as a guide to the types and amount of homework to be expected for each grade.

## **KINDER & YEAR 1**

Generally teachers will not set formal homework - all activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. Language and number concepts can be introduced and consolidated in many family activities including: shopping, preparation of food, listening to stories, learning songs and nursery rhymes, conversations about what is happening at school, interactive video and computer programs, taking home school Bulletin, collecting items, family outings, library borrowing. Home reading is also an important part of homework in these years and homework would be approximately 15 minutes each night.

## **YEAR 2**

More formal homework activities will be introduced which will include practise exercises such as maths / number facts and tables, spelling words, unit work, reading for pleasure and background reading, researching topics for class unit, and collecting items. Regular home reading is also an important part in Year 2. Homework would be approximately 1 hour per week.

## **YEARS 3 AND 4**

Homework is more formal, with most classes using homework sheets which include a range of homework activities such as practising spelling tasks, editing, research activities as needed and related to class units of work. Home reading is still an important aspect and is to be strongly encouraged. Guidelines will be explained to students and parents early in the year and rewards for returning completed homework will be allocated through the school Superstar Scheme.

Parents will be notified if students do not complete homework, which would be approximately 1 1/2 - 2 hours per week.

## **YEARS 5 AND 6**

Formal homework continues with homework sheets being distributed including spelling activities, maths and extension activities as required and / or appropriate. Reading is still encouraged with students developing personal tastes and the ability to discuss and report on aspects of books read. Guidelines will be explained to students and parents early in the year and rewards for returning completed homework will be allocated through the school Superstar Scheme. Parents will be notified if students do not complete homework, which would be approximately 1 3/4 - 2 hours per week.

# Sun Safe Procedures

## Background

It is well known that Australia has the highest rate of skin cancer in the world, with nearly 280,000 new cases and 1,300 deaths recorded each year. Most skin cancers are caused by exposure to ultraviolet radiation (UVR) from the sun and it appears that sun exposure in early life is particularly important. In Australia the risk of melanoma is highest in people born in Australia or who migrated here in the first 15 years of life.

Other factors that contribute to the high rates of skin cancer in Australia include:

- intense UVR levels, particularly during summer
- a large proportion of the population with fair skin
- the outdoor nature of daily life which means that many activities take place when UVR levels are high
- many people still fail to adopt comprehensive sun protection practices as part of their daily routines
- a perception that a suntan is healthy and attractive, and therefore desirable
- decreased ozone, which is predicted to decrease still further and increase UVR in the region

However, most skin cancers can be prevented. Melanoma and non-melanocytic skin cancer are two of the eight cancers that have been targeted for cancer control at a national level. Recent trends show this focus on skin cancer prevention is paying off, with a levelling of melanoma and basal cell carcinoma rates among younger people.

(Developing Sun Protection Policy and Plans: Guidelines for Schools in NSW)

## Policy Statement

Unprotected exposure to the sun in childhood and adolescence significantly increases the risk of developing skin cancer in later life. Exposure at any stage of life can add to the risk of cancer. As many as one out of two people who live their whole lives in Australia will get skin cancer at some time. Mount Brown Public School is committed to reducing exposure of staff and students to the sun's harmful ultraviolet rays, thus reducing the lifetime risk of skin cancer.

## To whom this policy applies

The policy applies to all students attending Mount Brown Public School, and to all staff and volunteers working at the school. Parents and visitors are also encouraged to be role models and support sun protection practices when involved in school activities.



## Aims of this Policy

To promote among students, staff and parents:

- positive attitudes towards skin protection lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths
- personal responsibility for and decision making about skin protection
- awareness of the need for environmental changes in schools to reduce the level of exposure to the sun

## When this policy applies

This policy applies all year round. While sun protection is a priority during spring and summer months, that is in Terms 1 and 4 of the school year when UVR levels are most intense, it is still important in autumn and winter. The policy also applies to all school activities conducted off school premises including outings, excursions, sports days, swimming carnivals or school camps. At the school's discretion during winter months (Term 2 & Term 3) students may be allowed to play outdoors without hats.

## Implementation Strategies for Skin Protection

The purpose of the policy is to ensure that all students attending our school are protected from skin damage caused by the harmful ultraviolet rays of the sun.

