Cardiff Public School
Wellbeing & Discipline Policy

Cardiff Public School Wellbeing and Discipline Policy

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Cardiff Public School Wellbeing and Discipline Policy

Statement of Context

At Cardiff Public School (CPS) we collaboratively promote the intellectual, physical, social, emotional and cultural development and wellbeing of our students, as they strive for success. We recognise the importance of positive behaviour, and the impact that it has on learning and achievement. The Cardiff Public School Wellbeing and Discipline Policy is designed to promote a positive school environment for all students, staff and community, with a strong focus on building and sustaining respectful, resilient relationships.

We are committed to creating quality learning opportunities for all students and, ultimately, supporting students to connect, succeed and thrive at each stage of their development and learning.

We are a 'Be You' learning community and a 'You Can Do It' school. The 'Be You' component ensures that staff are provided with knowledge, resources and strategies for helping children and young people achieve their best possible mental health.

As a 'You Can Do It' school, we focus on the five keys to success which are: Getting Along, Persistence, Confidence, Organisation and Resilience. These form the basis of our core values.

Underpinning all of this is our school motto of 'Work in Harmony'.

This policy focuses on four key components:

1.   Our CPS Core values, behaviour code and school rules

2.   Strategies and practices to promote positive student behaviour and academic achievement

3.   Strategies and practices to promote positive mental health and wellbeing

4.   Strategies and practices to manage inappropriate behaviours

The Cardiff Public School Wellbeing and Discipline Policy has been developed in accordance with NSW Department of Education's Student Discipline in Government Schools Policy and the Wellbeing Framework for Schools.

Cardiff Public School Wellbeing and Discipline Policy

(1) Values, Behaviour Code and Expectations

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students, as stated in the:

Department of Education (2016) 'Behaviour Code for Students' and 'Core Rules'.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers and other school staff
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, staff and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

The Cardiff Public School 'Wellbeing and Discipline Policy' promotes the development of a caring, cooperative and challenging learning environment, where learners demonstrate the necessary skills in order to succeed.

The **CPS Behaviour Code** expects all students to:
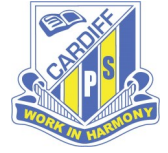
- Respect themselves and all others.   - Follow staff directions.

- Strive to do their best.   - Allow everyone to learn.

Cardiff Public School Values are aligned with the 'Five Keys to Success': Resilience, Persistence, Organisation, Confidence and Getting Along.

These 'keys' are embedded in our social emotional wellbeing teaching and learning programs from Kindergarten to Year 6, and form the basis of our rewards and discipline systems.

Cardiff Public School Wellbeing and Discipline Policy

(1) Values, Behaviour Code and Expectations

Expectations	Resilience	Persistence	Organisation	Confidence	Getting Along
Classroom	• Never give up • Bounce back from mistakes • Keep calm	• Give effort • Work tough • Don't get distracted • Pay attention	• Be prepared • Set goals • Complete work in a timely manner • Be in the right place • Respect property	• Be independent • Take risks • Do your best • Ask for help	• Be respectful • Take turns • Show support • Speak politely & use good manners • Allow others to learn
Playground	• Take it out when you get out • No rough play • Don't play in other people's space • Take turns • Don't react—Report!	• Agree on & play by the rules • Don't swear or speak inappropriately • Do not ride bikes, scooters etc. in school grounds	• Wear your hat • Keep hydrated • Use the toilets • Be in the right place • Take care of your belongings • Return equipment • Place rubbish in bins	• Ask/tell others to stop inappropriate behaviour • Report any concerns • Take responsibility for actions	• Encourage others • Be inclusive • Keep hands and feet to self • No name calling/put downs • Respect the decisions of on-duty staff
Office	• Only use sick bay when directed by a teacher	• Move/wait quietly • Go directly from/to class.	• Hand in notes/ payments by due dates	• Speak clearly	• Use good manners • Say 'Excuse me/please/ thank you'
Computers/ Online	• Be patient	• Learn new skills • Be cyber safe	• Look after equipment • Keep passwords/ details private • Log off • Save work in the correct location	• Report concerns • Report inappropriate use/ content.	• Don't be a cyber bully. • Share resources
Assembly	• Stand quietly with hands by sides (or behind backs) when asked to do so (e.g. anthem)	• Enter/exit quietly and sensibly • Access/exit stage sensibly	• Sit quietly and sensibly for duration of the assembly • Listen attentively • Don't leave gaps	• Speak clearly • Show pride in achievements	• Use appropriate applause • Encourage others • Follow instructions • Face the speaker
Transition	• Keep hands and feet to self	• Move quietly and sensibly • Go directly to destination	• Walk in lines behind your teacher • Walk together	• Smile	• Follow instructions • Greet/acknowledge others.
Toilets	• Keep it clean and tidy	• Use at break times (not class time) • No playing/yelling • Don't loiter	• Flush after use • Wash/dry hands • Don't waste water/ toilet paper	• Try to avoid using during class time or when the bell goes to end play time.	• Be considerate of others and their space
Canteen	• Respect those around you	• Don't save spots • Don't buy for others • Don't loiter	• Line up behind the yellow line • Dispose of rubbish appropriately	• Speak clearly	• Say 'please' and 'thank you' • Only line up if you are buying

