

# *Lansdowne Public School*

*Weekly Newsletter Number 25*

*Tuesday 12 August 2014*

## **Principal's Message**

*Dear Parents, Carers and Community Members,*

### **Student Wellbeing Policy and School Code of Conduct**

These important documents need to be reviewed and renewed. I met last week with some parent representatives who volunteered through the P&C to start this process. It is important that everyone in our school community has an opportunity to put forward their views and suggestions. I will send home a copy of these documents with the newsletter and invite your response. It would be great to have another get together to finalise changes. If you would be interested in meeting, either during the day or after school could you please contact me and we can organise suitable times.

### **Personalised Learning Plans and 3-way Conferences Week 9**

These valued meetings will be organised for Thursday 11th September and Friday 12th September. We will put together a draft timetable, making sure you have appointment times that suit if you have more than one child's teacher to see. The appointment times will come out in the next couple of weeks. If the times are NOT suitable please let us know early so we can adjust times and accommodate your needs.

### **Zone Athletics Carnival**

Good luck to our 11 athletes who will be competing at the Zone Athletics carnival this Friday. Mrs Stephens will be accompanying the team.

### **Education Week Wednesday 27th August**

Lock it in everyone as this will be a great day to share as a school community.

So far we have organised:

<b>9:00 - 11:00 am</b>	<b>Open classrooms</b>
-9:00 am 34P	Guided reading
-9:30 am KG	iPads
-10:00am 12B	Interactive whiteboard
-10:30 am 56W	Spelling
<b>11:00 - 11:45 am</b>	<b>Free Community Lunch</b>
<b>12:00 - 1:30 pm</b>	Design and Make Task for all students and families.

We have decided on a challenge for each group (there will be 13 groups), to create a life size character. Using the concept of scarecrow construction, groups will have to use newspaper, stockings and bags to make a body. There will be an abundance of cloths and

accessories to dress your character in. We would like each character to have a name and a background which will be decided by the team. Each team will "introduce" their character to the audience.

WE ARE LOOKING FOR DONATIONS OF OLD STOCKING AND NEWSPAPER.

1:30 - 2:00 pm                      **Free Community Afternoon Tea**

2:00 - 3:00 pm                      **Book Fair**

Book Fair will also be on in the Library for the entire week.

### **Warming Wednesday Lunches**

This great fundraising activity will continue tomorrow with SPAG BOL in a ROLL for only \$3.

I will be out of the school on Thursday and Friday attending a reference group meeting for Teaching Principals with NSW Primary Principal Association. Mrs Gilchrist will be acting principal.

*Kind regards, Christine Wild*



## **"The Gruffalo" Manning Entertainment Centre Excursion Wednesday 3 September.**

Children in KG, 1/2B and 3/4P have the opportunity to see a live stage show, "The Gruffalo". The Gruffalo has been the literature study for KG this term. The Gruffalo is based on an award winning picture book. The children will join the tale of a clever little mouse on an adventurous journey through the deep, dark forest. This will be a wonderful experience for our students. Due to our school budget committee and the assistance of Uncle Don the cost per student will be \$10. Student Assistance will be available at \$5. Travel will be by bus, notes are going home today.

### ***SCHOOL CODE OF CONDUCT***

***Students of Lansdowne Public School are expected to:***

- ***Always do your best with your learning***
- ***Let others do their best***
- ***Always be polite***
- ***Respect the property of others***
- ***Follow teacher's directions***

***Be in the right place, at the right time, doing the right thing***





3/4P Class Award: Kaidee Harris and Bailey Knott. Fast Maths: Lana Smith. Well done.



Congratulations, a Bronze Award for Kiara Guerin and a Silver Award for Lachlan Moore.



Class Award 5/6W: Shannen James and Izzy Swann. Fast Maths: Tabitha Wares. Good work.



Our Artists Awards: Annabelle Guerin, Aaron Moore, Shtiki Baker, Beau Evans and Blake Atkins



"Student of the Week" Zach Nielsen, Hayden Callaghan, Colby Gill, Billy Neale and Jacob Moss. Well done.



