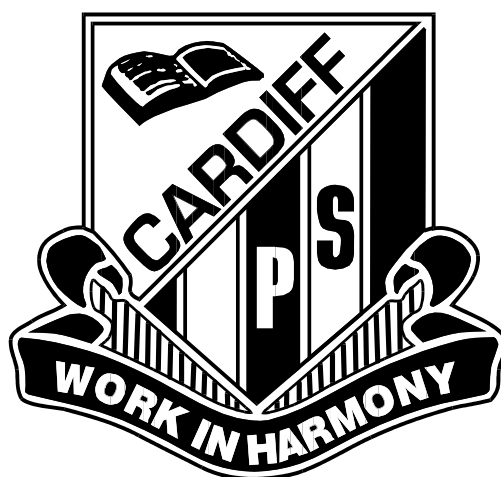# Cardiff Public School

Student Wellbeing
Policies & Procedures

**Based on our "Cardiff Acting Responsibly Everywhere"
(C.A.R.E) Values.**

HARMONY: by being tolerant, co-operative, fair, understanding, patient.
HONESTY: by being truthful, courageous, trustworthy, genuine, sincere.
CARE: by being helpful, friendly, loyal, considerate, kind.
RESPECT: by being reliable, responsible, self-disciplined, courteous, a good example.
ACHIEVEMENT: by being resilient, motivated, confident, optimistic, persevering.

At Cardiff Public School we aspire to:

At Cardiff Public School we inspire our students to walk the pathway to success:-

...where students connect, succeed and thrive!

Index

Student Wellbeing Overview

INTRODUCTION

Cardiff Public School seeks to provide high quality learning opportunities for all students, promoting their cognitive, emotional, social, physical and spiritual wellbeing.

Our goal is to enable students to:

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

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

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

At Cardiff Public School, teaching and learning occurs in a context of student wellbeing, incorporating our C.A.R.E. Values- Achievement, Honesty, Respect, Care and Harmony. Every student can learn and grow with confidence in a safe and happy environment.

When parents/carers enrol their children at our school they enter into a partnership with the school staff.

This partnership is based on shared responsibility and mutual respect for our C.A.R.E. Values. The partnership is aimed at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

This partnership leads to the understanding that the student develops responsible behaviour based on our C.A.R.E. Values.

Student wellbeing in our school:
- Encompasses everything the school community does to strengthen our students' physical, social, emotional and spiritual development.
- Is achieved through the total school curriculum and the way it is delivered
- Incorporates effective discipline
- Values collaborative early intervention
- Recognises diversity, acknowledges differences and promotes harmony.

Our School provides effective learning and teaching within a secure, well-managed environment, in partnership with parents/carers and the wider community, underpinned by our C.A.R.E. Values.
Our objectives and outcomes relate to:
- Effective learning and teaching
- Positive climate and good discipline
- Community participation.

Our School's 'Student Wellbeing and Discipline Policies and Procedures' undergo regular review to monitor the effectiveness of its implementation.

QUALITY TEACHING AND LEARNING

Our objective is to enhance effective learning and teaching by:
- Highlighting and linking achievement to our C.A.R.E. Values (See Page 11)
- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students
- Establishing well managed teaching and learning environments
- Providing frequent opportunities for students and their parents/carers to discuss learning programs and student behaviour and progress
- Identifying key social skills and developing plans for all students to progress through them over time
- Recognising the importance of Aboriginal education and culture for both Aboriginal and non-Aboriginal students.
- Ensuring that gender and equity issues are recognised and addressed.

Outcomes:
- Students will be active participants in the learning process
- Co-ordinated student services will provide effective support to classroom programs
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students:
- Student achievements will be recognised and acknowledged
- Students will feel valued as learners through participation in decisions about their own learning relevant to their needs and aspirations
- Students will develop competencies which enhance the quality of their relationships with others through positive socially responsible behaviours
- Students will value school as a place of learning
- Students will recognise diversity and will respect individual differences fostering a positive climate and good discipline
- Student outcomes will be measured by a wide range of instruments.

POSTIVE CLIMATE AND GOOD DISCIPLINE

Our objective is to enhance school climate and discipline by:
- Ensuring that C.A.R.E. Values form the basis of school practice through the C.A.R.E by 5 program, C.A.R.E. lessons, performances and assembly role plays targeting behaviour issues.
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- Establishing clear rights an responsibilities which are known and understood by all school community members
- Monitoring attendance and ensuring that students attend school regularly
- Valuing and providing opportunities for students to develop the skills involved in positive relationships and social responsibility
- Establishing networks to support students and making sure that students and parents/carers know about, and have ready access to this support
- Building and strengthening positive relationships with all, based on mutual respect and trust.
- Providing resources and opportunities for students to gain leadership experience.

