The Student Welfare and Discipline Policy of Camden South Public School provides the programs, structures and support to ensure that all students achieve high standards of self discipline, personal conduct and social responsibility.

Student Welfare encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The policies, procedures and programs of this school stress the value of prevention and early intervention.

This policy is to be read in conjunction with NSW Department of Education and Training: Student Welfare Policy Statement - 1986, and with the two companion documents: Student Welfare-Developing School Policies and Programs and Student Welfare-Developing and Maintaining Effective Discipline. It also encompasses the current NSW Department of Education and Training perspectives covering Aboriginal Education, Girls’ Strategies, Boys’ Education, Multicultural Education, Computer Education, Mass Media in Education and Anti-Racism Policy.

Rationale
Australian society accepts that parents and families have the prime responsibility for the welfare of their children. Camden South Public School shares that responsibility with the general community and a range of the community’s social institutions. In sending children to this school, parents/guardians rightly expect that the students will learn in a caring community concerned for their welfare.

Every staff member at Camden South Public School has responsibility for student welfare.

SCHOOL MOTTO
"Loyalty and Service"

Rights and Responsibilities
At Camden South Public School everyone has rights.

- Students have a right to maximise learning opportunities, to work and play in a secure, encouraging environment.
- Staff have the right to teach quality programs in a safe and supportive environment.
- Parents have the right to participate in the learning partnership.
- Visitors have the right to feel welcome in the school and be treated with good manners.

At Camden South Public School everyone has responsibilities.
To ensure rights are protected and the school rules upheld:

1. Students:
   - Show respect towards teachers, parents and other students
   - Take responsibility for their own actions
   - Work cooperatively to resolve problems
   - Act in a safe and responsible manner
   - Complete set tasks punctually, seek guidance when needed and demonstrate pride in performance
   - Maximise learning programs through regular attendance
2. Teachers:
- Develop, implement and monitor quality learning programs for all students
- Provide collegial support for peers and work as a team towards identified school goals
- Encourage student self-esteem and achievement
- Fairly allocate and use resources
- Enhance student safety through consistent discipline, punctual and visible playground supervision
- Effective home/school communication
- Effective dissemination of relevant information to colleagues

3. Parents:
- Support the school code of conduct, its rewards and sanctions
- Develop a cooperative bond with teachers to enhance student learning and social well-being
- Actively pursue relevant student and school information
- Effective home/school communication

Policy Components

There are four major interrelated components of the Student Welfare and Discipline Policy:
1. Student Support Programs.
2. Learning Support Programs.
3. Student Achievement Award System.
4. Discipline System.

These systems are supported and overseen by the Learning Support Team and the Student Welfare Committee, which involves the Principal and Executive staff.
<table>
<thead>
<tr>
<th>STUDENT SUPPORT PROGRAMS</th>
<th>LEARNING SUPPORT PROGRAMS</th>
<th>STUDENT ACHIEVEMENT AWARD SYSTEM</th>
<th>DISCIPLINE SYSTEM</th>
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<tr>
<td><strong>Student Leadership</strong></td>
<td><strong>STLA Support</strong> Learning Assistance Program</td>
<td><strong>Classroom Award</strong> Programs Bee tokens, School awards</td>
<td><strong>Rights &amp; Responsibilities</strong> Students, Staff and Parents</td>
</tr>
<tr>
<td><strong>Program</strong> Parliament</td>
<td><strong>SLSC Support</strong> As per SLSC guidelines</td>
<td><strong>Stage Assemblies</strong> Principal awards, school awards.</td>
<td><strong>School Rules &amp; Behaviour Code</strong> Playground Discipline System</td>
</tr>
<tr>
<td>Sports Captains</td>
<td><strong>Integration Support</strong> Funded support for students with identified disability</td>
<td><strong>Whole school Assemblies</strong> Silver, Gold and Various other awards</td>
<td><strong>Playground</strong> - Blue slips</td>
</tr>
<tr>
<td>Ambassador Program</td>
<td><strong>School Counselling</strong> Assessment, counselling and professional learning support</td>
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<td>- Monitoring sheets</td>
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<tr>
<td><strong>Child Protection</strong></td>
<td><strong>Curriculum</strong> Home Reading Program</td>
<td><strong>Celebration of Learning</strong> Whole school community event</td>
<td>- Reflection Room</td>
</tr>
<tr>
<td><strong>Program</strong> Scope &amp; sequence over two year cycle</td>
<td><strong>Gifted and Talented Program</strong> Reading Recovery Program</td>
<td>Recognition of various student achievements. Gold medalions</td>
<td>- Targeted Social Skills</td>
</tr>
<tr>
<td><strong>Students at Risk</strong></td>
<td><strong>NAPLAN Follow-up</strong></td>
<td></td>
<td>- Risc Data Record</td>
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<td><strong>Intervention Program</strong></td>
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<td><strong>Suspension &amp; Expulsion Process</strong></td>
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<tr>
<td>Targeted Social Skills Games Program</td>
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<tr>
<td>Stewart House Modified &amp; Positive Behaviour Programs IEP, Transitions</td>
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<tr>
<td><strong>Social Skills Education and Anti-Bullying Programs</strong></td>
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<tr>
<td>Stage Based Social Skills Programs Whole School Anti-Bullying Program</td>
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**PARLIAMENT**
See appendix

**AMBASSADOR PROGRAMS**
One child is identified to represent the school at the Regional Ambassador for Public Education Day. This is done through student written nomination or by teacher nomination.

**CHILD PROTECTION**
Child Protection lessons are conducted across the school following NSW Department of Education and Training curriculum guidelines. The lesson content is based on the student’s age and covers the areas of Recognising Abuse, Power in Relationships and Protective Strategies. The lessons follow a two year cycle.

