

Winmalee Public School



Student Welfare & Wellbeing Policy

2015 – 2016

Student Vision Statement

At Winmalee PS staff, students and the community work together to deliver a rich and diverse learning environment that nurtures the whole child. Our aim is to provide diverse educational experiences and opportunities that will engage and challenge all students to learn, discover and critically examine their world in order to become creative, informed and resilient individuals.

At Winmalee, we are safe, respectful, learners.

Our Student Welfare Policy is supported by three main pillars as we strive to provide a Safe and Respectful setting to maximise a positive learning environment for all our students. We believe in and promote:

- High standards of behaviour based on co-operation;
- Mutual respect;
- Self-worth; and
- Shared responsibility.

Our three main pillars provide:

- A small number of easy to remember expected students behaviours;
- Consistently implemented behavioural support;
- A shared understanding of expected behaviours by all staff, students and community;
- Opportunities for students to take responsibility for their learning and the behavioural choices they make;
- A scaffold for the teaching and practicing of appropriate student behaviour; and
- Clear consequences for student behaviour.

These principals are basic to our expected student behaviour:

- All individuals are to be valued and treated with respect;
- Students have the right to work in a safe environment where they are able to fully develop their talents and interests;
- Parents have a right to expect that their children will be educated in a safe environment in which care and respect for the rights of others are encouraged;
- Teachers have the right to expect that they will be able to teach in a supportive and co-operative environment;
- Parents, teachers and students will share the responsibility in maintaining a positive teaching and learning environment;
- All stakeholders have an obligation to ensure that the Code of Conduct is implemented in a fair and consistent manner.

We aim to create a safe, caring school environment in which students are strongly supported as they learn.

Student welfare incorporates:

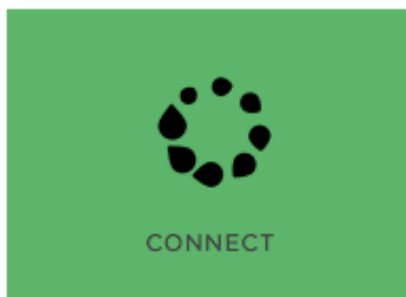
- effective behaviour management strategies
- preventative health and social skills programs
- collaborative early intervention
- ongoing educational and emotional support for students.

Wellbeing Framework

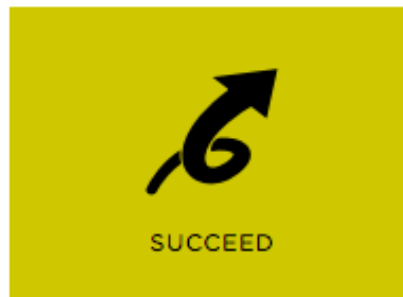
In line with the Department's new Wellbeing Framework our Quality teaching and learning practices:

- **connect** students to their learning and develop a culture within your faculty which promotes positive, respectful, professional relationships
- set students up to **succeed** by being respected, valued, supported and empowered
- enable students to **thrive** by growing and flourishing, doing well and prospering

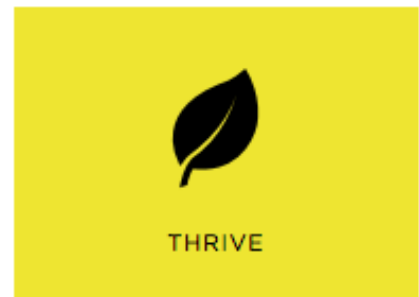
The Wellbeing Framework for schools



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

Our Core Values

<p>INTEGRITY: Being consistently honest and trustworthy.</p>	<p>We promote, recognise and value honesty from all members of our school community.</p>
<p>EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.</p>	<p>Giving your best at all times. Encouraging a love of learning that can become a life-long purpose.</p>
<p>RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.</p>	<p>Students will be encouraged to appreciate the worth of others, and to appreciate the worth and ideas of others within our school and in the broader community. Students who show respect will treat others with kindness.</p>
<p>COOPERATION: Being accountable for your individual and community's actions towards yourself, others and the environment.</p>	<p>Working together as a team so that there are mutual benefits for all and for the environment. We will recognise the strengths of others. Students will be encouraged to think before acting.</p>
<p>PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.</p>	<p>Taking the opportunity to participate in all that our school is offering and making the most of opportunities presented from the community. Being a "smart" risk taker so that new ideas are available to us, allowing us to make informed decisions about issues that affect us. Recognition of student achievement and acknowledgement of "personal best".</p>
<p>CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.</p>	<p>Students at Winmalee Public School will be encouraged to care for each other. To also be kind and understanding, so that we will have a learning environment where we can work and learn together.</p>
<p>FAIRNESS: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.</p>	<p>Developing an understanding of all that it means to be an Australian in terms of rights, freedom and responsibilities. An appreciation of our country will be promoted at all times.</p>