Outcomes:
- The school will reflect the values of its community, through the C.A.R.E. Values, and will welcome the participation of community members in the life of the school
- The wellbeing, safety and health of the whole school community will be priorities in all school policies, programs and practices
- This document will provide a clear guidelines for behaviour which are known by staff, students and parents/carers
- The school will be an inclusive environment which affirms diversity and respects differences
- The school will be a disciplined, ordered and cohesive community
- C.A.R.E. Values will be evident in school plans, programs and procedures.

Results for students:
- Students will demonstrate C.A.R.E. Values
- Students will be safe in the school environment
- Students will know what is expected of them and of others in the school community
- Students will be respected and supported in all aspects of their schooling
- Students will be provided with appropriate support programs
- Students will be able to learn without disturbance from unruly behaviour
- Students will participate in all aspects of school life in accordance with their capabilities
- Students will know and understand their school's organisation.

COMMUNITY PARTICIPATION

Our objective is to enhance community participation by:
- building learning communities in which staff, students and parents/carers work together based on our C.A.R.E. Values for planned results
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent/carer and student representative groups
- inviting parent/carers to share their skills and experiences in the school community
- recognising students' families, cultures, languages and life experiences.

Outcomes:
- There will be strong links between students, staff, parents/carers and the rest of the school community
- Parents/carers and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour
- Students, parents/carers and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial, reflecting the needs and aspirations of the students and the wider school community through the C.A.R.E. Values.
- Staff will facilitate parent/carer and community involvement in a range of school activities.

Results for students:
- Students will be supported by parent/carer and community participation in school activities
- Students will value the school as an integral part of the community
- Students and their families will know how to gain access to relevant support services in the community
- Students will be partners with parents/carers and teachers in the teaching and learning processes at our school.

RESPONSIBILITIES

Principals will ensure that:
- a commitment to student wellbeing based on C.A.R.E. Values underpins all policies and activities of our school
- student wellbeing and school discipline policies are regularly reviewed, taking into account other mandatory policies
- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents/carers are assisted to develop strategies for addressing student wellbeing and discipline needs.

All staff, according to their role in our school, will:
- ensure that they are familiar with and participate in the implementation of the Student Wellbeing Policy and the School Discipline Code in accordance with the C.A.R.E Values.
- contribute to the provision of a caring, well-managed, safe environment for all.

Students will be encouraged to:
- act according to C.A.R.E behaviours established by the school community
- contribute to the provision of a caring, safe environment
- participate actively in the learning and teaching process
- provide their views on school community decisions
- practice peaceful resolution of conflict.

Parents/Carers will be encouraged to:
- be familiar with the C.A.R.E. Values
- participate in the learning of their children and the life of the school
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with staff to establish fair and reasonable expectations of the school.

The School Education Director will ensure that:
- all staff are familiar with and implement the Student Wellbeing Policy
- the implementation of this policy is supported by the School Education Office staff
- school programs support student wellbeing priorities and are responsive to the school community.

State Office Directors will ensure that:
- all staff are familiar with the Student Wellbeing Policy
- support generated in their directorate is consistent with this policy
- all staff consider the implications of this policy
- State Executive is provided with information on system-wide performance and policy advice in relation to student wellbeing.

C.A.R.E Values, Behaviours and Effective Learning

INTRODUCTION

When parents/carers enrol their children at public schools they enter into a partnership with the school staff based on shared responsibility and mutual respect. It aims at achieving effective learning and good discipline so that our school environment is both productive and harmonious. Cardiff Public School's motto is *"Working in Harmony"*. The partnership must strive to create in children an understanding of appropriate behaviour reflecting our C.A.R.E. Learning Behaviours.

Parents/carers are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour. They assume responsibility for their children's behaviour as their children travel to and from school.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of students. They are also responsible for appropriately communicating with parents/carers about the educational progress and behaviour of students.

As children grow, they become more active participants in the partnership with increasing responsibility for his or her own behaviour and learning.

THE IMPORTANCE OF A POSITIVE LEARNING ENVIRONMENT

Real levels of achievement are greatly increased when teachers and parents/carers expect high standards.