**STUDENT AT RISK INTERVENTION PROGRAMS**
Some students experience ongoing difficulties in the playground or classroom because of their inability to identify and follow school rules. This is not just the students whose inappropriate behaviour causes them to hurt or challenge other students, but includes those who are not able to form close or personal relationships. Some of these students may be timid and withdrawn, becoming isolated or excluded on the playground and to some extent in the classroom. The Student Welfare Committee has developed a number of programs to support students who are at risk both on the playground and in the classroom. These include a set games area where children are encouraged to practise their social skills. Children who would benefit from a break from their home situation are referred to the Stewart House Program.

**HSLO**
The Home School Liaison Officer attends the school regularly and monitors children whose attendance is unsatisfactory. A school attendance process for all our students is adhered to by all staff, ie accurate roll marking, notification of children at risk.

**POSITIVE BEHAVIOUR PROGRAMS**
This program is for individual students with challenging behaviours and includes:
- a. Identification of students: classroom teachers, executive or parents. These students are referred to Stage Supervisors and LST representatives for discussion.
- b. Observation strategies: where students may be observed in their classroom or the playground to determine the type of inappropriate behaviour they are exhibiting, and the triggers for this behaviour as well as the frequency of this behaviour.
- c. The ISTB (Itinerant Support Teacher Behaviour) may be involved in this process.

**TARGETED SOCIAL SKILLS**
This in-school program has been developed to provide students who are experiencing difficulties both in the classroom and the playground. The program runs over 5 weeks and aims at providing students with knowledge, understanding and strategies to improve their behaviour. Other programs implemented as necessary are Stop-Think-Do, Peer Support, Together We Can Do It, Rock and Water.
STLA SUPPORT/ SLSC
The school has an allocated Support Teacher Learning Assistance (STLA). This teacher provides support for targeted students, within the classroom and on a withdrawal basis. The Learning Support Team develops a semester program which identifies students in need of specific support with their learning. The SLSC allocation follows the SLSC guidelines and is a resource directed by Learning Support Team.

LEARNING ASSISTANCE PROGRAM (LAP)
Tied funds are provided for extra support as part of STLA funding. Our LAP funding is used to follow up students who did not reach benchmarks in the NAPLAN and provides extra tuition to these children in their area of need. This usually occurs throughout semester 2.

INTEGRATION SUPPORT
The school has a number of students with identified disabilities who have been allocated funding to support their learning. The funding is mainly used to employ Teachers’ Aides within the classroom and playground, and also to provide teacher planning and training time.

HOME READING PROGRAMS
These are conducted by individual classroom teachers and are aimed at stimulating the desire of students to read at home to consolidate their skills. Books chosen are based on the needs of individual students. Books are based on an independent reading level (i.e. easy reading) for each child, to allow them to practise speed, fluency and phrasing. Comprehension is an important part of the program and parents are encouraged to ask questions that stimulate the students to recall the facts of the text, to infer what they think may be happening and to evaluate different aspects of the texts.

EXTENSION PROGRAMS
Extension activities include Tournament of Minds, Murder under the Microscope, PSSA zone/regional trials, Public Speaking and Debating, School Concerts, Arts, Reading, Spelling Competitions, Schools Spectacular, Band, Maths Olympiad, UNSW Competitions.

READING RECOVERY
The school has allocated Reading Recovery Teachers. These teachers provide reading and writing support to targeted children in year one. Children are chosen via the Reading Recovery guidelines.

NAPLAN FOLLOW UP
Each year the STLA teacher provides support for students who were identified through the NAPLAN as needing extra support. These students are identified by the Learning Support Team and have learning programs developed to support their needs.
STUDENT ACHIEVEMENT AWARD SYSTEM
Our Student Achievement Award System is designed to acknowledge and encourage each student in pursuit of personal excellence. This system operates in the classroom, on the playground and on the sporting field.

Student will receive recognition for a wide variety of reasons. These include:

- Making a valuable contribution to activities taking place within the school
- Displaying appropriate behaviour in the classroom and on the playground
- Diligence in class work and assignment work
- Valuable service in a particular area of the school
- Citizenship, displaying school values
- Following school rules

AWARDS
All awards are tended to by office staff. It is the child’s responsibility to post their awards. A tracking system ensures that all records are monitored at the following levels: Principals Awards and higher.

AWARD CELEBRATION
Each of the silver award recipients share a morning or afternoon tea with the Principal each term. This is by invitation only and children receive a personal letter of congratulations.

Children need to present the last unstamped awards for trading.

<table>
<thead>
<tr>
<th>GOLD MEDALLION</th>
<th>This medallion is the highest award and will only be presented at Presentation Day. It guarantees the child an invitation to the special Principal’s Afternoon Tea.</th>
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</thead>
<tbody>
<tr>
<td>2 gold awards</td>
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<table>
<thead>
<tr>
<th>GOLD Award</th>
<th>This special award is presented at the Whole School Assembly and guarantees the child an invitation to the special Principal’s Afternoon Tea.</th>
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<tbody>
<tr>
<td>(5 silver awards)</td>
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<tr>
<th>SILVER AWARD</th>
<th>This award is presented at the Whole School Assembly and guarantees the child an invitation to the special Principal’s Afternoon Tea.</th>
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<tr>
<td>(5 Principal Awards)</td>
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<thead>
<tr>
<th>PRINCIPAL’S Award</th>
<th>This award is presented at stage assemblies.</th>
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<tbody>
<tr>
<td>(5 school awards)</td>
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</table>

<table>
<thead>
<tr>
<th>School Award</th>
<th>This award is presented in the classroom by the class teachers.</th>
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<tbody>
<tr>
<td>(10 Bee stamps or tokens)</td>
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</table>
Discipline System
Our purpose is to provide quality education and equitable welfare for all, within a supportive whole school community.