Class Awards: Kayla O'Connor, Quinn Huber, Lachlan Callaghan and Theo Huber. Merit Award: Leslie Roberts and Annabelle Guerin. Fast Maths: Caleb James. Congratulations



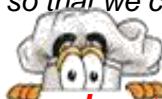
Hayley receiving a little help from Hazel.

56W's very creative Balinese masks. Some are a little scary.

**P&C NEWS** - **Open Day for Education Week** will be the 27<sup>th</sup> August and we will be serving a free lunch and afternoon tea. Donations of cakes, slices, biscuits, fruit or any such items would be very much appreciated. Please let Margaret in canteen know as soon as possible if you will be able to help with any of the above.

**P&C Raffle** - Tickets in the P & C raffle are still available from the school office. Please support your P & C in their fund raising efforts so that we can support the swimming program and the school camp. Tickets \$1

**Canteen News - P&C Wacky Warm Wednesday Lunch – Master Chef's Menu**  
Wednesday 13 August – Spaghetti Bolognese and a bottle of water. Only \$3.



The next **P & C meeting** will be on Tuesday evening the 17<sup>th</sup> September.

**FATHER'S DAY** is just around the corner and the P & C will be running their annual **FATHERS DAY** Stall on Thursday the 4<sup>th</sup> September. Once again we would appreciate donations with items that we will be able to have available for the students to purchase for their dad's and grandfathers.

### 2014.....TERM 3 – CALENDAR OF EVENTS TO REMEMBER

WEEK 5	Wednesday 13 August	<b>Wacky Wednesday Warm Lunch</b> – Spaghetti Bolognese + bottle water \$3
	Thursday 14 August	<b>Jump Rope for Heart demonstration</b> - Whole School 1.30pm
	Friday 15 August	<b>Manning Zone Athletics Carnival</b> at Tuncurry today Athletics Permission Notes to be returned as quickly as possible please
WEEK 6	Monday 18 August	<b>Fatty The Ratrod visit</b> – Whole School 11.30am
	Wednesday 20 August	<b>Whole School Assembly</b> commencing at 2.20pm
WEEK 7	All this week	<b>Education Week and Book Fair</b> - <b>Open Day Wednesday 27 August</b>
WEEK 8	Wednesday 3 September	<b>WOW Day Chatham HS for 56W</b>
		<b>K, 1, 2, 3 and 4 – MEC to see "The Gruffalo"</b>
	Thursday 4 September	<b>Father's Day Stall</b>
	Friday 5 September	<b>Moorland Gala Soccer Day</b>
WEEK 9	Thursday 11 September	<b>3 Way Conference</b>
	Friday 12 September	<b>3 Way Conference</b>

### Lansdowne Knitting Group

Thank you for your kind donation, we now have a beautiful new warm rug and a cuddly knitted teddy for our sick bay.

The Lansdowne Knitting Group have also donated two knitted blankets for any family that may be in need of a warm blanket

**The Lansdowne Knitting Group meets every Wednesday at 1pm at the Anglican Church. Everyone is welcome to come along to learn, have a chat and a cuppa. They would love to see you there.**



Beau Williams is modelling our new rug and teddy





# LANSDOWNE PUBLIC SCHOOL

## STUDENT WELL-BEING POLICY

(Incorporating Student Safety, Discipline, Anti-Bullying)

### *Student Welfare:*

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Is achieved through the total school curriculum and the way it is delivered.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- Recognises the role the school plays as a resource to link families with community support services.
- Provides opportunities for students to:
  - \*Enjoy success and recognition
  - \*Make a useful contribution to the life of the school
  - \*Derive enjoyment from their learning.

*Student Welfare Directorate  
NSW Department of School Education*

In taking account of such demands, the Lansdowne Public School Community has formulated a Student Well-Being Policy, which recognises the intrinsic right of every child to a 'rewarding and confident school life.'

To achieve these ends, the well-being program consists of a wide range of activities utilising developmental, preventive and support strategies having the capacity to encompass a diverse school population.