Engaged students using multimodal approach and promoting our C.A.R.E Learning Behaviours.

A fluid classroom should be a place of excitement, exploration, engagement and learning.

Open communication between parents/carers, students and teachers.

Positive and immediate feedback to students of their progress.

Every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from bullying and intimidation. Everyone has a right to be treated fairly and with dignity.

Everyone has a right to be safe and happy at school.

Behaviour Code for Students in NSW Public Schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class codes of behaviour and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers 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

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

Students receive CARE by 5 rewards at the end of each 5-week period.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, and in consultation with the community, are best placed to maintain discipline and provide safe, supportive and responsive learning environments for students at school.

CARDIFF PUBLIC SCHOOL DISCIPLINE POLICY

Our policy is in four parts:
- School rights and responsibilities
- Strategies to promote good discipline and effective learning within our school
- Practices designed to recognise and reinforce student achievement
- Strategies for dealing with unacceptable behaviour

SCHOOL RIGHTS AND RESPONSIBILITIES

Demonstrate the principles of **Care** by being:

Helpful
Friendly
Loyal
Kind
Considerate

Demonstrate the principles of **Harmony** by being:

Tolerant
Co-operative
Fair
Patient
Understanding

Demonstrate the principles of **Respect** by being:

Reliable
Responsible
Courteous
A good example
Self disciplined

Demonstrate the principles of **Honesty** by being:

Truthful
Genuine
Courageous
Sincere
Trustworthy

Demonstrate the principles of **Achievement** by being:

Persevering
Resilient
Motivated
Optimistic
Self Confident

PLAYGROUND PROCEDURES

At all times:

- Play respectfully, cooperatively and politely.
- No hat—No play! Students without their hat are expected to remain under the COLA.
- Keep our playground tidy—place all rubbish in the bins provided.

Morning:-

- When you arrive, place your bag near your room or your bike in the bike rack and go and sit under the COLA and wait quietly with no play until 8:45am bell.
- When Morning Duty Teacher comes out walk with them to the Playground
- You can play handball with a hand ball, walk or sit and talk. There will be no Fixed Equipment Play or running in the Lunch Area.
- 9:10 walk to your learning group assembly area and wait quietly for your teacher.

First Half Lunch:-

- 11:15 walk to the Lunch area via designated path and sit on a seat, either at a picnic table or bench seat to eat lunch. Do not sit on the ground.
- First Lunch Teacher will call for Canteen Lines, Library or Sports Shed when ready to do so. This is when the Waste O Meter is in Green. NO rubbish on the ground.
- When allowed to go to play, no running in the Lunch Area and NO fixed equipment.
- No ball games in COLA

Second Half Lunch:-

- 11:35 two teachers will arrive. They will make the decision to open the back gates.
- You may now play on the fixed equipment. All football games outside of back gate.
- While under the COLA you can not play ball games and you must walk.
- While in the Lunch area (Canteen, COLA, Handball Court Area, Lunch Seats and Picnic Tables) you must walk at all times.
- Canteen snacks to be eaten at picnic tables or benches.
- Follow the roster for ball games on the back field.
- Play responsibly with all equipment.
- 11:55 is pack up bell. Stop all games and return all equipment. Go to the toilets if you need to and also have a drink.
- 12:00 Assemble under the COLA in learning group.

Recess:-

- 1:45 walk to the playground via designated path. You can play handball with a handball, use some sports equipment sit or walk around talking.
- Go to the toilets and also drink some water.
- 2:00 bell return all equipment and walk to Learning Group Lines.

Home Time:-

- Check to make sure that you have your things to go home.
- On the bell walk to your dismissal gate.
- Go directly home.
- BUS GROUP sit on bench seats and wait for Bus Duty Teacher.
- Gate Group wait at Koori Mural for Gate Duty Teacher to walk you to the lights.
- Bike Riders, walk your bike to your dismissal gate and ride home safely.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Our school encourages effective discipline by:
- providing appropriate curriculum as determined by the Board of Studies and differentiation of the curriculum
- supporting children in achieving success in learning
- developing core rights and responsibilities, based on C.A.R.E. Values and applying them fairly, clearly and consistently
- discussing with parents/carers their role in promoting positive student behaviour
- providing appropriate support programs eg. C.A.R.E (Cardiff Acting Responsibly Everywhere), whole school C.A.R.E. Groups, Counselling, Rock and Water program, C.A.R.E by 5 program, Canteen Vouchers — key rings
- providing programs that develop understanding of the C.A.R.E. Values.
- Using class dojo points as an instant recognition of achievement or behaviour.
- Clearly displaying C.A.R.E Values in each learning classroom
- Acknowledging student demonstrations of C.A.R.E. values with C.A.R.E. Awards at assemblies.