Our Core Rules

All students in NSW government schools are expected to:

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

RIGHTS	RESPONSIBILITIES
You have the right to feel safe and secure at school. This means that the school should provide safe class rooms, equipment and rules to ensure your safety and sense of well-being. You should be treated respectfully by other students and staff.	You have a responsibility to make our school a safe and friendly place. This means you do not hurt, intimidate or bully other students. You also need to use equipment carefully. You should follow school rules and wear the correct uniform.
You have the right to a quality education at our school. This means you should be able to learn and perform at the best of your ability. Class programs will help you think well, understand clearly and produce high quality work.	You have a responsibility to work to the best of your ability. This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.
You have the right to learn without being disturbed. This means that others should not interfere with your learning, disturb the learning space or hurt your feelings. Your property should not be taken or destroyed.	You have a responsibility to allow others to work without disturbing them. This means you get on with your work without excessive talk or interrupting the flow of lessons. You will not take or destroy property that is not yours.
You have the right to your own opinions, beliefs and values. This means that you may express your point of view approximately and be able to give reasons. Your religious and cultural beliefs are to be respected.	You have a responsibility to respect the opinions, beliefs and values of others. This means you don't use put downs or name calling when someone holds beliefs that differ from your own. Learn to understand / accept other views.
You have the right to tell your side of the story. This means you will be given the opportunity to tell what happened. The restorative justice questions will mostly be used.	You have a responsibility to tell the truth. As hard as it can be at times, answering the "what happened" question honestly will mean the problem can be sorted quickly. Not being honest causes more problems and makes things worse!
You have the right to be yourself. This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to learn new skills.	You have a responsibility to accept others. This means you do not exclude, name call, bully or tease other students for any reason. You should also report bullying when you become aware of it happening.

PBL : Positive Behaviour for Learning

As a PBL school, staff are trained to facilitate, promote and encourage all members of the school community to adhere to the core values. The PBL team meets several times each term to determine focus areas and ways to recognise, value and raise the profile of our students as they strive to be safe, respectful learners.

At Winmalee Public School we are Safe Respectful Learners

Be SAFE

- Walk quietly as you enter, move around, and leave the room.
- Use personal and school equipment carefully, safely and appropriately.
- Keep your hands and feet to yourself.
- Follow teacher instructions at all times.

Be RESPECTFUL

- Listen, co-operate, and speak politely to teachers and fellow students.
- Take turns, share and care for teachers and fellow students.
- Respect everyone's ideas, contributions and beliefs.

Be a LEARNER

- Be equipped, prepared and ready to learn.
- Take responsibility for your own learning.
- Have a go and try your best.



Winmalee Public School – Safe Respectful Learners

At Winmalee we are:	All Settings	Classroom	Office	Walkways	Canteen	Playground	Morning & Hall Assembly	Toilets
Safe	Keep hands and feet to yourself Be in the right place Follow teacher instructions	Wait for the teacher before entering Use equipment appropriately	Wait in turn Walk	Walk on the left	Wait sensibly in line	Use appropriate equipment within areas Freeze on bell Wait for teacher on duty	Enter and leave safely and quietly	Move to the closest toilet and return directly to class Use toilets appropriately
Respectful	Care for people and property Follow staff/ adult directions Speak politely	Listen to others Speak politely Respect the classroom	Wait in turn Speak politely	Keep moving Stay in your space	Speak politely Say please and thank you	Follow teacher direction in the playground Put rubbish in the bin	Sit quietly Participate when asked	Door closed Use your own cubicle Keep toilet area clean Be quiet
Learners	Listen actively Participate in activities	Be prepared Complete work to the best of your ability	Speak politely	Move quietly	Know what you want	Agree on and follow game rules	Listen actively	Wash hands Taps off

WINMALEE PUBLIC SCHOOL AWARDS

CONTINUAL



Class Sticker Award System
Students collect PBL stickers. Teachers give up to 3 stickers a week.
A full card = Mini PBL Certificate awarded at a Thursday assembly

Winnie's Winners
Handed out by all teachers. Drawn at a Thursday PBL assembly. 10 tickets drawn from Winnie's barrel. Awardees pick from prize box.