1. Quality Education
We will maintain high standards, provide opportunities for excellence and aim for personal bests in everything we do. We will continuously seek improvement as we move through recognisable stages of development.

2. Welfare For All
We will promote lifelong learning within a safe and harmonious environment which reflects our core values and Department of Education and Training policy.

3. Community
We will encourage a culture within Camden South Public School where we will continue to be a welcoming school where emphasis is placed upon strengthening whole school partnerships.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING
At Camden South Public School, we encourage good discipline and effective learning by:

- Providing appropriate curriculum to meet the needs of each student
- Supporting children to achieve success in learning
- Having a small number of easily understood rules which are fair, clear and consistently applied
- Establishing classroom rules
- Providing programs that develop self discipline, communication and conflict resolution skills and social instruction
- Providing opportunities for student participation and decision making
- Developing and implementing policies and procedures to protect the rights, safety and health of all community members
- Valuing and acknowledging differences
- Discussing with parents their role in promoting acceptable student behaviour

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR
Positive reinforcement of student achievement and behaviour is one of the basic principles of the Camden South Public School Student Welfare Policy. However, there will be times when adverse consequences will need to be applied particularly when injury or disruption to others and their property is involved. When serious breaches of discipline occur, parents will be involved in developing strategies to address the issue.

Classroom: The class teacher is, in the first instance, responsible for classroom behaviour. The following strategies are not meant to replace a teacher’s own management procedure, but to provide a support for teachers when and if they feel they require support and the behaviour warrants it.

1.) Non Verbal Cue
2.) First Warning: issued to student exhibiting undesirable/inappropriate behaviour
3.) Second Warning: issued if behaviour continues and indicates timeout in own classroom.
4.) Third Warning: Time Out in other classroom, Yellow slip (referral to supervisor). This slip is retained for records and is recorded on RISC. Students who display continued poor classroom behaviour may be placed on a level. Parents are notified of this.

Playground
- The supervising teacher on playground duty is to carry the Playground bags and is to record undesirable/inappropriate behaviour. Depending on the severity of the offence, the child will walk with the teacher for timeout and this behaviour must be recorded on the blue slip. If the behaviour is violent...
or dangerous, the teacher on duty will send for executive/principal immediately. The student will be removed from the playground. An emergency card is kept in the Playground bag.

- All incidents are logged on the blue slip. This allows the Executive and Principal to monitor students' behaviour on the playground and ensures that where possible all infringements of school rules are documented. Executive decides whether or not a student attends Reflection room and/ or is placed on a level. Students with a blue slip will be entered onto RISC at the executive's discretion. Incidents will be dealt with as per flow chart.

**REFLECTION ROOM**

- All reflection sessions will be decided by the Executive and the Principal based on the school discipline code and DET guidelines. Students who have their names recorded or receive a blue slip, for disobeying school rules will have their names entered onto RISC by the executive teacher on duty. These students will usually go to the reflection Room to discuss their behaviour and to be cautioned about the consequences of continued inappropriate behaviour. While at Reflection Room, the students will complete a Reflection Room Sheet appropriate to their age and ability. This sheet is retained by the Supervising executive.
- The Executive/ Principal will contact the student's parents via a formal letter informing them of their child's inappropriate behaviour and consequences. This letter is saved in the RISC program.

**TARGETTED SOCIAL SKILLS**

Students who are identified as being at risk, due to their continued inappropriate behaviour on the playground, may be nominated for inclusion in a Targeted Social Skills Program (See Student at Risk Intervention Programs).

**SCRIPTURE**

- All students who attend scripture are expected to display appropriate behaviour.
- Classes needing extra support or requested by scripture teacher will be supervised by class teachers.
- If a student chooses not to act appropriately, they are withdrawn from the group and sit with the supervising teacher. A letter of apology is written and given to the scripture teacher the next week.
- If inappropriate behaviour continues, parents will be contacted to discuss the matter further.

**EXCURSION SAFETY**

- Students who put their own, staff and other students' safety in jeopardy will be monitored before major excursions, special events or PSSA sports. This system will allow the Principal and the Learning Support Team to make informed decisions about the OHS issues of taking these students off the school premises for excursions, special events or PSSA Sport. In some cases this will mean that a student may not be allowed to go. This process is called the Excursion Safety.

**EXCURSION SAFETY PROCESS:**
(Refer to Excursion policy guideline No.8 &9, point 10.1 and 7.1)

1. Discussion of suitability of student attendance at stage meeting when discussing the excursion.
2. Child's parents notified that they will be going through this process by stage leader.
3. Child will to be referred to LST by AP and class teacher, within a suitable timeframe so that LST have time to assess and manage the risk. (Principal may need to attend LST during this referral).
4. LST complete a risk assessment and a management plan to minimise the potential of harm for staff, students and community.
5. AP then presents the risk management plan at an Executive Meeting for final approval
6. Parents notified of result.
SPECIAL EXCURSIONS
➢ If an event is deemed to be a special excursion this must be indicated on the excursion note and agreed upon by the Principal. This is a privileged event and therefore any child wishing to attend must not have reached level 3 in that year. This will be reviewed by the school Principal and is at the Principal’s discretion. If the event occurs in semester 1 the previous years levels will be considered.