C.A.R.E. by 5—REWARD SYSTEM

Our CARE by 5 system is a whole-school reward system that celebrates and rewards student achievement and positive behaviour.

Class Rewards:

Students will earn class dojos for positive behaviours/achievement demonstrated in the learning room, library and/or during RFF. Each class will have a reward system in place that rewards students after either 5 hours or 5 days, depending on their age/year level.

Whole School:

Students who consistently show positive C.A.R.E values will be rewarded every 5 weeks with various whole-school rewards. Students who receive a Sort and Talk (or a more severe consequence) within that 5-week period will not be invited to participate in the reward, however, they will still be able to earn their daily or weekly rewards.

PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Our school recognises and reinforces student achievement by:
- Positive words and gestures in learning room and playground
- C.A.R.E. awards and recognition at assemblies
- Contact with parents/carers e.g. letter, interview, telephone
- Modelling of consistent and caring behaviour by staff
- Annual Celebration of Learning Achievement Day
- Publishing student work
- Work samples displayed in foyer

MANAGING UNACCEPTABLE BEHAVIOURS

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

When a student demonstrates unacceptable behaviours in the:

Learning Room   Playground

Learning Room	Playground
First minor behaviour: (in a session) ⇒ Statement of reality ⇒ C.A.R.E. Values/Class code of conduct reminder ⇒ Verbal warning	**First minor behaviour:** ⇒ Statement of reality ⇒ C.A.R.E. Values reminder ⇒ Verbal warning

⇩   ⇩

Second minor/moderate behaviour: (in a session)
⇒ Statement of reality
⇒ C.A.R.E. Values/Class code of conduct reminder
⇒ Final warning
⇒ Loss of dojo point(s)
⇒ In-class time-out/Rethink

Second minor/moderate behaviour:
⇒ Statement of reality
⇒ C.A.R.E. Values reminder
⇒ 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
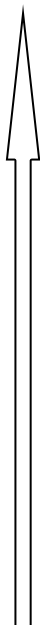
SORT & TALK REFERRAL
⇩ **(for moderate level or repeated minor level behaviours)** ⇩

⇒ 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 will 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 will 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.

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.

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.

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.

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
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 staff
Threats/intimidation	Absconding (external)	Persistent misbehaviour
Non-compliance	Insolence	Drugs/Theft/Vandalism

THE 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 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.

In this context, and consistent with policy, principals 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 expulsion.

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

BULLYING

What is Bullying?
Research into bullying reveals that bullying more often occurs on a continuum of mild-to-extreme behaviour involving most students at some time during their schooling.

The definitions of bullying listed below are from a range of sources including Australian and overseas research. Common elements in these definitions suggest that bullying involves the inappropriate use of *power* by one or more persons over another less powerful person or group and is generally an act that is ***repeated*** over time. Bullying has been described by researchers as taking many forms which are often interrelated and include:

Verbal:	name calling, put downs, threats
Physical:	hitting, punching, kicking, scratching, tripping, spitting
Social:	ignoring, excluding, ostracising, alienating
Psychological:	spreading rumours, stalking, dirty looks, hiding or damaging possessions

Bullying is the intentional harming or hurting of a person, or their belongings, by another person or persons. It is distinguished by how the targeted person feels.

Bullying is damaging to both the person who does it and the person who is bullied and often perpetuates itself.

Schools in partnership with their community members can best address bullying behaviour through:
- creating and maintaining a supportive school environment
- ensuring that school practice matches school policy
- adult role-modelling of the kinds of behaviours that are expected
- having an engaging school curriculum that meets the needs of all students
- ensuring that the curriculum includes a range of strategies for students to effectively respond to bullying when it arises
- monitoring, evaluating and reporting on school programs, Rock and Water-C.A.R.E by 5 and activities aimed at creating and maintaining a safe and supportive school environment.

Severity Scale
- ***Teasing*:** sometimes mistakenly called "playful"
- ***Malicious, sustained*:** often name calling, stealing, verbal
- ***Pre-meditated violence:*** hitting, pushing, damage to property or persons.