### **1. As part of general skin-protection strategies:**

- Students will wear hats that protect the face and scalp wherever possible. Through ongoing Sun smart education, children will be encouraged to wear hats which protect the face, neck and ears whilst they are outside e.g. sport, sports carnivals, outdoor excursions and activities. Except during Term2 & Term 3 winter months.
- Students who do not have their hats with them will play in an area protected from the sun e.g. Primary COLA.
- Students will wear appropriate sun-protective clothing for out of uniform days and swimming carnivals.
- Students will be encouraged to make better use of available shade areas for outdoor play activities.
- Outdoor activities will be held in areas of shade whenever possible.
- Teachers will schedule outdoor activities before 10.00am and after 2.00pm (11.00am and 3.00pm daylight saving time) whenever possible.
- Staff will be expected to act as role models by practising Sun smart behaviour:

- wearing protective hats and appropriate clothing for all outdoor activities
- using an SPF 30+, broad-spectrum, water resistant sunscreen for skin protection
- seeking shade whenever possible

**2. Our school will wherever possible:**

- Ensure that school hats are appropriate and satisfy Cancer Council guidelines.
- Ensure that adequate shade is provided at sporting carnivals and outdoor events e.g. provision of sun stations.
- Encourage students to provide personal sun screen and provide SPF 30+, broad-spectrum, water-resistant sunscreen for staff and students use during extended outdoor times e.g. sports carnivals and outdoor events.
- Incorporate programs on skin cancer prevention in its curriculum.
- Reinforce regularly the Sun Protection Policy in a positive way through newsletters, parent meetings, student and teacher activities.

**3. When enrolling a child, parents will be:**

- Informed of the Sun Protection Policy and issued with a copy of policy.
- Requested to purchase a school hat or provide an appropriate hat for their child's use.
- Encouraged to provide SPF 30+, broad-spectrum, water-resistant sunscreen for their child's use.
- Encouraged to practise skin-protection behaviour themselves.

# Mobile Phone Policy for Students

## Introduction

As a communication device mobile phones, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. However, mobile phones have the capacity to have a negative impact on the learning environment and the safety and wellbeing of students.

This policy aims to establish guidelines for the use of student mobile phones within the school environment and aims to set out the responsibility of staff, parents and students.

## What Is Inappropriate Use?

The use of mobile phones in schools should not automatically be of concern. It is only if a mobile phone is used inappropriately that action will be necessary.

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, or
- threatens or is likely to threaten the safety or wellbeing of any person, or
- 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. This type of misuse will be dealt with under the Student Welfare and Discipline Policy.

## Guidelines for Use

1. Once at school the phones should be turned off and stored in school bags. Phones that ring or beep during the school day disrupt the learning environment. If this occurs the phone will be given to the Principal and parents will need to collect the phone from school. The phone will be turned off and kept in a secure storeroom.
2. Students must not lend a phone to another student for use as a phone, for text messaging or for use as a camera or video recording device. The student who owns the phone will be held responsible for its use.

## Responsibility for Mobile Phones

Students bring mobile phones to school at their own risk – the school and school staff members will not accept any responsibility for any loss or damage to mobile phones or for investigating loss or damage.

## Related Technology

The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, Walkman, iPods and similar devices.

### Introduction and Reinforcement of Mobile Phone Policy

- Teachers will discuss this policy with classes.
- When inappropriate use is detected it will be dealt with in terms of the policy, thereby reinforcing the policy.
- The community will be made aware of the policy in the weekly newsletter.
- The policy will be published in the handbook and given to all new enrolments.

### Future Directions

If there is an increase in the inappropriate use of mobile phones within the school a register of student mobile phone numbers will be established to assist in dealing with student welfare related incidents that involve bullying, intimidation and/or harassment.

# Uniform Policy

Our school community believes that the wearing of school uniform greatly contributes towards maintaining a positive climate in our school. The parents and caregivers of students at Mount Brown Public School have decided that the wearing of school uniform is compulsory.

The wearing of school uniforms by students will assist school communities in:

- defining an identity for the school within its community
- developing students' sense of belonging to the school community
- providing an opportunity to build school spirit
- enhancing the health and safety of students when involved in school activities
- 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
- promoting positive community perceptions of public education
- making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

Parents of caregivers will be contacted when students are frequently out of uniform without a note from their parents or caregivers.