When a community such as ours shares a sense of purpose, commitment and fellowship the student well-being program does not stand as a distinct policy design but is fundamental to the ethos of the school.

As a community we hope to identify a set of established parameters that operate to guide the staff and students in satisfactorily fulfilling the variety of roles in which they operate as members of the school community.

At Lansdowne Public School, our goal is to provide effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider community. The desired outcomes of our student welfare program therefore relate to:

- \*Community participation
- \*Effective learning and teaching
- \*Positive climate and good discipline.

Lansdowne Public School's student well-being program is designed for all. In order to design a just and equitable program, we must allow for a finely tuned balance between the individuals' rights and responsibilities for all students in the school community.

### **School Code of Conduct, Rights and Responsibilities of all stake holders**

Lansdowne Public School informs students of concise and clearly stated school rules. These rules can change due to circumstances and need. When this is necessary the staff use school assemblies, class discussions and the newsletters to inform the whole school community. The school rules are referred to as the **Code of Conduct**. The rights & responsibilities of all stakeholders are transparent for all and are published throughout this document. The school rules are based on the NSW Department of Education Core Rules.

### **School Discipline Policy**

Lansdowne Public School has a discipline policy, which is based on promoting positive behaviour. The discipline policy has been developed so as to reward good behaviour and to provide clear consequences for negative behaviour.

### **Anti-Bullying Policy**

In line with the Department of Education & Training's **Bullying: Preventing and Responding to Student Bullying in Schools Policy**, bullying, of any sort will not be tolerated at Lansdowne Public School. As a community, we have a **Zero Tolerance** of any behaviour that infringes on the safety and well-being of others.

<i>You have the RIGHT to...</i>	<i>You have the RESPONSIBILITY to...</i>
<i>I have the right to be happy and to be treated with understanding.</i>	<i>I have the responsibility to treat others with understanding. I must not hurt other's feelings.</i>
<i>I have the right to be treated with respect and politeness.</i>	<i>I have the responsibility to treat others with respect and politeness.</i>
<i>I have the right to be safe.</i>	<i>I have the responsibility not to hurt or hit anyone.</i>
<i>I have the right to expect my property to be safe.</i>	<i>I have the responsibility not to take or destroy the property of others.</i>
<i>I have the right to obtain maximum benefit from all lessons and classes.</i>	<i>I have the responsibility to coöperate with teachers and other students to make sure that lessons proceed and to always do my best.</i>
<i>I have the right to attend school regularly and to participate in all school activities.</i>	<i>I have the responsibility to be punctual to attend school regularly and to participate actively in ALL school activities.</i>
<i>I have the right to be proud of my school.</i>	<i>I will behave responsibly, so as to bring credit to my school.</i>
<i>I have the right to have a pleasant, clean and well maintained school and grounds.</i>	<i>I have the responsibility to care for the school environment.</i>
<i>I have the right to develop self-discipline.</i>	<i>I have the responsibility to exhibit self-control.</i>
<i>I have the right to my own opinion.</i>	<i>I should respect the opinion of others.</i>

- ensure students are competent in the basic skills of literacy, numeracy & technology.
- provide a learning program that is high in intellectual quality, significance and a quality learning environment.
- demonstrate a commitment to teaching and continually communicate confidence in their students' ability to learn.
- acknowledge when students are behaving appropriately and respectfully.
- use appropriate rewards and consequences.
- maintain accurate school records of student behaviour.
- ensure that classroom management strategies have been developed and implemented before issues are passed onto the Principal.
- apply effective strategies to resolve behavioural issues and promote appropriate behaviours.

#### Principal will

- regularly monitor and review all student wellbeing programs
- assist students, staff and parents to develop strategies for addressing student welfare and discipline needs in the activities of the school.
- apply effective strategies to resolve behavioural issues and promote appropriate behaviours.