Procedures
- When a student is seen to be bullying an immediate "Sort and Talk"
- Communication with the families of both bully and victim is the responsibility of the Principal or Assistant Principal.

Website: www.bullyingnoway.com.au

WHAT IS CYBER BULLYING?

Cyber bullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others.

It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

Is it a school problem ?

The Student Discipline in Government Schools Policy makes plain "the school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students".

The Suspension and Expulsion of School Students – Behaviour that may warrant suspension includes "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 message".

Don't blame the technology!

Technology has a positive role in the lives of children and young people. However, technology is also open to misuse and has some risks associated with its use. It is embedded in all aspects of life, including teaching and learning

Cyber bullying: What will Cardiff Public School do?

- Maintain a school climate where bullying is less likely to take place and students feel comfortable reporting cyberbullying
- Implement a sustained curriculum approach through regular classroom discussion and learning sequences to address:
  - appropriate use of technology (Digital Citizenship)
  - bullying (including cyberbullying issues)
- Communicate this policy with all areas of the school community, and provide access to educational sessions addressing:
  - use of technology
  - preventing, reporting and managing bullying and cyberbullying.
- Develop individual and/or group programs for those students in need of additional support with the development of communication, social and relationship skills, or digital citizenship.
- Where incidents of cyberbullying are impacting on the learning of any student, Cardiff Public School will respond to these incidents, even if they occur out of school hours or on private equipment. The appropriate response will depend on the circumstances of the cyberbullying. Students will be encouraged to keep hard copies of cyberbullying evidence.
- Contact the Police and the School Safety and Response Unit where incidents of cyberbullying include possible criminal behaviour.
- Keep accurate records of incidents and their management.
- Survey students regularly to monitor bullying and cyberbullying rates.
- Ensure all members of the school community including casual staff are familiar with the school's anti-bullying plan.
- Promote anti-bullying messages throughout the school community.

Cardiff Public School will provide support to:
- any student who is experiencing bullying
- any student with bullying behaviours
- any bystanders.

School Executives and Learning Support Teams will decide on which intervention, or combination of interventions, is appropriate to each individual circumstance of cyber bullying.

Possible interventions

Bystander Training. This intervention is a proactive strategy that trains bystander students to behave in a supportive way to students who are being bullied, to intervene where feasible or to report the incident to a teacher. This will be done through CARE groups.

Buddy systems help to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.

Mediation. The school will assist the students involved in incidents of bullying to resolve their differences and help them find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It would always be voluntary and should never be used in cases of major disputes, serious bullying or assault.

Restorative practice. Stimulating genuine remorse; helping the student displaying bullying behaviours to take steps to restore damaged relationships. Building skills through Rock and Water to deal with potential bullying by assisting students to develop non-aggressive anti-bullying strategies. This intervention would never be the only response to bullying incidents. The behaviour of the student displaying bullying must also be addressed and support should be provided to any bystanders.

Traditional disciplinary approach. Setting out clear behaviour standards and using disciplinary consequences to prevent and deter the student from repeating their behaviour; sort and talk caution to suspension note and suspensions. Research has shown that using punishment as the only intervention is not effective in preventing bullying. (Refer to section: "Strategies for Dealing With Unacceptable Behaviour")

Parents will be informed of any incidents of cyber bullying involving their children and they will be expected to participate in the consequent intervention and resolution.

Note: No method of addressing bullying has been reported as 100% effective.

What will teachers do?
- Know their students.
- Won't ignore or discount a student's situation by suggesting they ignore it or that it will stop on its own.
- Know the school's anti-bullying policies and reporting structures and establish an understanding of the existing evidence based approaches to dealing with cyber bullying
- Develop an understanding of the role of bystanders in cyber space
- Use the curriculum to support an investigation into cyber bullying
- Adopt a critical literacy perspective to question and challenge attitudes, values and beliefs that lie beneath the surface.
- C.A.R.E program/CARE by 5

Interventions need to be matched to the particular incident of bullying. More than one intervention may need to be implemented. Not all hurtful behaviours are cyber bullying.
Cyber bullying may involve varying levels of severity, ranging from occasional messages to frequently repeated and highly disturbing threats to a person's life. Serious threats will be reported to the Police and the School Safety and Response Unit.

THE RESPONSIBILITIES OF PARENTS/CARERS

Parents/carers staff share a commitment to provide opportunities for students to take responsibility for their actions.