SUSPENSION, EXCLUSION AND EXPULSION FROM SCHOOL
➢ All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Camden South Public School will maintain high standards of student behaviour. Extreme levels of unacceptable behaviour may result in suspension, exclusion or expulsion.
➢ The Principal will suspend, consistent with the procedures set by the Department of Education and Training, “Procedures for the Suspension and Expulsion of School Students”.
➢ Suspension means that students are not allowed to return to school for a period of time. The purpose of suspension is to allow students time to think about and accept responsibility for what they have done. It also gives the school time to make plans to improve the student’s behaviour. This task is more effective when parents or caregivers work with the school to help solve the problem. Principals may impose a short suspension of up to and including four school days or a long suspension of up to and including twenty school days.
➢ One of the features of the Departmental policy is procedural fairness, which includes access to an appeals process against individual suspension or expulsion.
➢ Camden South Public School works in partnership with parents in assisting the student to rejoin the school community. This includes the provision of counselling and access to special behaviour programs. As long as the behaviour is unacceptable, the student’s continued enrolment will be in jeopardy.

Classroom Discipline Flowchart
Playground Discipline Flowchart

Playground Incident

Log in Playground bags
Incident Folder/Blue Slip

Teachers

Exe cutives

Minor Incident

And/or
1. Warning
2. Short time out
3. Apology
4. Pick up papers
5. Restrict play area
6. Walk around with RISC/EXECUTIVE

Moves through levels. See level description appendix

Major Incident

1. Reflection Room
2. Investigation if necessary
3. Record on RISC
4. Level noted
5. Note home
6. File returned notes
7. Possibly no PSSA, Excursions or Special Events

Severe Incident

Principal/Suspension

Principal/Expulsion

Principal/Suspension
SUPPORTING DOCUMENTATION AND GUIDELINES
The following procedures and guidelines are presented in order that Camden South Public School conforms to Department of Education and Training guidelines.

SUPERVISION OF STUDENTS
School staff are aware of their duty of care to all students and recognize their responsibilities as outlined in memorandum 98/139 (S.122) : Care and Supervision of School Students.

GENERAL PRINCIPLES OF SUPERVISION
- Children are permitted in classrooms and storerooms only under direct teacher supervision.
- During recess, lunch, before and after school, students are restricted to designated play areas under direct teacher supervision.
- Alterations to regular supervision arrangements will be made by the Principal/Duty Roster supervisor.
- Although duties are rostered, all staff are responsible for the general well being of students.
- Punctuality to duty ensures safety of students.
- At all times, teachers are mobile, visible and approachable.
- Parents are informed of school times as part of the enrolment procedure and via the Parent Information booklet which is given to each new family.

LUNCHTIME -
- Students are directly supervised while eating lunch.
- Canteen is accessible every day.
- Library is accessible for quiet activities, reading and borrowing.
- Students may choose to play safe, cooperative games on the playground.

GENERAL PLAYGROUND SAFETY
- Students are not permitted to play in these areas: Classrooms, Library, Bike Racks, Stairs, Car parks, Driveways, Canteen Stairs, High Verandas, Toilets, Behind Buildings.
- For everyone’s safety, games that involve tackle football, fighting, tackling, playing with sticks, stones or objects, are not allowed. Students are to walk on concrete areas. Bullying and teasing will not be tolerated. Students should use the Five Finger Friend strategy and report all incidents to the teacher on duty.
- Students are to report accidents immediately to the teacher on duty. If they are not badly hurt and are able to walk, they are to go to the teacher on duty, who will attend to them and/or send them to Sick Bay. If they are seriously injured and not able to walk, they are to call for help. If a student sees another student who is injured, sick or distressed they are to tell the nearest teacher immediately.
- Students must wear a hat when outside. Students without hats must play or sit in designated shaded areas only. They are not to join in games in direct sunshine. Students are encouraged to wear a school hat and sunscreen at all times.
- If balls go out of the playground, the teachers on duty must be informed and will deal with the issue. Sport balls larger than a tennis ball are to be used on back playground only.
- Incidents of violence mean instant withdrawal from play.
- Students are expected to play in the correct areas, obey the school rules. Students are expected to attempt to resolve minor conflict issues themselves.
WET WEATHER SUPERVISION
- Decisions regarding wet weather are made by the Principal/Duty Roster supervisor.
- If wet weather is called, duty is to be shared with neighbouring teacher.
- Should rain begin during playtime, the teacher on duty should move the students undercover where the class teachers will meet them.
- If there is a change in weather during the break, wet weather arrangements continue and supervision maintained.

EXTREME WEATHER
- Refer to Evacuation policy

STUDENT TRAVEL
- Students travelling on buses must adhere to the school code of conduct.
- Students must behave safely, respect the needs and comfort of other passengers, respect bus property, follow instructions about safety and show bus passes to the driver.
- Students riding bikes or scooters to school are required by law to wear safety helmets.
- Bikes/scooters must be wheeled, not ridden, through the school grounds. Scooters are only to be brought if the parent has discussed the need for a scooter with the Principal and a Scooter Pass is allocated.
- At the conclusion of the day students are to proceed sensibly to designated areas for dismissal from school grounds. During wet weather children wait for supervising staff in designated areas.

SPORTING AND EDUCATIONAL EXCURSIONS
(See Excursion Policy)

MAJOR EXCURSIONS
(See Excursion Policy)

SUPERVISION DURING TEACHING & LEARNING ACTIVITIES.
- All students require direct supervision. At all times, a trained teaching staff member should supervise students.
- When Practicum teachers are at the school, they must have a trained teacher in attendance for the whole time they are practising their teaching. They are to do playground duty with their supervising teacher but cannot be solely responsible for students during this time.

HOMEWORK POLICY
- Refer to Homework policy
Anti Bullying

**DEFINITION:**
Bullying is the willful, conscious desire to hurt, threaten or frighten another person. Bullying can include physical aggression, verbal harassment as well as indirect actions such as excluding others from activities, damaging a person's property or spreading malicious rumours.