SAFE

FORTNIGHTLY



PBL Certificate
Presented at Whole School Assembly
1 child per class will be selected.

Merit Awards
Presented to selected students from each class at a Thursday assembly.



RESPECTFUL

MONTHLY



Principal Awards
Students nominated by staff and selected by the Principal. Announced once a month at assembly. Awardees attend Morning Tea with the Principal.

END OF THE YEAR



Presentation Day
PBL Awards 1 per Class. Achievement and Academic Certificates awarded.

LEARNERS

WPS Discipline Procedures

Minor Behaviours

Redirection

Revise / reteach school rules

1st Reminder

Revise / reteach school rules again, and provide a visual reinforcement

2nd Reminder

Offer student a choice: to demonstrate required behaviour or receive a logical consequence (eg chair removed if swinging on chair continues).

Implement Logical Consequence

Offer student a choice: to demonstrate required behaviour or receive a logical consequence. Teacher may record as a minor referral.

Executive Time Out

For a Major referral, or 4 Minor Referrals in a term, student completes a lunch time detention with an executive. Students fill in a behaviour reflection sheet. AP contacts parents/associates to discuss concerns regarding student's behaviour.

Principal Meeting

At the third major referral, students complete a lunchtime detention with Principal. Principal contacts parents to arrange a meeting to discuss student's behaviour, appropriate consequences and supportive behaviour modification strategies.

Any subsequent major referrals within a two week period may result in a suspension, in line with DEC policy at the principal's discretion.

Major Behaviours

Immediate time-out in AP's class or removal from playground (send to office)

If this process is repeated a number of times in a day, teacher may record as a major referral.

Extreme Behaviours

Principal Meeting

Student is removed to Principal's office. Principal contacts parents/associates to discuss student's behaviour, appropriate consequences and supportive behaviour modification strategies. Referral is entered on records.

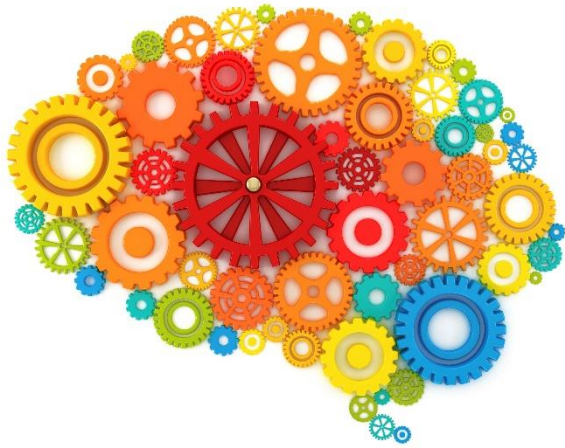
Temporary Alternate Class Placement

Student has a temporary alternate class placement.

Out of School Suspension

Student completes an out-of-school suspension in line with DEC policy.

BEHAVIOUR CHANGE REQUIRED



MINOR BEHAVIOURS

Examples:

- failure to follow instructions or refusing to cooperate
- off task behaviour
- disruption to class routine
- insolent or impolite language
- rough play
- swearing (not at others)
- out of bounds
- damage to property (minor)
- lying (minor)
- disruption to others' games

MAJOR BEHAVIOURS

Examples:

- swearing(at others)
- persistent failure to follow instructions or cooperate
- persistent disruption to routine
- persistent off task behaviour
- fighting
- absconding
- out of bounds (off school)
- bullying/ harassment
- theft
- persistent lying to teacher

EXTREME BEHAVIOURS

Examples:

- using sticks, stones or other objects causing an injury
- bring a firearm, prohibited weapon or knife to school
- possession of a suspected illegal substance,
- engaging in serious criminal behaviour related to the school
- making credible threats
- persistent aggressive behaviour
- cyber bullying
- persistent bullying/harassment or victimisation
- persistent refusal to follow school discipline code

At WPS we are **Safe Respectful Learners**

Behaviour Reflection Sheet (K-2)

Name: _____ Date: _____ Class: _____

Draw or write about what happened?

The choice I made was



How did your behaviour affect others?

What will you do next time?