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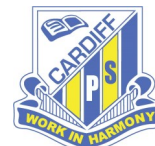
(2) Strategies and Practices to Promote Positive Student Behaviour and Academic Achievement

At Cardiff Public School (CPS) we create an environment where students are acknowledged and rewarded for their positive behaviour, work habits and achievements.

Creating an Effective Learning Environment

Each teacher is committed to creating a highly effectively learning environment, which includes: high expectations; effective feedback; knowing and valuing students; establishing routines; setting clear learning intentions and success criteria; differentiating the curriculum; and celebrating risk taking and achievement.

Class Dojo/Dojo Rewards

Each class sets up their own Dojo and students are rewarded with dojo points for demonstrating our keys to success. Classes are rewarded periodically with Dojo rewards e.g. games, prizes, free time etc. The class/school dojo is also utilised as a messaging system between home and school, as well as for posting stories of student achievement and for general news stories and reminders.

Class Awards/Star Awards

At each assembly, selected students are acknowledged for their efforts and achievements in the classroom. Four Merit Awards and one Star Student award are chosen per class each fortnight and presented to students at our assembly. Award winners are also published in the school newsletter.

You Can Do It (YCDI) Awards

Each fortnight, staff across the school nominate students who have demonstrated excellence in one or more of the 'You Can Do It' keys to success—resilience, getting along, persistence, confidence and organisation. One student for each key is selected to receive a You Can Do It award for the key to success that they have demonstrated. These students receive a YCDI Award, a special wristband and are invited to participate in YCDI rewards, e.g. YCDI disco, lunch with Principal etc.

YDI Raffle

Each assembly, we also run a 'You Did It' or YDI Raffle. Students who are caught showing excellent manners, working hard, helping others, listening attentively etc. may receive a YDI raffle ticket from a staff member. Students then place their name on the ticket and place it into the YDI Raffle Barrel.

Reward Days/Events

Special events are organised for all students not receiving an executive referral (or worse) during a set period of time (often a school term). These rewards may include whole school reward events such as a Day Out, Movie/Picnic Day, Challenge Day etc. or may be planned at the classroom level.

COLAD— Our **Celebration of Learning Achievement Day** is our annual presentation event in which we acknowledge and celebrate the outstanding achievements, citizenship, leadership and efforts of our students.

Other Programs/Initiatives:

Home Reading Program, Premier's Reading and Sporting Challenges, Buddy Classes, Buddy Reading.

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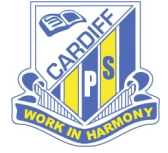
(3) Strategies and Practices to Promote Positive Mental Health and Wellbeing

Wellbeing

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

- **Cognitive wellbeing** is associated with achievement and success. It includes how information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

- **Emotional wellbeing** relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

- **Social wellbeing** includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

- **Physical wellbeing** is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

- **Spiritual wellbeing** relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

At Cardiff Public School these domains are addressed through programs such as You Can Do It (Program Achieve), Rock and Water, Seasons for Growth, our Kinder Buddy program, Student Leadership, Assembly Awards, Drug Education, Child Protection, Life Education, Mindfulness, and where the need arises, students are supported through the Learning and Support Team, School Counsellor, and Executive staff.

The Wellbeing Framework for Schools (2015) states that student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.

- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible

- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes
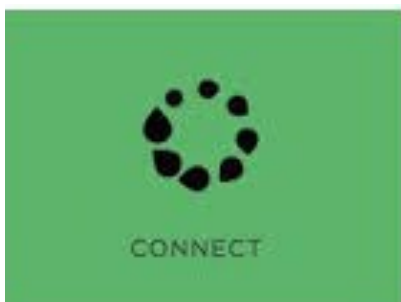
CONNECT   SUCCEED   THRIVE

Cardiff Public School Wellbeing and Discipline Policy

(3)   Strategies and Practices to Promote Positive Mental Health and Wellbeing

Cardiff Public School implements the following programs, which are designed to significantly contribute to the wellbeing of students, staff and the wider community:-

You Can Do It/Program Achieve

As part of our You Can Do It (YCDI) program, we implement the *NEW* Program Achieve curricula (Primary) which contains lessons that teach attitudes, values/character strengths and social-emotional skills for success, relationships and wellbeing as well as for overcoming social-emotional blockers.