**Bullying behaviour** can be:
- **Verbal** e.g. name calling, teasing, abuse, put-downs, sarcasm, insults, threats
- **Physical** e.g. hitting, punching, kicking, scratching, spitting.
- **Social** e.g. ignoring, excluding, alienating, making inappropriate gestures.
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, inappropriate use of electronic media (SMS, facebook and social networking sites and emails)

Bullying is not tolerated in NSW government schools. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying.

**Camden South Public School** will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in their school environment.

**AIMS:**
- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To be alert to the signs and evidence of bullying and display responsibility by reporting it to staff whether as an observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer group support and cooperation at all times.

**STRATEGIES FOR IMPLEMENTATION:**
- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- Clarify at the start of each year the school’s policy on anti-bullying.
- Provide school community with anti-bullying brochure and regularly place information in the newsletter.
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving as part of Personal Development KLA.
- Teachers and Principal regularly remind students and staff to report incidents of bullying.
- Model positive ways of resolving conflict, eg working co-operatively within the classroom/playground
- Public recognition and reward for positive behaviour and resolution of problems.
- Training of one staff member as Anti Racists Contact Officer (ARCO) and Principal as support person.
- Parents encouraged to contact the school if they become aware of a problem.
- Prompt investigation and action for bullying incidents.
- Development of a register of bullying incidents to track offenders.
INTERVENTION AND PROCEDURES:

1. Once identified, each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
2. Students and staff identified by others will be informed of allegations.
3. Both bullies and victims will be offered counselling and support.
4. If student bullying persists, parents will be contacted and consequences implemented consistent with the school Welfare and Discipline Policy.
5. If staff bullying persists, the Principal will commence formal disciplinary action.
6. Consequences for students will be individually based and may involve:
   - Exclusion from class
   - Exclusion from the playground
   - School suspension
   - Withdrawal of privileges
   - Ongoing counselling from appropriate agency for both bully and victim.

Incidents relating to bullying will be recorded. Actions taken to address the incident will be noted. A review of bullying incidents will occur at the end of each term in order to identify if additional resources or support are needed.

ANTI-BULLYING Plan: Responsibilities

<table>
<thead>
<tr>
<th>Students have a responsibility to:</th>
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<tbody>
<tr>
<td>• Behave appropriately, respecting individual differences and diversity</td>
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<tr>
<td>• Follow the school anti-bullying plan</td>
</tr>
<tr>
<td>• React to incidents of bullying according to school procedure</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents have a responsibility to:</th>
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<tbody>
<tr>
<td>• Support their children in all aspects of their learning</td>
</tr>
<tr>
<td>• Be aware of the school anti-bullying plan and assist their children in understanding bullying behaviour</td>
</tr>
<tr>
<td>• Support their children in developing positive responses to incidents consistent with the school plan</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Schools have a responsibility to:</th>
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</thead>
<tbody>
<tr>
<td>• Develop an anti-bullying plan which clearly identifies unacceptable behaviours and strategies for dealing with bullying</td>
</tr>
<tr>
<td>• Inform all stakeholders about the anti-bullying plan</td>
</tr>
<tr>
<td>• Provide students with strategies to respond positively to incidents including responsibilities as bystanders</td>
</tr>
<tr>
<td>• Communicate the importance of the parental role in supporting their children</td>
</tr>
<tr>
<td>• Follow up complaints of bullying, harassment and intimidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respect and support students in all aspects of their learning</td>
</tr>
<tr>
<td>• Model appropriate behaviour</td>
</tr>
<tr>
<td>• Respond in an appropriate and timely manner to incidents of bullying according to the school plan</td>
</tr>
</tbody>
</table>
ANTI-BULLYING Plan : If bullying occurs:

**ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED**

The student should be encouraged to –

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, teacher, parent, peer).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily

Other ‘self protective’ strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

**ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED**

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student’s right and responsibility to report bullying whether it happens to oneself or to someone else.

**THE ROLE OF STAFF**

Teachers to regularly remind students to report incidents. Reporting is not dobbing.

If a student reports bullying, or you witness bullying incidents yourself, you will:

1. **Listen** and acknowledge the seriousness of the report no matter how trivial it may first appear.
2. **Refer the incident** via the School Bullying Record sheet to the Assistant Principal or Principal.
3. **Follow up** with suggested playground or classroom programs if appropriate.

**THE ROLE OF PARENTS**

The following suggestions are made to parents through print materials and at Parent Information meetings.

1. **Take** an active interest in your child’s social life and in what is happening at school
2. **Encourage** your child to bring friends home and to accept and tolerate differences in others
3. **Build** your child’s self-confidence by recognising and affirming his positive qualities and by valuing him.
4. **Discuss** with your child the school’s expectations about behaviour and ways to respond if his rights are infringed
5. **Encourage** constructive responses: physical bullying or persistent teasing should be reported, hitting back or retaliating with name-calling won’t solve the problem
6. **Set** an example: be firm, but not aggressive in setting behaviour limits, be positive in what you say/do
7. **Be alert** for signs of distress: unwillingness to attend school, dropping off in academic performance, damaged clothing and frequent loss of personal property, loss of confidence and uncharacteristic mood changes and withdrawal from social activities.
8. **ACT** : If your child is being bullied at school, report it to a teacher, or the Principal.
   