What will you do now?

At WPS we:

Keep hands, feet and objects to yourself.

Speak and act kindly to others.

Be in the right place, at the right time.

Respectfully follow teacher's instructions.

At WPS we are **Safe Respectful Learners**



Behaviour Reflection Sheet (3-6)

Name: _____ Date: _____ Class: _____

1. What happened? Explain how you were involved and what you did?

2. What were you thinking of and/or feeling at the time?

3. Who has been affected by what you have done? In what way?

4. What other choices could you have made?

5. What do you think you need to do to make things right?

Which of our school rules do you need to think about?

 SAFE	We wait for the teacher. We use equipment safely.
RESPECTFUL	We listen to others. We speak politely. We respect the classroom.
LEARNERS	We are prepared for lessons. We do our best.

 SAFE	We wait for the teacher. We keep our hands and feet to ourselves. We play in the right place. We use equipment sensibly.
RESPECTFUL	We follow teacher instructions. We put our rubbish in the bin. We freeze on the bell.
LEARNERS	We follow the rules of the game.

Learning and Support Team

The purpose of the Learning Support Team is to ensure that the welfare and learning needs of all students are being met at the School.

The Learning Support Team addresses the needs of students through coordination, development, implementation, monitoring and evaluation of educational programs. This team is passionate about encouraging students to achieve their potential.

Members of the Learning Support Team include the Principal, Assistant Principals, Learning and Support Teacher, School Counsellor and Reading Recovery Teacher. This team meets fortnightly and seeks to address whole school need, teacher need and student need.

When staff wish to make a referral to the team about a student of concern they follow the LST flowchart. Initially teachers cater for students through adjustments to their regular programs. Concerns are discussed with parents and professional dialogue around how to best support students takes place. Appropriate strategies are then planned and implemented.

A key feature of our team is the facilitation of collaborative planning between teachers, support staff, parents and students.

Kids Matter School

Several WPS staff have been trained in and begun implementing the Kids Matter Framework. There are 4 components to this framework and we have started by building a positive school community, so that everyone has a sense of belonging at our school. The catch phrase is "Every face has a place".

In the future we will also implement the other components; there will be further focus on these over the following semesters.

The Four KidsMatter Components



how welcomed members feel and their sense of belonging.



provision of social and emotional learning, professional development



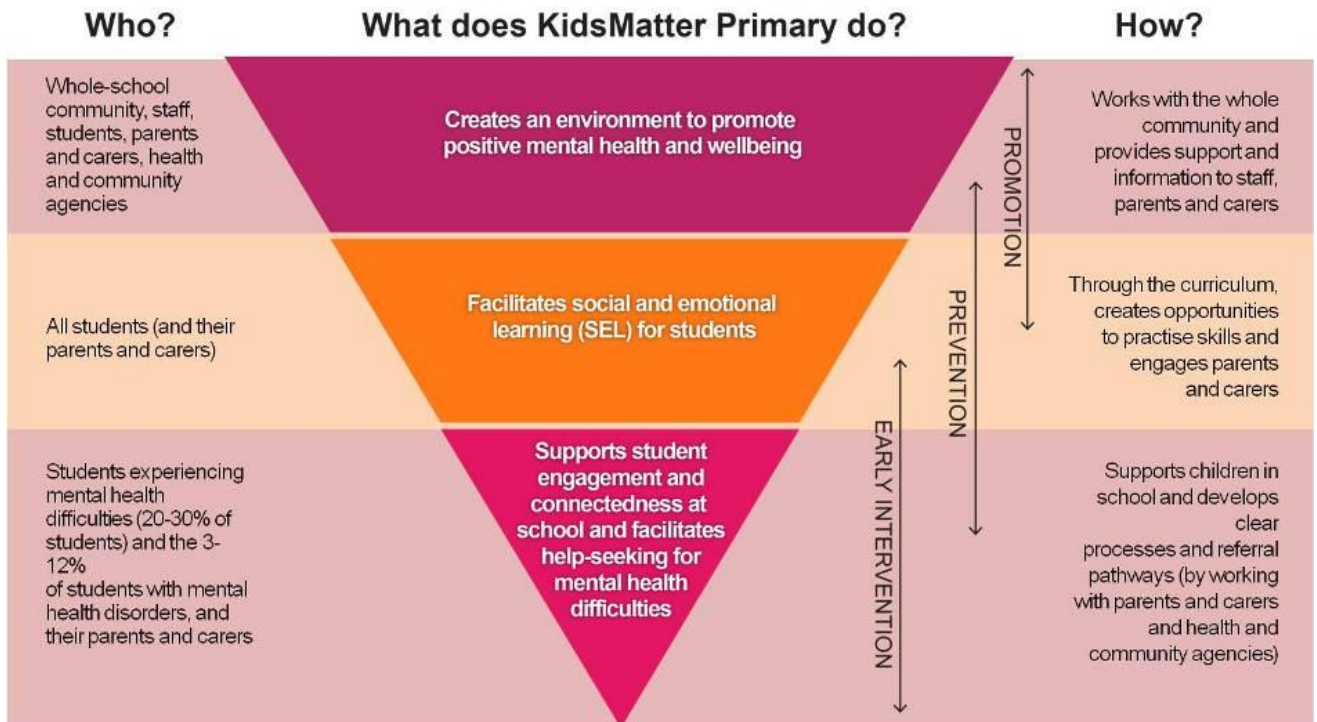
parenting education and support.