Cardiff Public School is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents/carers and students in partnership with staff.

There must be a partnership between parents/carers, staff and students to teach and promote socially responsible behaviour, based on C.A.R.E. Values.

If parents/carers are unable to meet their responsibilities for the basic care of children the school will seek to link the children and the family to appropriate support agencies.

Special programs and educational settings have been established to address the needs of those with behaviour problems.

Special Areas

BUS TRAVEL

Students are to use care at all times when leaving or entering the school bus. They must remain seated whilst the bus is in motion and exit only after the bus is stationary.

C.A.R.E behaviours, C.A.R.E. Values should be followed at all times while travelling on the bus.

If a student misbehaves on the bus they may be subject to discipline from the school.

Road and bus safety lessons will be a regular part of the learning program.

BIKE RIDERS

Student must be 10 years and over to ride a bike to and from school and wearing a helmet. They are to exit and enter through the Russell Street vehicle access gate and walk their bike while in the school grounds.

Bicycles are to be stored in the bike rack under the stairs.

Students are to provide their own chain for their bike and ensure that it is correctly secured.

CARDIFF PUBLIC SCHOOL - HOMEWORK POLICY

PURPOSES OF HOMEWORK

Homework:
- is a valuable part of schooling
- allows for practising, extending and consolidating work done in learning groups
- provides training for students in planning and organising time
- develops a range of skills in identifying and using information resources
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthens home-school links
- re-affirms the role of parents/carers with insights into what is being taught in the classroom and the progress of their children
- challenges and extends gifted and talented students.

General Principles.
Homework is most beneficial when:
- it reinforces and extends class work and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- students take responsibility for their homework, supported by their parents or carers
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis to become established as a routine of home study
- teachers set suitable amounts of homework, which are varied, and at an appropriate level considering the age, stage of schooling and capabilities of students
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study.

Types of Homework.
The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extra-curricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

The three main types of homework are:

Practice Exercises.
Providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:
- consolidation exercise eg. Maths, including memorisation of tables
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words phrases learnt in a language other than English
- reading for pleasure
- essay writing.

Preparatory Homework.
Providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:
- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items e.g. geometric shapes.

Extension Assignments.
Encouraging students to pursue knowledge individually and imaginatively, including:
- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science, social science
- researching e.g. history, local news
- information and retrieval skills e.g. using a home computer to find material on the Internet
- monitoring e.g. advertising in particular newspapers.

Wherever possible, homework should recognise the place of technology in today's world and the benefits of using technology such as home computers, email and the Internet for organising and accessing information. However, students who do not have access to such technology at home should not be disadvantaged.

SUCCESSFUL PRACTICE

Kindergarten – Year 2 (Early Stage 1 and Stage 1)
All activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured time is important.

Years 3-6 (Stage 2 and Stage 3)
Although as students progress they increasingly work independently on their homework, it is important that teachers continue to provide guidance and assistance particularly in the development of study skills.

It is also important that students have the opportunity to experience different types of homework and that the amount of time students' are expected to work on homework is realistic.

Although most homework is likely to be set in the areas of English, Mathematics and Human Society and its Environment, it could be set across all areas of the curriculum.

Evaluation
To ensure that this document relates to the current needs of students enrolled at Cardiff Public School regular monitoring and review of this policy takes place.

By working together, students, teachers and parents/carers and the whole school community can promote and build a positive school climate to maximise the opportunities for students to achieve their best.

School Uniform Policy

It is desirable that pupils wear the correct school uniform. A school uniform is the cheapest way to clothe your child, and it carries with it the advantage of group identification and school spirit. *Thongs and open-toed sandals are not permitted.* Girls should refrain from using nail polish and excessive jewellery. Sleeper and stud earrings only are to be worn. Loose or dangling items are prohibited, in order to maintain a safe work and play environment.

All pupils representing the school or participating in a school excursion are expected to be in school uniform.

School uniform sales are available in the Uniform Shop, located in the School Administration building. The uniform shop is open only 1 morning per week, usually between 8:45 - 9:30. Please check with Administration Office for details.

SCHOOL UNIFORM IN DETAIL   (*Price list available on the school website P&C Section*)

Summer Uniform:

Girls: Blue/white/gold checked A-line frock, Peter Pan collar, gold necktie, white socks, school hat, black shoes.