   Your report will be followed up.
APPENDICES:

1. Rules
2. Matrix
3. Action Consequence Sheet
4. Level System
5. Explanation of awards
6. Parliament Policy
7. Celebration of Learning
Appendix 1 School Rules:

- Be Safe
- Be Respectful
- Be a Learner
<table>
<thead>
<tr>
<th><strong>Camden South Public School 3Be's</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Classrooms, Music Room, Library, and Computer Lab</strong></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td><strong>Be a Learner</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Camden South Public School 3Be's

<table>
<thead>
<tr>
<th>At the Canteen</th>
<th>At the Toilets</th>
<th>At the Fixed Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td><strong>Be Safe</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td>by</td>
<td>by</td>
<td>by</td>
</tr>
<tr>
<td><em>waiting patiently in line</em></td>
<td><em>moving away from the toilets once you have finished</em></td>
<td><em>always walking</em></td>
</tr>
<tr>
<td><em>moving away from the area once you have been served</em></td>
<td><em>washing your hands</em></td>
<td><em>always using the equipment correctly</em></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td><strong>Be Respectful</strong></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>by</td>
<td>by</td>
<td>by</td>
</tr>
<tr>
<td><em>using your manners quietly</em></td>
<td><em>using the toilets and equipment for the correct purpose</em></td>
<td><em>taking turns</em></td>
</tr>
<tr>
<td><em>waiting for your turn quietly</em></td>
<td><em>respecting everyone’s privacy</em></td>
<td><em>obeying the rules</em></td>
</tr>
<tr>
<td><em>using the bins for your rubbish</em></td>
<td></td>
<td><em>taking the care of equipment</em></td>
</tr>
<tr>
<td><strong>Be a Learner</strong></td>
<td><strong>Be a Learner</strong></td>
<td><strong>Be a Learner</strong></td>
</tr>
<tr>
<td>by</td>
<td>by</td>
<td>by</td>
</tr>
<tr>
<td><em>knowing what you want</em></td>
<td><em>going to the toilets in break times</em></td>
<td><em>listening to others</em></td>
</tr>
<tr>
<td><em>listening to the people serving</em></td>
<td><em>practicing good hygiene</em></td>
<td><em>being observant</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>letting the teacher know if you need help</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>being aware of your and other people’s personal space</em></td>
</tr>
</tbody>
</table>
ACTION = CONSEQUENCE

The Three Bee’s:
Be Safe, Be Respectful, Be a learner

Littering, running on asphalt, misusing school equipment, poor sportsmanship, lying, teasing, being in the wrong place, play fighting, no hat, inappropriate language

Rough play, racial intolerance, interfering in games, unacceptable body gestures, ignoring an instruction

Disrespect to staff, damage to school equipment, directed swearing at a child, stealing, provoked low level aggressive behaviour, bullying, persistent timeout behaviour, defiant behaviour, degrading comments

Violent and aggressive behaviour, gang bullying, failure to accept consequences of LEVEL 1-3 behaviours, persistent LEVEL 1-3 behaviours

Persistent bullying. Severe violent acts - pre-planned, gang, unprovoked. Directed swearing at any staff member. Severe verbal and/or physical aggression towards any staff and/or students, possession of weapons or illegal drugs, malicious damage to school property and/or others’ property.

<table>
<thead>
<tr>
<th>BLUE</th>
<th>TIME OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise.</td>
<td>Reminder of rule.</td>
</tr>
<tr>
<td>Stickers/ stamps/ Bee Token</td>
<td>Redirection.</td>
</tr>
<tr>
<td>Awards.</td>
<td>Verbal warning.</td>
</tr>
<tr>
<td>Rewards - extra privileges.</td>
<td>Time-out.</td>
</tr>
<tr>
<td>Name may be raised for discussion by staff.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME ONE TO LEVEL THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kept in at recess “Reflection room”.</td>
</tr>
<tr>
<td>Name recorded in Behaviour System (RISC)</td>
</tr>
<tr>
<td>Sent to Supervisor.</td>
</tr>
<tr>
<td>A letter sent home.</td>
</tr>
<tr>
<td>Loss of privileges.</td>
</tr>
<tr>
<td>Parent interview.</td>
</tr>
<tr>
<td>Restitution</td>
</tr>
<tr>
<td>Monitoring card (3 to 10days)</td>
</tr>
<tr>
<td>In school relocation.</td>
</tr>
<tr>
<td>Suspension.</td>
</tr>
<tr>
<td>Return to school - agreement with parents and school staff.</td>
</tr>
<tr>
<td>Long suspension.</td>
</tr>
</tbody>
</table>