Lessons cover the following topics:

1. Achievement: Work Confidence (growth mindset), Persistence, Organisation and Teamwork
2. Relationships: Values, Character Strengths and Getting Along Skills
3. Well-being. Resilience and Happiness (awareness, self-management, ABCs of emotions, cognitive restructuring, mindfulness) and
4. Social-Emotional Blockers: awareness and management of anger, not paying attention, procrastination, worry, feeling down.

The lessons in the YCDI program have been created based on the Social Emotional Learning Framework:
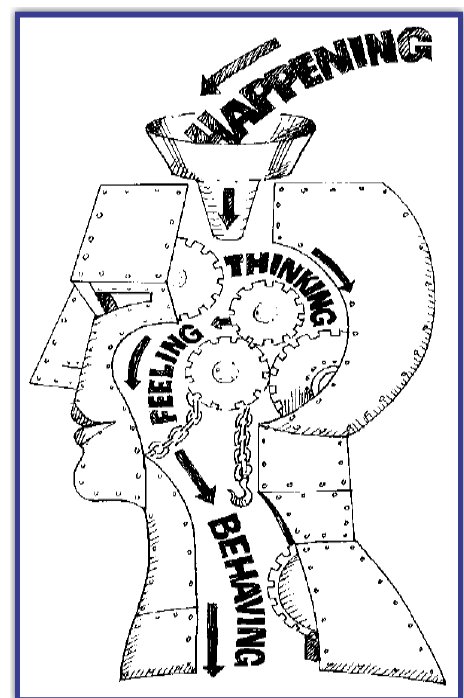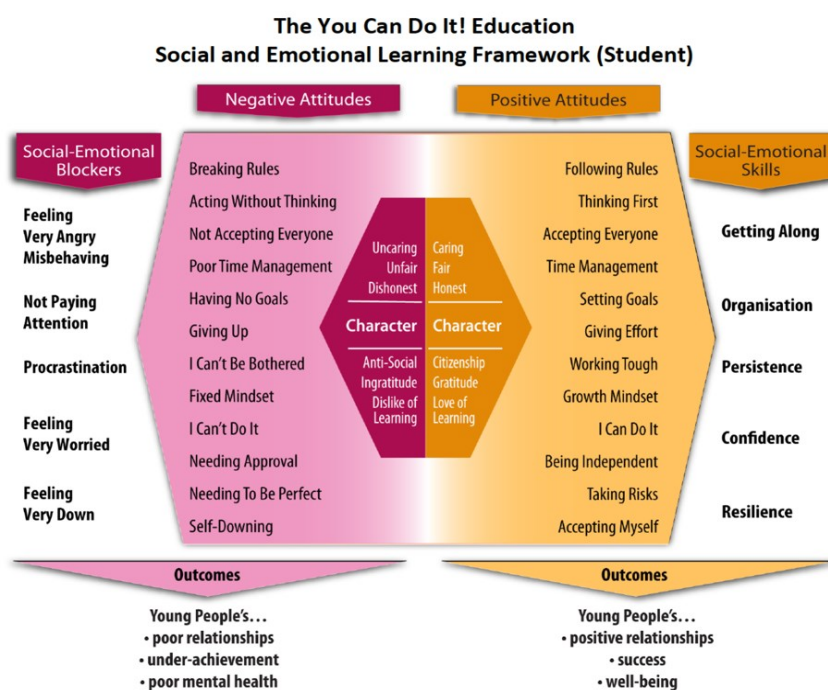
This whole-school approach to social/emotional wellbeing is designed to create a positive, safe and supportive school environment in which students can connect, succeed and thrive, as well as instilling important life-long skills.

Student Leadership/School Parliamentarians

Year 6 students (10) are elected each year into our School Parliament as school leaders, where they are allocated roles as Prime Ministers (2) or become Ministers (8) of one of our four portfolios: Wellbeing, Sport, Environment and Communication. Each take on specific leadership roles across the school.

Sports House Captains and Vice Captains are also elected for each school year.

Library Monitors also assist with the organisation and running of our school library.

Cardiff Public School Wellbeing and Discipline Policy

(3) Strategies and Practices to Promote Positive Mental Health and Wellbeing

Learning and Support Team

The Learning and Support Team is comprised of the School Principal, an Assistant Principal, the Learning and Support Teacher and the School Counsellor. Learning and Support meetings occur weekly to discuss and manage targeted student learning and behaviour issues. Students are referred to the LST by teachers who are concerned with particular aspects of a student's growth and development - behavioural, academic, social or emotional. This may also occur as a result of consultation with parents/caregivers. The LST discusses strategies to improve particular student outcomes and is responsible for managing support programs throughout the school. Adjustments to the learning environment are made and documented as required. Parents are consulted and are given the opportunity to contribute to the planning of support for their child. Individualised Learning Plans (ILP) are developed by teachers in collaboration with stakeholders, to assist with individual student learning needs. Learning support programs at Cardiff Public School are designed to ensure that children experiencing difficulties in their learning are supported through timely and appropriate intervention.