#### **SCHOOL CODE OF CONDUCT**

**Students of Lansdowne Public School are expected to:**

**Always do your best with your learning**

**Let others do their best**

**Always be polite**

**Respect the property of others**

**Follow teacher's directions**

**Be in the right place at the right time doing the right thing**

#### **RIGHTS and RESPONSIBILITIES**

All stakeholders in the school community have rights and responsibilities. With each right, there is an equally important responsibility and together these form the overall school culture and climate. As a result, our discipline policy is based around this notion of rights and responsibilities which only further reinforces the idea that all behaviour is the result of a choice or a decision made by each individual and we are all responsible for our actions. We believe this also takes away the notion of a child being punished. Instead it is the decision that brings with it a certain consequence.



## IMPLEMENTATION:

The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.

Acceptable standards of behaviour are expected:

- in the classroom
- in the playground
- travelling to and from school
- on excursions
- at sporting activities

Well-being, safety and health of students, staff and school community members are a priority.

- Students are expected to attend school regularly.
- Students are expected to wear school uniform (as decided by the P & C and the Principal).
- Respect for staff, others in positions of authority and community members is expected.
- Positive and respectful relationships between the students and members of the school community are encouraged.
- Adherence to requests from staff and others in positions of authority is expected.

## RESPONSIBILITIES

Students will:

- be safe in the school environment.
- be able to learn without disruption from unruly behaviour.
- participate in all aspects of school life as equals.
- be given opportunities to express their views in school planning and decision making as part of the School Parliament.
- be respected and supported in all aspects of their schooling

Teaching and Support Staff will:

- ensure they are familiar with the Student Wellbeing policy.
- set standards for behaviour through modelling of appropriate behaviours.
- set high and achievable expectations

## CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

### THE 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 cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

## Learning Support Team

The Learning Support Team (LST) consists of all teachers. The team meets every 4 weeks formally and uses weekly communication meetings to discuss methods of support for students who are referred by teachers and parent/carers. The students can be referred for social, emotional or educational reasons. The LST will decide on the appropriate course of action, which may include assessment by or interview with the counsellor, classroom assistance from SLSO, withdrawal intervention program or intervention by outside agencies and DEC staff.

## Practices designed to recognise and reinforce student achievement

All students at Lansdowne Public School are provided with opportunities to develop responsibility and be recognised for their achievements. These include, but are not limited to:

- Running assemblies
- Buddy class activities
- Level system for merit cards
- Media publicity for specific achievements
- Items in school community newsletter
- Student of the Week morning tea
- Representing the school through excursions, sporting and cultural activities

## School attendance, punctuality to class and the playground

It is most important that children form appropriate habits with regard to school attendance and punctuality.

Children who regularly miss school or who arrive late often have difficulty following school programs and making friends. Chronic tardiness or absenteeism will be addressed as per the DEC attendance policy.

Teachers have a legal responsibility to complete a class roll. Every absence from school is recorded in this roll, including late arrival and early dismissal. Parents should send a note to the class teacher informing the school of the reason for their child's absence. If a child arrives on school grounds after the 9.00 am bell, they must report to the office to receive a late note before going to class.

Punctuality also refers to children returning to class after recess and lunch.

## STUDENT DISCIPLINE POLICY

<p><b>Purpose:</b> To provide a safe and happy school for students, teachers and parents and community.</p>
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*Each student has the right to learn, to do well and to be safe and happy at school both in and out of the classroom.*

*All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.*

*To achieve this, all schools are expected to maintain high standards of discipline.*

*When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.*

### ***Student Discipline in Government Schools***

*At Lansdowne Public School we expect the students to behave in a manner that brings credit to themselves, to the school and to the community. We expect the students to strive to achieve their academic potential, to play fairly, to act safely, to respect school property and to interrelate positively with each other and with staff and parent helpers.*

*At Lansdowne Public School staff, students and parents expect and value positive behaviour.*

*The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.*

*At Lansdowne Public School we aim:*

- *to provide a safe, caring school environment where students derive enjoyment and success from their learning;*
- *to encourage students to behave in accordance with the school Code of Conduct and the Core Rules in NSW Government Schools; and*
- *to encourage students to make a useful contribution to the life of the school and the community.*



### General Playground Rules

The following are general playground areas and rules:

Before 8:30 am Children are to sit quietly at the tables in the COLA.