Principal/ or delegate reserves the right to take other action as deemed appropriate at the time.
## Camden South Public School Behaviour Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Starting level for all students</td>
<td>Tokens received and awards in recognition of following the school rules: Be Safe, Be a Learner, Be Respectful</td>
</tr>
</tbody>
</table>
| Level 1 | • repeated minor breaches of school rule  
| | • Unacceptable behaviour | • Behaviour recorded in RISC.  
| | If repeated unacceptable behaviour continues, with no apparent effort to improve, placement will be made to Level 2. | • General warning and rule reminder given to the child.  
| | | • Referral to class teacher for guided reflection.  
| | | • One session in “reflection room”.  
| | | • Daily Behaviour Monitoring card  
| | | K-2 = 3 days  
| | | 3-6 = 5days  
| | | • Full participation in school activities.  
| | | • Parent/s notified and informed of the next step if the behaviour continues.  
| | | • Teacher/parent interview may be requested.  
| Level 2 | • Repeated Unacceptable behaviour, with little or no effort made into improving.  
| | • Level 2 behaviour | • Behaviour recorded in RISC.  
| | If repeated unacceptable behaviour continues, with no apparent effort to improve, placement will be made to Level 3 | • Referral to Stage Coordinator/ Deputy Principal  
| | | • 2 days in “Reflection Room”.  
| | | • Daily Behaviour Monitoring card  
| | | K-2 = 3 days  
| | | 3-6 = 5days  
| | | • Possible restricted play.  
| | | • Restricted privileges (discos, talent quests/ office duties)  
| | | Parent/s notified and informed of the next step if the behaviour continues.  
| | | • Teacher/parent interview may be requested.  
| | | • Parliament members/team leaders position suspended or removed for the year if placed on level 2 or higher.  
| | | • 3 days of consecutive good behaviour merits return to blue level (K-2)  
| | | • 5 days of consecutive good behaviour merits return to blue level (3-6)  
| Level 3 | • Persistent Unacceptable behaviour, with little or no effort made into improving.  
| | • Level 3 behaviour | • Behaviour recorded in RISC.  
| | If repeated unacceptable behaviour continues, with no apparent effort to improve, placement will be made to Level 4 | • Referral to Stage Coordinator/ Deputy Principal.  
| | | • 3 days in “Reflection Room”.  
| | | • Daily Behaviour Monitoring card  
| | | K-2 = 3 days  
| | | 3-6 = 5days  
| | | • Restricted play.  
| | | • Restricted privileges (as of level Two) and no school representation. Possible restrictions on school camps/excursions.  
| | | • Parent/s notified and informed of the next step if the behaviour continues.  
| | | • Possible placement on individual behaviour management plan.  
| | | • Teacher/parent interview may be requested.  
| | | • 3 days of consecutive good behaviour merits return to blue level (K-2)  
| | | • 5 days of consecutive good behaviour merits return to blue level (3-6)  
| Level 4 | • Continued Persistent Unacceptable behaviour, with little or no effort made into improving.  
| | • Level 4 behaviour  
| | • Warning of suspension | • Behaviour recorded in RISC.  
| | | • Referral to Stage Coordinator/ Deputy Principal/ LST  
| | | • 4 days in “Reflection Room”.  
| | | • Daily Behaviour Monitoring card (Between 3 and 10 days)  
| | | • Restricted play.  
| | | • Lose of all privileges: Including excursions and school camps, whilst in reflection and completion of monitoring card.  
| | | • Possible placement on individual behaviour management plan.  
| | | • Parent/s notified and informed of the next level. Parents will receive a warning of suspension letter.  
| | | • Parent Interview Requested  
| | | • Between 3 to 10 days of consecutive good behaviour merits return to blue level (K-6)  
| Level 5 | • Continued Persistent Unacceptable behaviour, with little or no effort made into improving.  
| | • Level 5 Behaviour  
| | • Suspension | • Suspension options as per DET Guidelines.  
| | | • Re-solution meeting to determine re-entry conditions  
| | | • Daily Behaviour Monitoring Card (10 days)  
| | | • 10 days of consecutive good behaviour merits return to blue level (K-6)  

Camden South Welfare and Discipline policy 2011
Bee Awards Flow Chart

Bee Chart with 10 stamps = 1 School Award

5 School Awards = 1 Principal's Award

5 Principal's Awards = 1 Silver Award

Silver Awards are presented at K-6 Assembly

5 Silver Awards = 1 Gold Award

Gold Awards are presented at K-6 Assembly

2 Gold Awards = Gold Medallion

Gold Medallions are presented at the end of year assembly
Purpose
School life provides many opportunities for young people to develop leadership and representation skills, including being leaders in school governance, sport, creative and performing arts, cultural and community activities. Student leaders have the potential to influence school environment and the behaviour of their fellow students by becoming advocates for positive change in the community. School leaders need to actively participate in school life, and their ideas and opinions will be listened to and valued, they will feel respected and will be encouraged to make further contributions.

Statement of Principles
Our School Community provides a caring, happy and safe environment, which strives to foster a love of lifelong learning. We endeavour to develop each person’s academic physical, moral, cultural and spiritual potential based on mutual respect, fairness and honesty. We want our students to emerge as confident, adaptable, responsible and caring citizens.

Rationale
- Every child should have their voice heard, understood and responded to.
- This will enable them to become active participants in their communities.
- Developing confidence, communication skills and being happier as a result of being involved with school and student council, help children develop.
- A student council shall promote the interests of the school and the involvement of students in the affairs of the school.
- Use the Australian Parliamentary Framework as the model for our School Parliament.

Goals
- Engender peer leadership, openness and awareness.
- Develop essential life skills, such as listening, diplomacy, compromise and communication.
- Make a positive contribution to every aspect of a school community.
- Improve academic performance
- Reduce bullying and vandalism and improve teacher-pupil relations.

Establishment Procedure
Elections take place in November each year so as to allow the new Parliament to have assigned portfolios ready for the next year.
Each Year 5 student interested in running for Parliament must nominate themselves on an official form with two Proposers.
A panel will consider the eligibility of the nominees. Eligibility criteria may include:
 a) Attendance rate > 85%
b) Good behaviour (history on RISC considered)
c) During current year, i.e. year 5 no child can have been on level 3 or higher 2 or more times.
d) Demonstration of leadership capability: reliability, trustworthiness, responsibility and dedication.
Ineligible students are advised by Leadership Coordinator.
Each Class teacher and parents must validate their nomination.
Once names have been ratified students can start their campaign, which would include an address to an assembly to outline the reasons they should be elected.
Students will then be able to vote on official ballot paper for their chosen candidate. Stage 3 supervisor collects these votes and votes are counted. Results are announced at a morning assembly. Successful candidates phone their parents to notify them of the result.
Badges will be presented in the following year at an induction assembly for Parliament.
All Ministers of Camden South Student Parliament are expected to display, consistently, positive leadership skills. These qualities include:

- Following the bee rules within the school
- Responsibility
- Reliability
- Consideration
- Courtesy
- Use of Initiative
- Loyalty
- Willingness to be involved in all school activities.
- Willingness to donate their own time (e.g. lunch hour) to carry out their duties or assist others.