              OR

              New blue shirt printed with school emblem or Gold polo shirt
              (until July 2017), royal blue tailored shorts or unisex rugby knit shorts, white socks, black shoes or joggers.

Boys: New blue shirt printed with school emblem or Gold polo shirt (until   July 2017), royal blue gabardine shorts or unisex rugby knit shorts,   white socks, and black shoes or joggers.

Hats: To decrease the incidence of sun damage to our children's skin and implement the **"Sun Smart Policy",** school hats are a **compulsory** part of our school uniform. Students who are not wearing a school hat will be required to play in the shade, in an area designated by the teacher. School hats may be purchased from the Uniform Shop.

Winter Uniforms:

Girls: Royal blue tracksuit or royal blue bootleg pants, polo shirt or blue skivvy, white ankle socks, school hat, black shoes.

Boys: Royal blue tracksuit, polo shirt or blue skivvy, socks, school hat, black   shoes.

Girls & Boys: **Bomber Jackets** are available through school as an optional extra.

Sports Uniform:

Kindergarten to Year 6 to be worn on designated sports days.

Girls: Royal blue shorts or wrap around royal blue sports skirt and school sport shirt, white socks and joggers.

Boys: Royal blue sports shorts and school sport shirt , white socks and joggers.

Girls and Boys: **Bomber Jackets** are available through school as an optional extra.
Royal blue tracksuits may be worn as an alternative sports uniform on cold days.

OUT OF UNIFORM POLICY

Our school has an excellent reputation for fund raising for charities and sharing with those in need. To raise these funds we conduct several out of uniform days each year.

Requirements:
It is expected that students follow dress rules for these days in keeping with the tone of the school and with the expectations of the school and the community. To be involved, students need to choose appropriate clothing that suits the school setting as a learning environment and allows for safety. Suitable clothing allows curriculum requirements to be met. Please follow the suitable clothing below:

Suitable clothing includes:
- T Shirt, shirt, jumper (warm top in winter)
- Jeans, shorts
- Joggers, shoes - sturdy and protective

Unsuitable clothing includes:
- Tops with unacceptable slogans, shoe-string straps, bare midriffs or backless tops
- Pants that are skin tight
- Open footwear

Anyone wearing unacceptable "out of uniform" will be sent to a member of the executive. The student's name will be recorded and the student will be required to change into suitable clothing provided (school uniform from uniform pool) or parents/caregivers will be contacted to bring suitable clothing. Should the situation warrant it, parents/caregivers will be called to collect the student and student will be sent home to change.

There is NO compulsion for students to come in "out of uniform" clothes. If they choose to come to school "out of uniform" they are expected to support the charity and dress according to this policy.

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.

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: 24 May 2013

NAME _____   DATE _____

"SORT & TALK" SHEET - _Senior_

What did I do?   _____

_____

How did I affect others?   _____

_____

Which Rights and Responsibilities do I need to consider more carefully?

CARE	HONESTY	RESPECT	ACHIEVEMENT	HARMONY
helpful	truthful	reliable	persevering	tolerant
friendly	courageous	responsible	resilient	co-operative
loyal	trustworthy	Self-disciplined	motivated	fair
considerate	genuine	courteous	confident	understanding
kind	sincere	Good example	optimistic	patient

What could I have done differently to get what I wanted?

_____

_____

_____

What can I do to make up for what I have done?

_____

_____

Student Signature   _____

Teacher signature and comment   _____

_____

_____

NAME _____   DATE _____

"SORT & TALK" SHEET - *Junior*

What did I do?   _____

_____

How did I affect others?   _____

_____

Which Rights and Responsibilities do I need to consider more carefully?

CARE	Be kind to others
HONESTY	Always tell the truth
RESPECT	Use good manners
ACHIEVEMENT	Always try to do your best
HARMONY	Be patient and wait your turn

What could I have done differently to get what I wanted?

_____

_____

_____

What can I do to make up for what I have done?

_____

_____

Student Signature   _____

Teacher signature and comment   _____

_____

_____

NAME _____   DATE _____

<u>Executive Referral Sheet</u>

What did I do ?_____

_____

How did I affect others ?_____

_____

_____

Which CARE Rights and Responsibilities do I need to consider
more carefully?

_____   _____

_____   _____

_____   _____

What do I need to do to avoid further Executive Referral visits?
_____

_____

_____

_____

What can I do to make up for what I have done?
_____

_____

_____

Student Signature   _____

Teacher signature and comment _____

_____

_____