School Counsellor

The School Counsellor provides specialised psychological assessment, counselling and intervention services, and, as part of the learning and support team, contributes to student learning and wellbeing. Access to counselling services is gained through self-referral from students, referral from parents/carers or referral through the school's learning and support team.

School Learning Support Officers (SLSOs)

School learning support officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs . They can provide assistance with school routines, classroom activities, and the care and management of students with disability and additional learning and support needs.

Rock and Water

The Rock and Water program is an experience that provides students with a pathway to self-awareness, and increased self-confidence and social functioning. It teaches practical skills to deal with all sorts of social situations. It asks students to respond to life with either a rock or a water attitude.

Seasons for Growth

The Seasons for Growth Children and Young People's Program strengthens the social and emotional wellbeing of children and young people (aged 6-18 years) who have experienced significant change or loss in their lives. Staff trained in the implementation of this program deliver the program to identified students, where the need arises.

Kindergarten Buddy Program

Each year, senior students are buddied up with each of our new Kindergarten enrolments. Their role is to ensure a smooth transition for our new students and to help them settle quickly into school routines. They help orientate them to the school setting, assist with lunch and recess breaks and encourage them to play safely and cooperatively in the playground.

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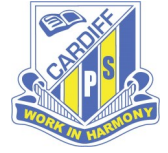
(3) Strategies and Practices to Promote Positive Mental Health and Wellbeing

Mindfulness/Creative Interest Activities

Many different opportunities are provided to students to participate in extracurricular activities. Generally held during lunch breaks, students are able to nominate to participate in activities such as dance, choir, drama, drumming, mindfulness, gardening and a range of other activities. Different opportunities are offered each term.

Life Education

Biennially, our students are invited to participate in Life Education lessons at the Hunter Life Education Centre. Lessons delivered are age-appropriate and include; drugs and alcohol, personal safety, cyber safety, food and nutrition, physical activity, social and emotional wellbeing and the human body.

Transition Programs (Pre-K to K and Year 6 to Year 7)

Transition programs are in place to ensure the smooth transition of students from pre-Kindergarten to Kindergarten and from Year 6 to Year 7. These programs include orientations sessions for all students and information sessions for parents. Kindergarten buddies are in place for our younger students. Students transitioning to high school also participate in a range of activities and orientation sessions. Further opportunities are available for students with strengths in particular areas, as well as for students who may be apprehensive/anxious about starting their secondary schooling.

Sports & Carnivals

Cardiff Public School offers a range of sporting opportunities for students. We participate in PSSA inter-school sport, in soccer and netball. Students have the opportunity to try out for a range of different PSSA sporting teams and we enter a range of knockout competitions as well. In addition, each year, we hold carnivals for swimming, cross country and athletics.

Aboriginal and Torres Strait Islander Programs

The Cardiff Community of Schools run a number of activities designed specifically for ATSI students. They provide opportunities to connect to other local students and to celebrate and learn more about local Aboriginal culture. They also assist in a smooth transition to high school. At Cardiff Public School, our Sista Speak and Bro Speak programs provide further opportunities for students to connect, and explore culture.

REACH Workshops

Year 5 and 6 participate in a series of workshops with youth workers from the REACH foundation. These workshops cover many topics including; peer connections, positive behaviours, resilience, goal setting, change and transition.

Water Safety

Each year, our Kindergarten, Year 3 and Year 6 students participate in a water safety program that covers age appropriate topics around water safety. Senior students get the opportunity to learn basic CPR skills with representatives from Surf Lifesaving NSW.

Cardiff Public School Wellbeing and Discipline Policy

(4) Strategies and Practices to Address and Manage Inappropriate Behaviours

Staff will use their professional judgement when determining the appropriate response to unacceptable behaviours shown at school.

Principals are accountable to the Director of School Education for the educational leadership and effective management of schools. Part of that management responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.