*Should a Minister’s standard of attitude and behaviour fall below a satisfactory level, the Minister’s position will be reviewed. A formal warning will be given. Should inappropriate attitude or behaviour continue or occur again, the Minister will be dismissed from the Parliament. Any Minister who is suspended from school will automatically be dismissed from the Parliament.*

**Implementation**

The remainder of Year 6 students are allocated to a portfolio. Their role is to support the elected minister of their portfolio to implement policies and procedures. Year 5 students are members of the Opposition.

Staff members are allocated to a portfolio as a mentor to the cabinet minister and their portfolio members. Ministers and their portfolio team meet on a weekly basis to plan and implement ideas/activities. A plan of implementation is followed.

All Parliamentary decisions/recommendations affecting school operation must have the approval of the Governor General (Principal) before they are implemented. It is the responsibility of the Prime Ministers together with the Minister involved to meet with staff to seek their approval and cooperation before making an appointment to obtain the principal’s approval.

Parliament meets on a fortnightly basis and matters discussed in portfolio teams are raised at Parliament. The meeting procedure is explained to all participants and the Speaker controls the entire process. Issues are discussed and if necessary voted upon and then implemented.

At times it will be appropriate for Ministers to meet with other staff members to obtain their assistance in implementing a recommendation.
Parliamentary Guidelines

Parliament meets regularly for 45 minutes fortnightly following the attached procedures.

The Serjeant-At-Arms says:
Honorable Members, please stand.
The Serjeant-At-Arms escorts the Speaker into the room and places the mace at the end of the table. The speaker will open parliament.

The Speaker says:

Members please sit down. The parliament is now in session.
The rules of parliament must be obeyed. Clerk, please read out the rules.

The Hansard/Clerk reads out the rules.

The Hansard/Clerk says:

1. One person speaks at a time. Members speak without interruption.
2. Listen to the speaker.
3. Don't fidget.
5. Always stand up to speak.
6. Always address your remarks through the speaker (after raising your hand and being chosen by the speaker).
7. Raise your hand only after someone has finished speaking.
8. Members receive one warning before ejection.

The speaker says:

Clerk, please call on the scheduled SRC representatives and the scheduled cabinet ministers to report their work to parliament.

The clerk calls on each member, or SRC member, individually and they come to the table to speak.

Then the Hansard/Clerk says:

Question time is now open for the next ten minutes.
The Speaker will take questions from each side of the chamber in turn.
Please stand when you are called upon to speak.

The Speaker says:

Question time is now closed. Clerk is there any correspondence?

The clerk reads the correspondence to Parliament.

The speaker refers the necessary replies to be written by the appropriate cabinet members.

The Speaker says:

This session of Parliament is now adjourned.
Minutes of Parliament will be sent to each classroom by Friday.
Coordinating Staff for Parliament Portfolios

1. Students meet in portfolio groups every Tuesday from 9.00-9.30am. This is their planning time for programs.
2. Students bring their plan to you after speaking with Yr 6 teachers for any amendments that may need to be made or any concerns answered.
3. Students bring their endorsed plan to Mrs Hawken for verification.
4. This is then passed on to staff via share meetings for amendments if necessary/approval/implementation.

Health

Minister: Sammi Beebar
Staff: Mrs Zapirian, Mrs Berry

Finance

Minister: Daniel Ogden
Staff: Mrs Sattler, Mrs Ruhain

Education

Minister: Abbey De-Ath
Staff: Mrs Barnard, Mrs Wood

Ambassador K-2

Minister: Isabella Boome
Staff: Mrs Herzog, Mrs Cooley

Social Justice

Minister: Lillian Ralston
Staff: Mrs Hurley, Mrs Tudor, Mrs Jeffery

Environment

Minister: Andrew Gardiner
Staff: Mr Kwolick, Mrs O’Regan, Miss Rampe

Transport

Minister: Tom Stannard
Staff: Mr Ursino, Mrs Warton

Ambassador 3-4

Minister: Bradson Evans
Staff: Mrs Crossley, Mrs Chisholm

Sport

Minister: Brent Hardy
Staff: Mrs Baverstock, Mrs Burge

Technology

Minister: Phoebe Clark
Staff: The two Mrs O’Neill’s, Mrs Dewsbury

Public Relations

Minister: Naomi Christie
Staff: Mr Strahan, Mrs Malcolm

The Arts

Minister: Paige Reily
Staff: Miss Patrick, Mrs Vickery, Miss Wallace
Nomination Form

Please return by Monday, 15th November 2010

Name:__________
Class: ____
Seconded by: ________

Do you feel able to commit yourself to this position for the full year?
YES   NO

Briefly describe why you would like to become a member of the Student Parliament in 2010.

How do you think you could contribute to our school?

A cabinet minister must:
- Behave in a responsible and exemplary manner at all times;
- Wear correct school uniform every day;
- Help other students and guide them in seeking assistance from teachers;
- Maintain a high standard of school work, punctuality and attendance;
- Take on additional responsibilities in their own time;
- Greet and speak to visitors on behalf of other students;
- Represent the school at formal community occasions; and
- Support the teachers and rules of the school.

I have discussed this nomination with my child and will provide support to ensure that the role is carried out in an appropriate manner. I feel my child will be able to fulfill the expectations of this role.
SIGNED: PARENT ____________________________________________
DATE: ____________________

This student demonstrates appropriate behaviour and work habits for a member of the Student Council.

SIGNED: CLASS TEACHER __________________________
DATE: __________________________