## MOUNT BROWN PUBLIC SCHOOL UNIFORM

### **Summer**

Yellow polo shirt with collar  
Brown shorts (girls and boys)  
White socks  
Black shoes/joggers  
Fawn checked dress/brown sports skirt (girls)  
Mount Brown school hat

### **Winter**

Mount Brown para silk jacket  
Mount Brown zip up fleece jacket  
Mount Brown fleece top  
Yellow skivvy  
Yellow polo shirt with collar  
Brown pants  
Black shoes/joggers  
White socks  
Mount Brown school hat

### **Sports**

Yellow polo shirt  
Brown gym skirt (girls)  
Brown shorts (boys and girls)  
Sports shoes  
White socks  
Mount Brown school hat

Mount Brown school hats are a mandatory part of our uniform for all students. A “no hat, play in the shade” policy is in place, except for period excluded by school in winter months.

The Principal may provide an exemption for individual students where implementation of the school uniform affects some students unequally; for example where an aspect of the school uniform offends an ethno-religious belief held by students or parents. Other examples include the disability or age of an individual student which requires a departure from an aspect of the school uniform.

# Referral to Sick Bay

## Classroom

Check if Health Care plan is in place and follow.

**Sick Bay Referral** form completed. Child sent to office with another child.

## Playground

Check if Health Care plan is in place and follow.

**Sick Bay Referral** form completed. Child sent to office with another child.

## Serious Playground Incident

Duty teacher remains with child. Two children sent to office with Blue Tag.

First Aid administered by Office staff member. Details registered in medical register. Instructions from teacher/principal acted upon

All cases of suspected head injury must be referred to sick bay. Parents to be notified

Office staff member comes to playground with First Aid Kit to administer First Aid.

Sent back to class.

Parent contacted if needed (or ambulance if serious). If the child comes to the office during recess or lunch time, office staff notifies the classroom teacher that the child is in sick bay

Call ambulance and/or call parents

Accident report generated if required by Stage supervisor

Office staff advises classroom teacher if student does not return to class. Principal contacts District Office if serious

Follow up call to parents

Accident report generated if required by Stage Supervisor

Follow up phone call to parents

# Attendance Policy

The Education Reform Act, 1990 states that it is the duty of the parent to ensure that their child is enrolled in a school and that they attend school at all times when the school is open - unless of course the child is sick.

## **Maintenance of Attendance Rolls**

Attendance is recorded each day with the school rolls being maintained on the administration computer system.

Partial absences are recorded at the school office and then transferred to the computerised roll system. Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded centrally.

## **Monitoring**

Regular roll checks will be made by both the Principal and the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable attendance pattern.

If a classroom teacher is concerned about lack of attendance or consistent lateness they make a referral to the Learning Support Team.

A variety of strategies, which may include letters, phone calls, interviews and family support, will be used to ensure an improvement in the student's attendance pattern. In more serious cases the student/family will be referred to the HSLO for the implementation of an intervention program.

## **Parent Awareness of the Importance of Attendance**

Throughout the year there are several opportunities to raise parent and community awareness of the need for excellent attendance and the impact of poor attendance on academic performance. These include:

- Inclusion of information on the importance of school attendance in parent information letters and in the school bulletins
- Publication of Attendance Census data when compiled in Terms 2 and 4
- Letters to specific years, such as Kindergarten
- Letters and attendance reports for parents of children with an attendance pattern of less than 90%



# Student Leadership Policy

The promotion of students as leaders is a priority of Mount Brown Public school. Students of all ages are encouraged to accept leadership roles within small work groups, with the class and within the school.

The expectations of Student Leaders are to conduct themselves with dignity in order to be an example to the other students and an asset to the school.

All Students at Mount Brown Public School are expected to uphold the Code of Responsible behaviour. In order to be a candidate for a leadership position students must

- have an acceptable standard of behaviour in the classroom, the playground, and on excursions;
- work and play safely;
- obey teacher instructions;
- complete all class work and homework to the best of their ability;
- wear the school uniform and sports uniform;
- be punctual; and
- respect the rights and property of others in the school community.