BEHAVIOUR FLOWCHART

Class Room	**Playground**
First minor behaviour: (in a session) ⇒ Statement of reality ⇒ Discuss appropriate keys to success/behaviours ⇒ Verbal warning	First minor behaviour: ⇒ Statement of reality ⇒ Discuss appropriate keys to success/behaviours ⇒ Verbal warning

⇩ ⇩

Second minor/moderate behaviour: (in a session)
⇒ Statement of reality
⇒ Discuss appropriate keys to success/behaviours
⇒ Final warning
⇒ Loss of dojo point(s)
⇒ In-class time-out/Rethink

Second minor/moderate behaviour:
⇒ Statement of reality
⇒ Discuss appropriate keys to success/behaviours
⇒ Final warning
⇒ 5-10min restricted play/teacher shadowing
⇒ Record in Sentral as observed, where appropriate

⇩ ⇩

Third minor/moderate behaviour: (in a session)
⇒ Statement of reality
⇒ Sent to buddy class
⇒ Loss of dojo point(s)
⇒ Teacher records on Sentral
⇒ Sort and Talk Referral/Letter to parents

Third minor/moderate behaviour:
⇒ Statement of reality/
⇒ Restricted Play/Shadowing for remainder of break
⇒ Teacher records on Sentral
⇒ Sort and Talk Referral/Letter to parents

SORT & TALK REFERRAL
⇩ **(for moderate level or repeated minor level behaviours)** ⇩

⇒ Student attends Sort & Talk Room at second half lunch for 1-3 days depending on severity of incident.
⇒ Student acknowledges behaviour, and considers the implications of the behaviour and seeks restitution.
⇒ Student completes a 'Sort & Talk' sheet (with teacher support).
⇒ Student returns signed Sort & Talk slip from parent letter before completing 'Sort & Talk'.
Two (2) Sort & Talk Referrals in any one term may lead to an Executive Referral.

EXECUTIVE REFERRAL
⇩ **(for severe level or repeated minor/moderate level behaviours)** ⇩

⇒ Student works with a member of the Executive to develop a plan to make better choices in future.
⇒ Student acknowledges behaviour, rethinks about the behaviour and seeks restitution.
⇒ Student may be withdrawn from playground/classroom for a set period of time, before earning back privileges.
⇒ Student returns signed Executive Referral slip from parent letter before completing 'Executive Referral.
Two (2) Exec. Referrals due to persistent misbehaviour in any given semester may lead to a warning of suspension.

Any referral made to the Executive may result in instant warning of suspension, suspension or expulsion depending on the severity of the incident. Students may need to be removed from their learning room (or the playground) if they continually or significantly interrupt the learning of others, or place others (or themselves) at risk of harm.

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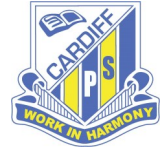
(4) Strategies and Practices to Address and Manage Inappropriate Behaviours

SUSPENSION

The school follows the Suspension Policy of the Department of Education. Suspension is only one strategy within our school's Student Wellbeing Procedures. It is most effective when it highlights the parents/carers responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.

Suspension allows students time to reflect on their behaviour, and for the school to develop any additional support strategies. Students should acknowledge and accept responsibility for their behaviours which led to the suspension. They should accept responsibility for changing their behaviour to meet the school's expectation in the future.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Principals must **long suspend immediately** any student who:
- *Is physically violent:* Any student who is physically violent, resulting in serious pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW police.
- *Is in possession of a firearm, prohibited weapon, or knife (without reasonable cause):* Any student in possession of a prohibited weapon, firearm or knife (without reasonable cause), is to be suspended immediately. The matter MUST be reported to NSW Police immediately.
- *Uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:* Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Police must be notified immediately if a student is in possession of a suspected illicit substance or is representing a substance as illicit.

Students may be suspended for up to four days, **short suspension,** for:
- *Continued disobedience:* This includes, but is not limited to, breaches of the school discipline code such as refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
- *Aggressive behaviour:* This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages or social media.

Long suspensions, of up to twenty days, may be imposed for the following reasons and will be reported in the following categories:
- *Persistent misbehaviour:* Including refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.
- *Physical violence:* Which results in pain or injury, or which seriously interferes with the safety and well being of others students and staff.
- *Use or possession of a prohibited weapon, firearm or knife:* When the student uses or possesses a weapon; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- *Use of an implement as a weapon or threatening to use a weapon:* When any item is used as a weapon (other than the three above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.
- *Possession or use of a suspected illegal substance:* Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.
- *Serious criminal behaviour related to the school:* Including malicious damage to property (school or community) or against the property or person of a fellow student or staff member on or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

N.B. Expulsion may be considered when all other strategies are exhausted or for extremely severe behaviour.

Cardiff Public School Wellbeing and Discipline Policy

(4) Strategies and Practices to Address and Manage Inappropriate Behaviours

Behaviour Severity Levels

It is important to note that each incident is different and that staff will use professional judgement, and consider all of the facts, when determining the severity of behavioural incidents.

The levels below are a guide only, but outline the types of behaviours addressed at each level.

Minor behaviours may include, but is not limited to:

Climbing a tree	Overly exuberant play	Out-of-bounds
No hat	Kicking dirt/bark etc.	Interfering with others' games
Minor disruptive behaviours	e.g. calling out, off-task, out of seat, not following instructions.	