8:30-9:00 am Children must not enter the rooms unless their teacher is present. Students are to stay in the playground as directed by the teacher on duty.

Break 1 11:00-11:45am Students can play in the designated areas as directed by the teacher on duty. No hat means children must stay under the COLA. Classes are to sit under the COLA to eat.

Break 2 1:15-1:45pm Students can play in the designated areas as directed by the teacher on duty. No hat means children must stay under the COLA. Classes are to sit under the COLA to eat.

- Some areas are deemed as Out Of Bounds for safety reasons.
- Children are not to return to classrooms/hat rooms at break times unless they are with a teacher. Each class will have a basket outside the room where lunchboxes and toys may be left.
- Children are to wear appropriate school hats when playing outside. Children without hats are asked to stay under the COLA or awnings.

### Hands Off Rule

This rule has been introduced to eliminate the injuries that can occur when children push and shove. Often this starts as fun and ends up in tears. The rule applies to hands, feet and objects. Where children disobey this rule, loss of play will result. In severe circumstances, acts of violence may result in suspension.

### Items NOT Appropriate For School

For the safety and consideration of all school community members, the following items should not be brought to school at any time.

- Medication other than asthma inhalers or medicines must be left at the office
- Weapons of any description, including replicas
- Matches, lighters or any other inflammable materials
- Electronic or digital equipment must be left for safety reasons at the office..

NO RESPONSIBILITY WILL BE TAKEN FOR ANY OF THE ABOVE ITEMS THAT ARE LOST, STOLEN OR DAMAGED WHILE AT SCHOOL

## CLASSROOM RULES

At the beginning of each year, class teachers will review, illustrate and discuss the agreed school code of conduct. This will form the foundations of the negotiated and agreed classroom rules and establishment of the classroom culture, expectations and consequences.

These will be positively stated and prominently displayed and teachers will ensure that everyone in the class is aware of both the rules and the consequences.

The use of appropriate rewards and consequences are essential components of the school discipline policy.

## CLASSROOM DISCIPLINE

In general, the class teacher (or teacher teaching the class) is responsible for classroom behaviour and discipline.

Well prepared, engaging lessons coupled with good rapport being established between the teacher and the children will contribute to positive class tone and reduce class discipline problems.

A class teacher will initially point out any behaviour that is inappropriate and redirect the student to an appropriate expectation. This places the teacher in charge and engenders respect for the teacher by the children.

However, if behaviour of any child is so extreme that it places the safety of the child or other children in jeopardy, or severely disrupts the learning program of the class, or causes damage to property, the child should be removed from the classroom as soon as is possible. In such cases:

- The principal must be notified at once.
- A discipline report should be completed by the class teacher in the Classroom Incident Folder.
- The principal will follow up the incident and may (depending upon circumstances and the nature of the incident) apply an in-school sanction, contact the parents or suspend the student.
- Every effort will be made to reintegrate the child into the classroom as soon as possible.

## CLASSROOM ACTIVITIES

- Assist students to develop strategies and attitudes to discourage antisocial behaviour and promote friendly relationships.
- Encourage the development of positive self-esteem in all school activities.
- Develop a problem solving approach to deal with any incidents.
- Encourage and reward pro-social behaviour. Positive behaviour reinforced.
- Evaluate individual student learning and support needs.

## STRATEGIES USED TO RECOGNISE POSITIVE ACHIEVEMENT & GOOD BEHAVIOUR

### BLUE TICKET TOKEN SYSTEM

The Blue Ticket Token System's main aim is to encourage and reward :

- \*acceptable behaviour
- \*citizenship
- \*regular attendance
- \*academic effort, and
- \*successful achievement.

The Blue Ticket Token System applies to all students. It operates on a weekly system. Rewards include a voucher for the canteen.