## Specific Duties

### Duties of School Presidents and Vice Presidents can include:

- conducting important assemblies
- being involved in special occasions such as the greeting and thanking of visitors and performers;
- conducting Student Representatives meetings and be responsible for setting the agenda in consultation with the teacher who co-ordinates the SRC;
- assisting in writing the SRC report for the school newsletter;
- being aware of the general behaviour of students in regard to safety and grounds upkeep and actively advise school staff of issues of concern; and
- being of general assistance to all members of staff, students, parents and visitors;
- promoting the school, appearing in media releases, publicity shots, being interviewed and publicly identified and acknowledged as a student leader at Mount Brown Public School.

### Duties of House Captains and House Vice Captains can include:

- encouraging House spirit at all sporting events;
- organising House meetings to plan for swimming, Cross Country and Athletics Carnival;
- encouraging House members to perform to the best of their ability at sporting events; and
- being of general assistance to all members of staff, students, parents and visitors, particularly at all sporting events.

### **Duties of SRC Class Representatives can include:**

- conducting weekly school assemblies;
- attending all SRC meetings;
- presenting the ideas of the class at the SRC meeting;
- assisting the SRC Co-ordinator in the planning and implementation of SRC projects;
- assisting other students when required;
- being of general assistance to all members of staff, students, parents and visitors;
- being responsible for the school flag.

### **Loss of Position**

Following formal complaints by members of the school community and depending on the severity of the behaviour, action will be taken as follows:

1. Warning and counselling by the Principal and/or Assistant Principal for the appropriate stage;
2. Loss of position (badge and privileges) for two weeks;
3. Loss of position (badge and privileges) for the rest of the year. Appropriate

communication will advise parents of issues of concern.

Formal complaints regarding the performance of Student Leaders will be conveyed to the Principal or Assistant Principal for the appropriate stage. The incident of misbehaviour will be recorded and will be dealt within 7 days following the complaint.

## **Election of Students to Leadership Positions**

### **School President and Vice President**

Students in Year 5 nominate fellow year 5 students for the position of School President (male and female) and School Vice President (male and female). Each child in year 5 nominates 3 male and 3 female students (children may nominate themselves). The 6 female students and 6 male students who receive the most nominations will stand for the positions of President and Vice President. These 12 children will be required to prepare a speech that will be delivered at a school assembly. The speech will clearly detail why they should be elected President and how they will approach the role.

Students in Year 2 – Year 5 will vote. All staff will have one (1) vote.

The ballot paper will list the six boys on one side and the six girls on the other.

Voters are required to tick, cross or circle the name of the person for whom they wish to vote.

Votes will be counted by the co-ordinating teacher.

The boy and girl with the most votes will be elected school Presidents for the following year. The boy and girl with the next highest number of votes will be Vice Presidents.

The names of the students who will be School Presidents and Vice Presidents will be announced at the Annual Presentation Day and they will be presented with their badges.

Early in the New Year an induction ceremony will be held for Presidents, Vice- Presidents and SRC members. At this ceremony the students will receive their badges and acknowledge their willingness to accept the position with the President's Pledge.

#### **SRC PLEDGE**

*I hereby pledge*

*That I shall carry out my duties as  
representative of the school to the  
best of my ability*

*And in the best interests of its teachers the  
parents*

*And my fellow pupils*

*I shall endeavour to  
set an example of  
enthusiasm and fair  
play*

*At all times*

### **House Captains and House Vice Captains**

All houses will hold a house meeting to elect the House Captains and House Vice Captains early in Term 1. Ideally the Captains and Vice Captains will be Year 6 students, however if there are insufficient numbers of willing students, Year 5 children may be elected. If a student has been elected School President or Vice President they should not be a House Captain or House Vice Captain.

Students in Years 3 – 6 attend this house meeting.

Teachers will conduct a show of hands ballot.

House Captains and House Vice Captains receive their badge at the Induction Assembly.

### **Student Representative Council Class Representatives**

Early in Term 1 the class teacher conducts a class meeting to elect the class Student Representative. Students may nominate other students for the positions. One representative is elected from each class from Years 2 to 6.

The election can take the form of a 'show of hands' but a 'secret paper vote' may be more appropriate for older students. This is done at the discretion of the class teacher.

Upon completion of the election the names of the representatives should be sent to the Student Representative Co-ordinator.

Student Representatives members will receive their badges the Student Representative Induction Assembly conducted in Term 1.

Parents of all inductees will receive a special invitation to this assembly.