Student Wellbeing and Discipline Policy
STUDENT WELLBEING and DISCIPLINE POLICY

Definition

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the student and enhance their well-being. It creates a safe, caring school environment in which students are nurtured as they learn. Student Welfare and Discipline is but one aspect of Student Well-Being. The policy fits under the Well-Being Framework alongside the school’s other policies and curriculum provisions that ensure all students CONNECT, SUCCEED and THRIVE.

The Wellbeing Framework for schools

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

Rationale

Australian society accepts that parents and families have prime responsibility for the welfare of their students. Families, however, share the responsibility with the general community and a range of its social institutions, including schools. In sending their students to school, parents/guardians rightly expect that they will learn in a caring community concerned for their welfare. They place their trust in the Principal, teachers and other school staff and, indeed, in the education system as a whole. **Every teacher has a responsibility for student welfare.** The Principal, executive and staff have a specific leadership role in planning, coordinating, monitoring and evaluating the school’s student welfare.
program. Of course, much of the caring in schools occurs spontaneously and incidentally, as it does in any community of caring people.

pal is responsible to ensure that the program is developed, implemented and regularly evaluated.

*Student Welfare Policy Statement*

*NSW Department of School Education 1996*

As a NSW Department of Education school, Adamstown Public School “is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.” (The Wellbeing Framework for Schools, Department of Education, 2015). It is our commitment that we will deliver on this agenda.

Adamstown Public School influences the wellbeing of students by providing experiences that allow choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Schools play a pivotal role in shaping the values and attitudes of students within their care. Adamstown Public School endeavours to provide students with experiences to develop their voice, become active learners and develop strong character qualities to enable them to connect with, succeed, thrive and contribute positively to society, now and in the future.

Adamstown Public School students belong to a school that has an innovative and supportive learning environment. The curriculum is implemented through quality teaching and learning programs from Kindergarten to Year 6. Our committed and experienced staff ensure the learning and social outcomes of all students are met. Student differences are valued and catered for through the implementation of personalised programs.

The school’s focus on student welfare and expectations of a high standard of behaviour ensures a safe environment that encourages respectful, resilient and active learners. The aim of this policy is to communicate Adamstown Public School’s commitment and procedures to ensure the wellbeing of all students. The Welfare Policy (revised 2017) will contain the following elements:

- Discipline Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Mobile Phone Policy
- Protecting and Supporting Children and Young People Policy
- Uniform Policy

The Welfare Policy will be supported by:

- K-6 Enrolment Policy (to be revised 2017)
- Leadership Policy (revised 2016)
- Sun Protection Plan (revised 2017)
At Adamstown Public School we believe:

All students have a right to achieve their full potential in a quality, innovative environment that empowers them for life in the 21st century.

Our vision is closely aligned with the ‘Melbourne Declaration on Educational Goals for Young Australians’ i.e. that all young Australians become successful learners, confident and creative individuals and active informed citizens. Through positive relationships and a nurturing environment at Adamstown Public School, we will foster honesty, resilience, empathy and respect in all our students. Educators will work collaboratively to increase their capacity to deliver outcomes and provide high quality teaching and school leadership. A well informed and engaged community will continue to support achievement and excellence for all.

School Strategic Direction 2015 – 2017
Strategic direction 3

School Values and Culture:
Focus on students’ social and emotional capabilities in order to experience wellbeing, have positive relationships and be successful.

Purpose:
To work across the school community to embed a positive culture and set of values based on three expectations of being safe, respectful and responsible community members. To optimise students’ social and emotional capabilities in order to experience wellbeing, have positive relationships and be successful.
Discipline Policy

STATEMENT OF PURPOSE
This policy provides a guide for staff, students and parents/carers to understand the processes and procedures that Adamstown Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour. Adamstown Public School consistently reinforces positive behaviour and aims to ensure that all students and members across our community feel safe and happy at school. Through the creation of a culture of respect, resilience and safety, students will be able to engage in educational programs with success. This policy reflects the Wellbeing Framework for Schools and the Student Discipline in Government Schools Policy.

SCHOOL EXPECTATIONS
Our school’s expectations, core values and rules are explicitly taught to all students from Kindergarten to Year 6. All members of our school are expected to follow the school rules, adhere to our core values and are encouraged to work towards achieving the school expectation of being 'The Greatest School Around'.

SCHOOL RULES
✓ Be Safe
✓ Be Respectful
✓ Be Responsible

CORE VALUES
✓ Integrity
✓ Excellence
✓ Respect
✓ Responsibility
✓ Cooperation
✓ Participation
✓ Care
✓ Fairness
✓ Democracy

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR
Adamstown Public School maintains a focus on providing positive reinforcement to encourage positive behaviour. The school subscribes to the You Can Do It! Program and refers to the Department of Education’s Core Values. When students demonstrate positive behaviour, a culture of respect is present within our community; all students feel safe and are successfully engaged in the learning cycle.