### MERIT CARDS

Class teachers and school leaders award **merit cards** at whole school assemblies.

Students will accumulate merit certificates as the year progresses. When a student accrues 5 merit cards, these are "handed in" for an **Achievement Award**.

There are 4 levels of Achievement Awards:

- \*1<sup>st</sup> set of 5 merit cards earn a **BRONZE Achievement Award**
- \*2<sup>nd</sup> set of 5 merit cards earn a **SILVER Achievement Award**
- \*3<sup>rd</sup> set of 5 merit cards earn a **GOLD Achievement Award**
- \*4<sup>th</sup> set of 5 merit tokens earn a **GOLD + Achievement Award**

## MANAGEMENT OF THE AWARDS SYSTEM

### Class Teacher Responsibilities

- award merit cards to students who display relevant attributes as outlined previously.
- Maintain a class list to record award recipients
- be fair and consistent in awarding merit cards.

### Student Responsibilities

- choose behaviours that demonstrate the desired attributes outlined previously
- Assembly Awards
- Whenever there is a formal school assembly, teachers will hand out class and school certificates to recognise positive behaviour, effort and achievement
- Public Recognition
- Name & photo published in newsletter/local newspaper/website
- School Presentation
- Identified students are presented with book prizes/certificates at the end-of-year presentation

### OTHER POSITIVE REINFORCEMENT STRATEGIES

- |                            |                            |                      |
|----------------------------|----------------------------|----------------------|
| * compliments for effort   | * respect from teachers    | * respect from peers |
| * compliments from peers   | * a smile, hand-shake, etc | * comments in books  |
| * a round of applause      | * special privileges       | * name in newsletter |
| * special responsibilities | * special awards           | * class awards       |
| * principal's stickers     | * assembly awards          | * special treats     |
| * stickers                 | * merit cards              |                      |

### STRATEGIES USED TO DEAL WITH UNACCEPTABLE BEHAVIOUR

Students have the responsibility to behave safely and respectfully when at school.

Staff members have a responsibility to contribute to an orderly learning environment both in the class rooms and the playground. As staff members move about the school, they should interact positively with students and redirect any students seen behaving inappropriately.

The role of staff in class time is to manage learning programs and ensure the learning environment is safe and conducive to learning. The role of staff in playground time is to ensure students are safe from harm



Consistency in the application of school rules coupled with good rapport being established between staff and students will contribute to positive school tone and reduce discipline problems.

The teacher on duty will initially point out any behaviour that is inappropriate and redirect the student to an appropriate expectation. This places the teacher in charge and engenders respect for the teacher by the children.

<p><u>MINOR BREACHES</u> Teacher investigates incident and negotiates a logical consequence</p>	<p>Breach of rules Disobedience Insolence Disruptiveness</p>	<ul style="list-style-type: none"> <li>• Reminder of Code of Conduct/school rules</li> <li>• Redirect student to work or alternate playground activity</li> <li>• Warn of further consequences if behaviour doesn't improve</li> <li>• Sit in designated area for time out</li> <li>• Student moves to new seat to work</li> </ul>
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<p><u>MAJOR OR REPEATED BREACHES</u> Teacher investigates incident and negotiates a logical consequence. Principal informed promptly.</p>	<p>Repeated breach of rules : Continual disobedience Insolence Violence Possession of alcohol, tobacco Possession of inappropriate sexual material Possession of medications that could be harmful to others Possession of illegal substance or weapon</p>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Fill in discipline report and record in Behaviour Incident Record book</li> <li>• Contact parents for interview</li> <li>• Carry out suspension procedures</li> </ul>
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Accidents/Medical Assistance		<ul style="list-style-type: none"> <li>• All minor incidents must be recorded.</li> <li>• Accident Reports must be completed by teachers and witnesses for all serious accidents.</li> <li>• Forms are to be given to the Principal or SAM.</li> </ul>
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## RECORD KEEPING

All breaches of the school rules that require a discipline report & detention will be recorded in the Behaviour Incident Record Book. Minor breaches can be recorded at the teacher's discretion.