supporting students who are experiencing, emotional - social - behaviour difficulties.

Kids Matter

Australian Primary Schools Mental Health Initiative



Student Representative Council

An SRC is a group of students in a school elected by their fellow students.

It is an opportunity for students to be active citizens of the school community and have their ideas and opinions routinely heard and respected.

SRC members represent all students in the school and organise ways for students to participate and contribute to their school as well as raise funds to donate to charities.

Composition:

At the beginning of each school year a teacher nominates to run the SRC for that year. The position is open to all class teachers.

The Student Executive is elected by classes from Years K-6 at the beginning of each year. Students are usually nominated by peers, present speeches to the student body and an election follows.

Two – SRC Representatives per class from K-6

SRC meetings are held periodically to determine ways in which the SRC can support the core values of the school.

Other issues are discussed as the need arises.

Peer Support Program

This program allows students to take responsibility for their own wellbeing, deal positively with life experiences and be actively involved in and supported by their community. The program also supports the outcomes in the key learning areas of Personal Development, Health and Physical Education, HSIE and English.

Year 6 students attend a training camp over 2 days to learn the skills in managing and teaching a group of 12 students from Kindergarten to Year 5. The Peer Support program begins with an orientation unit for four weeks followed by an 8 week unit focussing on values. Each week, Year 6 students are briefed on the purpose of each session and the organisation and strategies required to present each activity.



Structured Play Program

The Structured Play Program takes place during second half of lunch each day.

These structured lunch times involve Year 5 students supporting the play of younger students who attend.

Our Play Leaders are trained in showing others how to:

- Play fairly
- Use friendly talk
- Be reliable and responsible
- Look for the good things that people do
- Join in a game
- Handle problems

Play leaders help develop the social skills of younger students through the use of a variety of games, board games and construction materials. Play leaders also facilitate non equipment games for small groups of students.

The program to date has benefited socially those students who have participated and the students that have been leaders. Our Structured Play Program has also reduced the social isolation of students.

Construction Crew

Two terms a year a group of selected students participate in the Construction Crew program. Teachers and parents are consulted to explore priorities and focus areas.

Once a week for 10 weeks, the Crew participates in an inclusive session using construction toys and other group activities to promote the formation of friendships, extension of communication skills and building of self-confidence. Each week students record pictures of their creations and write comments in a journal.

Focus areas include:

- Understanding of routine eg transition from one activity to another.
- Recognition of and celebration of own achievements.
- Fine motor strength and control.
- Ability to follow the conventions of a group eg follow rules, modify behaviour according to the social expectations of the group.
- Use of functional communication eg make requests, comment to peers, ask questions.
- Adaptation to another person's ideas (peers and adults) rather than always setting their own agenda.
- Joint attention skills and ability to share experiences with peers.
- Ability to cooperate with peers, eg turn taking, team work skills and negotiation with mutually accepted outcomes.

Get Lost Mr Scary

The Get Lost Mr Scary (GLMS) program has been developed by two Western Sydney region school counsellors to help children aged 5 – 7 years cope with fears and worries using cognitive behavioural strategies.

GLMS addresses the types of anxiety commonly found in young children such as fear of the dark or certain animals.

This program is offered by our School Counsellor and our Learning & Support Teacher. It is delivered over 7 weekly sessions of approximately 1 hour during the school day.