Moderate behaviours may include, but are not limited to:

Swearing	Spitting	Insolence	Lying
Absconding (internal)	Stealing	Aggression—pushing/kicking etc.	
Repeated minor behaviours	Refusal of instructions	Throwing objects/projectiles	
Harassment	Threats	Bullying	
Out-of-bounds after warning	Name calling	Vandalism	

Severe behaviours may include, but are not limited to:

Violence	Bullying	Swearing at others
Threats/intimidation	Absconding (external)	Persistent misbehaviour
Non-compliance	Insolence	Drugs/Theft/Vandalism

The Responsibility, Accountability and Authority of the Principal

The authority, responsibility and accountability of School Principals are derived from relevant State legislation and the policies and priorities of the Government.

Principals are accountable to the Director, Educational Leadership. Part of that management responsibility involves ensuring the provision of a safe and harmonious work environment for students, staff and community and, in particular, providing a safe and effective learning environment for students.

In this context, and consistent with policy, Principals (or their delegates) have the authority to suspend, or exclude or recommend expulsion. Only the Minister, following a Principal's submission, and on the recommendation of the Director, can approve an expulsion.

The Principal remains ultimately accountable to the Director for the effectiveness of school discipline.

Department resources

Legal Issues Bulletins (LIB)

- LIB 6: Power to search students
- LIB 9: Physical restraint of school students
- LIB 40: Collection, use and disclosure of information about students with a history of violence
- LIB 56: Confiscation of student property

Department policy documents

Behaviour Code for Students

Suspension and Expulsion of School Students Procedures

Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms

Bullying: Preventing and Responding to Student Bullying in Schools Policy

Classroom Behaviour Flow Chart (Classroom display)

CPS Behaviour Code

Students are expected to...

- Respect themselves and all others.
- Follow teachers' directions.
- Strive to do their best.
- Allow everyone to learn.

Consequences...

1 Warning – If student breaks the code above.

2 In class RESET
(Complete RESET sheet before returning to lesson)

3 Sent to BUDDY CLASS
(**Complete Buddy Class Letter + attend a Sort'n'Talk)

4 Sent to Principal/Exec
(***Complete Executive Referral)

Students stay with Buddy Class until the end of the session OR when requested by teacher.
** Teacher to record Sort'n'Talk on SENTRAL. ***Exec. to record Exec Referral on SENTRAL.

These steps are on display and are followed in every learning space.

Some behaviours may require intervention at a higher level (e.g. sort'n'talk, executive referral, suspension).

Cardiff Public School Wellbeing and Discipline Policy

Related Policies, procedures and guidelines:

Behaviour Code for Students

Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms

Student Discipline in Government Schools - Support materials

Suspension and Expulsion of School Students Procedures - Information for Parents

Suspension and Expulsion of School Students Procedures

Accidents

Reporting School Accidents support document

Nutrition

Nutrition in Schools Policy

Student Health

Anaphylaxis Procedures for Schools

Student Health Website

Sun Safety Guidelines

The role of the school community in supporting student health

Student Welfare

Student Welfare Policy

WHS

Work Health and Safety (WHS) Policy

Drugs

Drugs in Schools Policy

Child Protection

Child Protection Policy: Responding to and reporting students at risk of harm

Child Protection Policy Guidelines: Responding to and reporting students at risk of harm

Bullying

Bullying of Students – Prevention and Response Policy

Bullying of Students – Prevention and Response Policy

Anti-bullying plan

Cardiff Public School
ANTI-BULLYING PLAN

Policy Statement

Public Schools are inclusive environments, where diversity is affirmed and individual differences are respected.

- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Partnership with parents, caregivers, students and the wider community is central to the success of this process.

The Cardiff Public School Anti-Bullying Plan outlines the processes for preventing and responding to bullying in the school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

As a 'You Can Do It' school, we focus on the five keys to success which are: Getting Along, Persistence, Confidence, Organisation and Resilience. These form the basis of our core values. Underpinning all of this is our school motto of 'Work in Harmony'.

We acknowledge that, at times, bullying can occur; however it is our aim to work together to develop a school culture that does not accept bullying in any form. This plan outlines procedures for reporting bullying and describes the levels of support available to all students. It is the responsibility of all members of the school community to report incidences of bullying. When we work together, we are stronger and smarter.
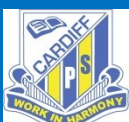
Defining Bullying Behaviour

"Bullying involves a desire to hurt + hurtful action + a power imbalance = (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim." Professor Ken Rigby in Bullying and the Creation of a Healthy School Environment. Schools Need to Know Exactly What They're Up Against. 2000.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Individuals who do not offer any means of help in a bullying situation are classified as passive bystanders. These individuals can increase the impact of the bullying incident.

Note: Conflicts between equals or single incidents are not defined as bullying.