## SUSPENSION

Suspension is only one strategy within a school's student discipline code. It is most effective when it highlights the parent or caregiver's responsibility for taking an active role in partnership with the school to change the behaviour of their child. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibilities for their behaviours that led to the suspensions and to accept responsibility for changing their behaviour. It allows time for school staff to plan appropriate support for the student to assist with successful re-entry.

- Refer to the DEC's Suspension And Expulsion Of School Students - Procedures
- Suspension will be for - aggressive behaviour, insolence, persistent disobedience, disruptive behaviour, harassment of students or staff, violence, possession of a weapon, substance abuse, property damage or theft.

A short suspension of up to and including four school days, or a long suspension of up to and including twenty school days may be imposed.

DEC policy states that principals must suspend immediately and consistently, any student who;

- Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance
- is physically violent
- is in possession of a firearm, prohibited weapon or knife (without reasonable cause)

## **EXPULSION**

Will be for repeated instances of the above after consultation with the Principal, parents, student, counsellor and the School Education Director. In extreme circumstances the principal may expel a student from a particular school or recommend to the Director General that the student be expelled from the government school system.

## **TECHNOLOGY CODE OF BEHAVIOUR**

Student use of computers in the school and access to the Internet will be monitored by supervising teachers at all times.

Student use of computer technology and Internet access at school must be for appropriate educational purposes and must follow the code of conduct/rules. Breaches of these rules will be treated as for other breaches of the school discipline code. They could result in restriction of access to computers and the Internet for a period of time.

## **ELECTRONIC DEVICES CODE OF CONDUCT**

Mobile phones or other electronic or digital devices should not be brought to school by students.

Parents and carers must give written permission for students to bring mobile phones to school.

After parent permission is given, students must hand into the school office until the end of the school day. Students are not permitted to use phones during bus travel.

Photographs of students at school or on school activities or on a school bus are not to be taken without the permission of teachers or parents.

## **BUS BEHAVIOUR CODE OF CONDUCT**

**To ensure the safety and the comfort of other passengers students will:**

- behave safely at all times
- respect the needs and comfort of other passengers
- behave appropriately at all times
- protect all property and report any vandalism
- follow instructions about safety
- not eat and drink in prohibited areas
- keep arms, legs and other parts of their bodies inside the bus
- only attract the attention of the driver in case of emergency (As outlined in the Ministry of Transport's "Code of Conduct for school students on Buses" - July 2006)

## SUN SAFETY CODE OF CONDUCT

All students are expected to wear an appropriate wide-brimmed school hat at all times while outside.

Teachers are expected to reinforce the No Hat Play-In-The-Shade rule. Students without a hat should use the COLA area.

All students are encouraged to use sunscreen when they are in direct sunlight for long periods. The school has sunscreen available for everyone to use.

## SCHOOL UNIFORM CODE OF CONDUCT

It is expected that all students will wear the school uniform.

The school uniform is attractive and should be worn with pride, especially when students represent the school on excursions.

The full detail of the school uniform appears in the school information booklet.

Hats are compulsory whenever children are playing in the playground.

Jewellery & makeup (in general) are not to be worn at school. Sensible earrings such as studs or sleepers may be worn. Necklaces and bracelets should not be worn at school due to WH&S concerns.

Footwear must be worn during most school activities and must be a covered shoe with socks.

### Casual Clothes Days

On occasions, students will be allowed to attend school activities wearing casual clothes (sometimes called 'MUFTI' Days or Fancy Dress Days). Students should wear sun-safe clothes that cover shoulders and midriff. Appropriate covered footwear must be worn during physical activity sessions.



## LANSDOWNE PUBLIC SCHOOL

### STUDENT SAFETY

Lansdowne Public School has amongst its aims the provision of an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage.

To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school.

This community does not tolerate bullying or harassment. Respect for others is expected.