Key elements of the program:

- Positive relationship between the presenters
- Fun and Humour
- Concrete materials and symbolic representations
- Positive group dynamics
- Celebrations
- Parent involvement – via a weekly letter home and parent information session.

Parent involvement is an important aspect of the program as parents are in effect co-therapists. The parent's role is important to support and encourage their child in the completion of their homework tasks and to encourage them to practice the skills that have been introduced during the weekly sessions.

Parent information sessions are held to explain the program and give a brief overview of childhood anxiety. Parents are sent home weekly information sheets at the conclusion of each session. Parents are also invited to join the group during the last session to celebrate what has been learnt.



Breakfast Club

Good Start Breakfast Clubs contribute to improving the health, learning and development outcomes for school aged children.

Red Cross has been supporting Breakfast Clubs in Australia since 1991. In 2003 Sanitarium became a national partner supplying cereal and milk. The program aims to support schools to create a club environment where children can learn healthy breakfast routines and habits from caring adults, including hand washing, sitting down to eat together and how to prepare their own breakfast.

GSBC provides a socially inclusive environment and seeks to promote positive relationships while embedding healthy eating practices.

GSBC works to address food insecurity in Australia. Food security is about making sure all people have enough of the right type of food every day to keep them healthy. The program also aims to deliver nutrition information to children, families and the community.



Kindergarten Buddy Program

Our Buddy Program is designed to:

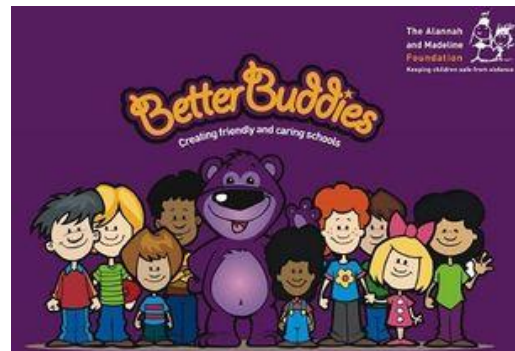
- Assist the younger students in their first year of schooling and ease their transition.
- Build a unique relationship and link between the incoming students and the students in the last year of their schooling.
- Offer our older buddies a learning experience by being leaders, teachers and mentors.
- Create feelings of connectedness that enables younger buddies to bond more closely with their school.

Key Characteristics

- Participation of older students in positive, supportive one-on-one relationships with younger students.
- Increase the likelihood of more positive school behaviour and less bullying.

Core Features

- Positive cross-age relationships
- Develops social skills and confidence
- Provides opportunities for peer tutoring
- Teaches pro-social values
- Develops responsibility
- Builds self confidence
- Develops empathy
- Promotes inclusion
- Creates a pro-social atmosphere in the playground
- Helps children develop resilience
- Discourages bullying



Live Life Well @ School

This joint initiative between the Department of Education & NSW Health has provided resources and staff training so that we can effectively encourage each student to Eat Well and Get Active.



Fundamental movement skills are explicitly taught and resources are provided through the LLW team. Each student participates in regular fitness activities and sports programs.

Healthy food choices are promoted as is the regular consumption of water. At WPS we primarily implement this through our Crunch & Sip program.

Information to parents is regularly provided through the School Newsletter.

Crunch & Sip Program

Crunch & Sip is a set break to each fruit or salad vegetables and drink water in the classroom. Students re-fuel with fruit or vegetables during the morning or afternoon – assisting physical and mental performance and concentration.

Crunch & Sip encourages fruit and vegetable snacking and drinking water. Schools model healthy eating in the classroom, reinforcing the nutrition curriculum.

The Crunch & Sip break gives children the opportunity to eat the piece of fruit that might otherwise be left in their lunchbox or not be eaten at all.

For the Crunch & Sip break parents will need to provide their children with:

- An extra piece of fruit or salad vegetables to eat in the classroom
- A small clear plastic water bottle to keep in the classroom

The Crunch & Sip break does not replace fruit and vegetables eaten at recess or lunch.



School Uniform Policy

PURPOSE:

Winmalee Public School values the wearing of school uniform as it strengthens our school's sense of belonging, unity and identity. It is seen by the school community as supporting of social and economic equality among our students. There is also a belief that the wearing of school uniform will add to the safety of students by allowing easy identification of our students.