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Bullying behaviour can be in the form of:

Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;

Physical e.g. hitting, punching, kicking, scratching, tripping, spitting

Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures; and/or

Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of social media/images etc.

Statement of Purpose

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Expectations and Responsibilities

Students can expect to:

- to feel safe in the classroom and playground and be free from the fear of bullying;
- to participate and contribute in a fair and supportive environment;
- to be accepted and respected for individual differences and diversity irrespective of gender, race, religion or physical ability;
- know that their concerns will be responded to by school staff;
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour); and
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other key learning areas.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;
- follow the school rules, procedures and values;
- take responsibility for their actions and accept consequences;
- follow the school Anti-Bullying Plan and report all incidents;
- behave as responsible bystanders; and
- respond to incidences of bullying according to the school Anti-Bullying Plan.

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**Parents and caregivers** have a responsibility to:
- model and promote positive and respectful relationships at all times;
- encourage their child to tell a staff member about bullying incidents and if possible allow the child to report and deal with the problem;
- inform the school if bullying is suspected whether to or by their child;
- work collaboratively with the school to resolve incidents of bullying when they occur– do not approach/reprimand other children;
- support their children in all aspects of their learning;
- be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behaviour;
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan;

Schools have the responsibility to:
- develop an Anti-Bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground;
- inform students, parents, caregivers and the community about the School Discipline Code and Anti-Bullying Plan;
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour; and
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children follow up complaints of bullying, harassment, intimidation and victimisation.

Teachers have the responsibility to:
- respect and support students in all aspects of their learning, model appropriate behaviour and respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Plan and departmental policies relating to bullying behaviour;
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.
- At all times, follow the Code of Conduct set out by the NSW Department of Education.
- Report incidences of bullying
- Provide support to both the victim and instigator of any bullying behaviours.

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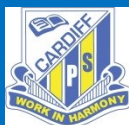
Cardiff Public School
ANTI-BULLYING PLAN

Strategies to Manage Bullying

Students:
- implement strategies to prevent bullying learnt in class, e.g. Rock and Water.
- abide by the Students' Code of Behaviour and the keys to success.
- report any form of bullying to teachers or adults;
- Step up and support other students who are being bullied by saying 'no' and reporting to teachers.

Staff:
- support both the bully and the victim;
- listen to concerns;
- implement the Student Wellbeing Policy for dealing with inappropriate behaviour including the use of Sort and Talk, Executive Referral, and report to supervisor or executive.
- encourage students to inform staff – reporting is not dobbing;
- continually monitor in order to review and renew school policies as appropriate; and
- provide ongoing and regular communication.

Parents/Caregivers:
- work with the school to resolve issues;
- support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Plan;
- help to develop resilience in their children
- report the incident to the school; and
- avoid contacting other parents, as this often inflames the situation.

Monitoring and Evaluation

The implementation and effectiveness of the Cardiff Public School Anti-Bullying Plan will be monitored and evaluated by:
- staff members effectively supervising students in the school environment and following up on all reports of bullying;
- members of the executive following up on reported incidents of bullying;
- analysis of accurate records of bullying incidents being kept, using playground data collection and utilising Sentral;
- regular staff discussions about bullying at communication meetings and executive meetings;
- an analysis of student, parent and staff surveys.

Reviewed October 2019

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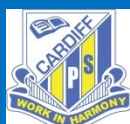
CARDIFF PUBLIC SCHOOL—Uniform & Dress Code

RATIONALE

Schools are to review and document school uniform or dress code requirements in consultation with their communities and to develop strategies for the wearing of school uniforms.

DEFINITION

A school uniform consists of a limited range of clothing, including footwear and headwear that caters for gender, cultural and social issues and complies with work health and safety, anti-discrimination and equal opportunity legislation. It identifies students as belonging to a particular school. It is expected that students will wear the uniform during school hours, while traveling to and from school, and when engaged in school activities out of school hours.

PRINCIPLES

Wearing school uniform:

• provides security for children travelling to and from school

• enhances school spirit and pride

• enhances the health and safety of students when involved in school activities

Uniform requirements:

• Result from consultation with staff, students and parents

• Adhere to with work health and safety, anti-discrimination and equal opportunity legislation

• Cater for all students in a manner sensitive to gender, social and cultural diversity.

• Include items that are affordable, comfortable, made from easy care and easy wear fabric and be suitable for all activities and body shapes.

• When changes occur in the school uniform, a transition period applies.

IMPLEMENTATION

Students will be encouraged to wear school uniform through positive reinforcement.

Everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times.

Students will not be disadvantaged where required uniform items are not available for sale.

Conscientious objections by parents to the wearing of school uniform will be respected.

Where children are attending official school functions or are officially representing the school the wearing of the school uniform is actively encouraged. Uniform items from the school clothing pool may be borrowed to allow all children to be suitably attired.