### RIGHTS AND RESPONSIBILITIES

Each member of the Lansdowne school community shares in the following rights and responsibilities:

To feel safe  
To respect self  
To learn and grow  
To respect others  
To be respected  
To use commonsense  
To be valued  
To support others

### DECLARATION OF THE RIGHTS OF ALL INDIVIDUALS AND GROUPS TO BE FREE FROM BULLYING

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected as they are.
- Everyone has the right to be happy about coming to school.
- Everyone has the right to have his or her concerns taken seriously and appropriate action taken.
- Everyone has the right to have his or her concerns dealt with in private.
- Everyone has the right to a quality educational program devoid of disruption.

## AIMS

- To reinforce within the school community what bullying is and that it is unacceptable behaviour.
- To reduce the amount of bullying that occurs at Lansdowne Public School with the view to eliminating it.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying actions.
- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.

## DEFINITION: WHAT IS BULLYING?

Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate; sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most forms of bullying behaviour is an abuse of power and a desire to intimidate and dominate. (Sharp & Smith, 1994)

### **Bullying:**

- is repeated and unjustifiable behaviour;
- is intended to cause fear, distress and/or harm to another;
- may be physical, verbal or indirect/relational;
- is conducted by a more powerful individual or group;
- is against a less powerful individual who is unable to effectively resist;
- is intentional, aggressive act/s, repeated over a period of time.

## **Cyber bullying:**

- is when someone is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another student/s using the Internet, interactive and digital technologies or mobile phones.

## **Harassment:**

- is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated or offended;
- can be seen as one form of bullying;
- the terms 'harassment' and 'bullying' are often used interchangeably.

Some examples of bullying include:

- Hitting, pushing, kicking, spitting, pushing
- Teasing, mocking and using put-downs
- Using offensive names
- Making offensive comments about others or their families
- Gossip - spreading information (true or untrue)
- Hurtful looks
- Rude gestures
- Leaving someone out of a group to be mean to them
- Messing up someone's game
- Hiding, damaging, stealing someone's belongings
- Making up rumour/stories about someone
- Using threats to stop people going to the toilet or to take their money, food or other belongings
- Writing offensive notes about someone
- Deliberately ignoring
- Sexual innuendo and harassment
- Writing graffiti about another
- Cyber-bullying through social network sites, emails, text messages etc

## IMPLEMENTATION

Students, teachers, parents and the community will be aware of the school's position on bullying which is zero tolerance.

The school will also adopt a four-point plan to promote anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention

### Primary Prevention

- Professional development for staff related to bullying and the strategies to counteract it.
- Community awareness and input relating to anti-bullying, its agreed definition, characteristics and the schools' programs and response. (e.g. weekly newsletter, parent forums)
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills.
- Provide elective and structured activities at some recess and lunch breaks (e.g., Library, dance, school leader facilitated activities, sports equipment)
- Staff supervision of set area in playground.
- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules discussed in the school)

### Early Intervention

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs.



## **Intervention**

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors)
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary)
- A meeting of relevant persons are to be convened following identification of on-going bullying behaviour. (Principal, class teacher, parents, students, other) All issues relevant to the behaviour of the student are considered.

## **Post Intervention**

- Lansdowne PS's Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.
- Possible consequences may involve:
  - a. Warning
  - b. Removal to the class supervisor or principal
  - c. Parental contact
  - d. Negotiated contract
  - e. On-going monitoring
  - f. Timeout from the class/playground
  - g. Mediation sessions with the victim to reconcile differences
  - h. Referral to external agencies
  - i. Behaviour guidance programs (e.g. anger management, social skills)
  - j. Detention
  - k. Suspension (in extreme cases)

## **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 leader, 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 PARENTS

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

### *Take an active interest*

- in your child's social life and use of social media
- in what is happening at school

### *Encourage your child*

- to bring friends home
- to accept and tolerate differences in others

### *Build your child's self-confidence*

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

### *Discuss with your child*

- the school's expectations about behaviour
- ways to respond if their rights are infringed

### *Encourage constructive responses*

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name-calling won't solve the problem

### *Set an example*

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do

### *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
- withdrawal from social activities.

### *ACT*

- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