GUIDELINES:

- The school uniform will reflect school community standards and expectations. It will be developed in consultation with and agreed upon by the school community. The whole school community should have the opportunity to participate in the decision-making.
- The Uniform Committee will be responsible for the purchasing, retailing and introduction of uniform items and is financially responsible to the P&C Association. The Uniform Committee will report to the P&C at monthly meetings and make recommendations for changes to the school uniform.
- Our School Uniform Shop is open Monday, Tuesday and Thursday mornings from 8:30am to 9:30am or by appointment at other times.
- No student should be disadvantaged when uniform items are not available because of circumstances beyond their control. It is, however, the responsibility of the school community to encourage and support wearing of school uniform.
- Our Winmalee School hats are considered part of the school uniform in line with the "Sunsmart" Policy: No hat, play in the shade.
- Students representing the school in sport or other areas are required to wear full school uniform, including the school hat (for outdoor activities).

Sun Safe Policy

At Winmalee Public School we implement sun safe practices for students and staff through the following strategies:

1. Scheduling outdoor activities

- Where possible we schedule outdoor activities outside the peak UV times of 10am-2pm (11am-3pm daylight saving time), in the shade or indoors. This includes assemblies, PE lessons and school sport.

2. Shade

- We are committed to providing a variety of shade in all areas where students congregate. This includes trees, built and portable shade in areas for recess, lunch, outdoor teaching and sport.
- We encourage students to use available shade when outside.
- We conduct shade assessments to determine future shade needs.
- We consider shade or indoor options for all outdoor activities and excursions.

3. Hats

- We encourage students to wear sun-safe hats that protect the face, neck and ears when outside for play, sport and teaching. We include sun-safe bucket hats in our school uniform.
- Baseball caps are not recommended and alternatives are being considered.
- We use age and developmentally appropriate sun-safe strategies such as "No hat, play in the shade".

4. Clothing

- We ask students to wear school and sports uniforms which are effective in minimising exposure to ultraviolet radiation, including shirts with collars or covered necklines and sleeves and longer style dresses or shorts.
- We encourage the use of rash vests or t-shirts for outdoor swimming.

5. Sunscreen

- We encourage the use of sunscreen that is at least SPF30+ broad-spectrum and water-resistant for all school activities and events.
- We encourage students to apply sunscreen before going outdoors and to reapply sunscreen every 2 hours when outdoors for extended periods.

6. Role Modelling of Staff

- We ask staff to role model good sun protection behaviours when outside, including:
 - Wearing sun-safe hats, clothing and sunglasses.
 - Applying at least SPF30+ broad-spectrum water-resistant sunscreen.
 - Seeking shade whenever possible.
 - Phasing out baseball caps.

7. Curriculum

- We teach sun safety across Key Learning Areas in all year levels.
- Students understand why sun safety is important and learn how to take effective sun protection actions.

8. Informing the School Community

- We communicate sun protection information through a range of channels, eg. our annual report, newsletters, notice boards, online, parent meetings, staff meetings, school assemblies and student orientation.
- We encourage families and visitors to role model sun protection measures when attending outdoor activities.

9. Review

- The school community will regularly monitor and review the effectiveness of the Sun Protection Policy by referring to DEC's Sun Safety for Students Guidelines, Checklist and Action Plan.
- We will update the school's Sun Protection Policy in line with the SunSmart recommendations and send to Cancer Council NSW every three years.



Attendance Policy

PURPOSE:

Regular attendance at school is essential if students are to maximise their potential. Research indicates that attendance patterns set in the early years of school will impact on long term regular attendance.

GUIDELINES:

Parents are responsible for ensuring that their children attend school regularly. They should notify the school promptly of their child/ren's absences.

School staff are responsible for providing a caring teaching and learning environment that encourages students' sense of belonging to the school community. Excellent attendance and improved attendance should be acknowledged. School staff also have a responsibility to keep accurate records of student attendance and implement programs and practices to address issues relating to attendance.

The **Principal** has a responsibility to ensure that attendance records are kept in accordance with department guidelines. He/she should ensure that staff are trained to implement school attendance policies and procedures and that all cases of unsatisfactory absences are investigated.

The principal/classroom teacher should contact parents promptly within two days of an unexplained absence occurring.

If a student is to take leave in excess of 15 days, applications should be made to the Regional Director for a certificate of exemption, eg. family holidays, participation in the entertainment business. Copies of the certificates must be attached to the student's record card.