No student can be prevented from attending school, suspended or expelled because he or she is not wearing a school uniform.

Students not wearing uniform will participate in essential curriculum activities except where exclusion is necessary for reasons of safety.

Reminders of the correct uniform and expectations will be published regularly.

The Department of Education supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The department recognises that NSW has a long history of school uniforms or dress codes being decided by the local school community.

RESPONSIBILITIES

The Principal is responsible for ensuring the school uniform policy is developed and reviewed collaboratively with the whole school community.

• When the school community agrees on a school uniform, the principal will ensure that students are encouraged to wear school uniforms that meet agreed community standards and adhere to legislative requirements.

• Principals must provide parents or carers with the school's uniform policy and school uniform requirements.

• During any uniform transition period, the Principal will communicate any uniform changes and the end of the transition period to the community.

• The Principal will review all applications for assistance with uniform purchases and utilise the clothing pool in cases of hardship.

DRESS CODE

Our aim is for all students to wear full school uniform each day (except on special occasions or as directed e.g Mufti Days). During any transition period for new school uniform items, either option is accepted.

All school uniform items are available in the Uniform Shop, located in "C" Block. The uniform shop is open Tuesday mornings between 8:45 - 9:30. Please check with Administration Office for details.

The wearing of jewellery is not encouraged. Students may wear small sleeper or stud earrings. Make-up, including nail polish, is not to be worn.

Uniform	Boys & Girls	
Summer	• Blue short sleeve shirt with school emblem • Blue shorts or unisex sports shorts • White socks & black shoes • Blue bucket hat	• Blue/white/gold checked dress/tunic OR • Blue short sleeve shirt with school emblem • Blue skort or unisex sports shorts • White socks & black shoes • Blue bucket hat
Winter	As above...and/or: • Blue long sleeve shirt with school emblem • Blue track pants • Jumper with emblem or bomber jacket	As above...and/or: • Blue long sleeve shirt with school emblem • Blue track pants • Jumper with emblem or bomber jacket
Sport	• Blue unisex shorts or track pants • Sports shirt (Koenabah or Munibung) • White socks • Joggers/runners	• Blue unisex shorts/skort or track pants • Sports shirt (Koenabah or Munibung) • White socks • Joggers/runners
Optional	School Sunglasses School Bag (various colours)	School Sunglasses School Bag (various colours)

In emergencies, students are able to come to school out-of-uniform for a short period of time, and should provide a written note from home, explaining why the correct uniform is not being worn.

Students may be asked to swap their clothing for a suitable alternative at school, e.g. school jacket etc.

Persistent out-of-uniform may result in a phone call home and an action plan being put into place.

Cancer Council NSW

SunSmart

1. Shade
• The school community is committed to providing shade in the school grounds particularly in areas where students congregate e.g. canteen, outdoor lesson areas, and popular play areas.
We will consult with the school community about future plans for shade.

The availability of shade is considered when planning excursions and all other outdoor activities.

Students are encouraged to use available areas of shade when outside.

Students who do not have sun safe hats are asked to play in the shade or a suitable area protected from the sun.

2. Hats
• Students are encouraged to wear hats that protect their face, neck and ears, eg legionnaire, broad brimmed or bucket hats, whenever they are outside.
• Our playground rule is: 'No Hat,? No Play,! Under the COLA you stay!'.

3. Clothing
• Sun safe clothing is included in our school uniform and sports uniform. This will include shirts with collars (or covered necklines) and sleeves, longer style dresses and shorts, rash vests or t-shirts for outdoor swimming.

4. Sunscreen
• SPF 30+ broad-spectrum water-resistant sunscreen is available for staff and students' use. Where possible, sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours.
• Where possible, staff will remind children to apply sunscreen before arriving at school, before recess, lunch and going outside.
• On extended outdoor events students will be encouraged to apply sunscreen every 2 hours.

5. Role modelling of staff
Staff will be requested to role model good sun protection behaviours by:

Wearing sun safe hats, clothing and sunglasses when outside.

Applying SPF 30+ broad-spectrum water-resistant sunscreen.

Seeking shade whenever possible.

6. Curriculum
• Teachers will be encouraged to include sun protection principles in teaching programs across all year levels.

7. Information to the school community
• Sun protection information is regularly promoted to the whole school community through newsletters, school homepage, parent meetings, staff meetings, school assemblies and on student enrolment.
• Families and visitors are encouraged to use a combination of sun protection measures (sun safe clothing and hats, sunscreen and sunglasses) when participating in and attending outdoor activities.

8. Sunglasses (optional)
• Consideration will be given to staff and students wearing close fitting, wrap around sunglasses that cover as much of the eye area as possible and meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4).

9. Reviewed: August 2019