Records must be kept of **written and electronic verbal explanations** from parents. Notes and records of verbal explanations for attendance from parents should be retained for a period of **two years** from the date of receipt. **Attendance registers** should be retained for **three years**.

Strategies that can be used to support attendance difficulties include:

- Student and parent interviews
- Review of the appropriateness of the student's educational program
- Referral to the school counsellor or outside agencies
- Support from school based personnel.

When issues relating to attendance are not resolved support should be requested from the **Home School Liaison Program**.

Anti-Bullying Program

Bullying can be defined as intentional, repeated behaviour by an individual or groups of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender) humiliation, domination and intimidation of others.

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At Winmalee Public School we support students through:

- Never tolerating bullying behaviour
- Encouraging students to employ strategies taught during our Bullying Awareness Programs (Peer Support and Structured Play)
- Creating positive classroom environments
- Consistently rewarding positive behaviour and effort
- Classroom-based Personal Development Programs/Social Skills Programs
- Child Protection Program
- Drug Education Program
- K-6 Buddy Program
- Class discussions
- Open opportunity to report incidents to all members of the executive
- Student Representative Council
- Opportunities for leadership at all levels
- An active Learning Support Team
- An active and supportive P&C
- Positive Behaviour for Learning Team

POSSIBLE SIGNS AND SYMPTOM OF BEING BULLIED:

There is no particular pattern. A victim may.....

- Have unexplained cuts and bruises
- Have equipment or personal items hidden, damaged, stolen or destroyed
- Complain of vague headaches, stomach aches or feeling sick
- Wet the bed, bite nails, have poor sleep patterns and bad dreams
- Exhibit unusual emotional outbursts or mood swings
- Withdraw from friends or family
- Appear anxious, insecure, sad, teary, depressed, secretive
- Display an unwillingness to go to school
- Sit alone in class or be alone in the playground
- Change friendship groups frequently
- Go home hungry (because lunch money has been taken)
- Want extra money without giving a reason
- Show deterioration in school work

BULLYING OCCURS WHEN A PERSON.....

- Is called names
- Is threatened
- Is put down
- Is teased in an unkind way
- Is ridiculed
- Has property hidden, damaged, stolen or destroyed
- Is physically hurt
- Has graffiti written about him or her
- Is left out
- Is sent hurtful notes, either written or through a mobile phone
- Is singled out for unfair treatment
- Is picked on
- Has rumours spread about him or her; and/or is stalked or given dirty looks/actions.

IF SOMEONE IS BULLIED HE/SHE....

- May feel confused and not know what to do about it
- May feel sad, frightened, unsafe, sick, embarrassed, angry, unfairly treated
- It can affect school work and...
- It can affect family and friends.

ACTIONS TO BE TAKEN BY THE CHILD BEING BULLIED

- Take a big breath
- Look directly into the eyes of the person who is bullying
- Speak in a firm, clear voice and say loudly: "Stop that, I don't like it!"
- Go directly to the teacher (or duty teacher if you are on the playground" if the attempts to bully don't stop. Report clearly what happened.

All students are to be encouraged to report bullying behaviours that are directed towards them through direct contact with the teacher/s. They should always report or challenge bullying behaviours.

CONSEQUENCES FOR THE CHILD CARRYING OUT THE BULLYING:

- The immediate issuing of a referral and detention under the *Discipline Procedures*
- Further incidents: Warning of Suspension (procedures for *Suspension and Expulsion of School Students*)

STUDENTS Can control what happens by.....

- Following the action plan (outlined previously)
- Not retaliate with physical or verbal bullying
- Telling an older person.

PARENTS Can control what happens by.....

- Watching for signs of distress in their child
- Listening to their child
- Giving assurance and support
- Discussing the action plan with their child/ren
- Advising their child to tell a staff member
- Informing their child's teacher of suspected bullying
- Attending interviews at school.

STAFF Can support students by.....

- Being role models in words and actions
- Ensure students feel safe and valued in the classroom
- Are listened to
- Are observant of signs of distress or suspected incidents of bullying
- Encouraging students to ask for help when needed
- Being aware of the "Fair Discipline Code"
- Reporting bullying to Student Welfare team / PBL team/ whole staff at Communication Meetings so that everyone can be active in discouraging inappropriate behaviours.
- Explicitly teaching resilience.