- Assembly Awards – these awards are given to individual students in each class each week. The class teacher may select up to three recipients based on their behaviour in the classroom, at sport or on the playground.
- Principal Awards – these awards are given to two students from across the school each week who demonstrate the skills and knowledge associated with the ‘Value of the Week’. Teachers are encouraged to nominate a student from any class for the principal’s consideration. When presenting these awards at our weekly assembly the principal presents a short speech outlining the reasons the student is receiving this award.
- Proactive supervision – provided by all teachers on the playground and within the classroom. Regular discussions and “check ins” with individuals and groups of students will occur so as to
ensure all students are following the school rules, adhering to expectations and interacting appropriately with all members of the school community

- Verbal praise and encouragement – used consistently throughout classrooms and playground
- Curriculum – will be addressed within classrooms, at a level appropriate to the students for which it caters. Activities will be differentiated to cater for the personalised learning and support of students
- Learning and Support Team (LST) – the LST is comprised of the school principal, school counsellor, Learning and Support teacher and the teacher of any student who is being referred. The LST supports the wellbeing of all students by providing support and guidance to address areas of need, for example academic, behavioural and social
- Anti-Bullying Policy – this policy is utilised as needed within the school, in conjunction with the school’s Discipline Policy
- You Can Do It! lessons – these lessons are regularly and explicitly taught to each class and provide students with the knowledge and opportunity to practise strategies to promote safe, respectful, resilient and confident learners. (appendix 3)
- Values are a focus each week at assemblies and in the classroom to help students develop a love of learning, pursue excellence and high standards, develop care and respect for themselves and others, take pride in their work, exhibit a strong sense of fairness and social justice, have respect for and understanding of Australia’s history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia, and Australia as a multicultural society and actively participate as citizens.
- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements
- Matrix of expected behaviours – these matrices describe the behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. These expectations and behaviours are regularly discussed with the students and are visible in prominent areas of the school for students to refer to.
- Leadership opportunities – as expressed in the school’s Leadership Policy

Lunchtime activities – supervised activities other than playground play allows students who would like a break from the playground to pursue other interests. Students choose to attend these activities, it is not used as a punishment.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT
The award systems used at Adamstown Public School provide opportunities to recognise students for their achievements, and respond positively to student learning and behaviour. The range of strategies used to recognise and reinforce student achievement may include:

- Assembly Awards – these awards are given to individual students in each class each week. The class teacher may select up to three recipients based on their achievements in the areas of academic, cultural, sporting and social growth.
- House Points – given to students to reward positive behaviour in the classroom or on the playground. These are added together to determine the winning house that is announced at Presentation Day.
- Verbal praise and encouragement – used consistently throughout classrooms and playgrounds
- Class stickers or stamps – used in individual classrooms as an immediate indication of effort, to acknowledge a sound standard of work or positive behaviour
- Dojo points – used in some individual classes to respond to effort or cooperation and to acknowledge a pleasing standard of work or positive behaviour
- Table points – used in some individual classes to respond to effort or cooperation and to acknowledge a pleasing standard of work or positive behaviour
- Students acknowledged for their high achievement in the fortnightly school newsletter, on the school website or the school noticeboards
- Awards presented at Presentation Day – these awards are presented for academic, cultural and sporting achievements throughout the year
- Feedback – formal and informal feedback is provided by all teachers to their students throughout day-to-day class activities
STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Inappropriate student behaviour will be addressed in a timely manner. The strategies and practices to manage inappropriate behaviour will be determined according to the severity and any repercussions of the behaviour, the location where the behaviour took place (e.g. classroom or playground), as well as the frequency with which the behaviour occurs. These strategies will be supported by the school’s Anti-Bullying Policy, as well as the Department of Education’s Suspension and Expulsion Procedures. Inappropriate behaviour may include, but is not limited to: swearing, physical violence (hitting, kicking, punching), spitting, intimidation or verbal threats, homophobic comments, any form of racism.

A range of strategies that may be used by teachers to manage inappropriate student behaviour could include:

- Serious incidents in the playground or the classroom will be referred immediately to the relevant assistant principal. The assistant principal will deal with the matter and provide an appropriate consequence. If the assistant principal deems the behaviour to be too severe, the student will be referred to the principal. The principal will be notified of all serious incidents, as well as the resolution strategy that was implemented. (appendices 1 and 2)
- Whole School Consequence Flowchart - Inappropriate student behaviour in the classroom may be documented through the use of the whole school consequence guide. This requires the teacher to provide a verbal and visual warning to a student before placing them in 'time out' within the classroom. Repeated negative behaviour will attract a further warning before the student is sent to a Buddy class and / or referred to the assistant principal, who will work through a resolution activity with the student and notify the parent/carer. Continued negative behaviour will attract a further warning before the student is referred to the principal. The principal will work through a resolution activity with the student and will again notify the parent/carer. Repeated referral to the principal may result in further consequences. (appendix 2)
- Verbal reprimand
- Teaching of acceptable behaviours
- Social skills training
- Redirection to other tasks
- Written apology
- Phone call to parent/carer to notify them of the behaviour
- Personal meeting with parent/carer to discuss the behaviour
- Counselling by teachers using the Rethink process (appendix 4)
- Monitoring through Sentral– playground incidents, action taken and outcome are recorded on Sentral. Assistant principals track the incidents and address issues of repeated behaviours
- Rethink – this provides an opportunity for assistant principals to counsel students using the YCDI! Rethink process, about repeated negative behaviour. This will usually be in regards to behaviour on the playground but may also include repeated negative classroom behaviour. Each student who attends Rethink will complete a written resolution activity that will be sent home and is to be signed and returned to school by the parent/carer (appendix 4)
- Loss of privileges, including use of technological or sporting equipment, removal from a school team, withdrawal from activity, etc.
- Completion of work during lunch periods
- In-class ‘time out’
- Support desk in a Buddy class
- Removal from playground
- Restricted play area/activities on the playground
- ‘Time out’ area in the playground
- Referral to school counsellor
- Referral to support services
- Explicit reteaching of the school’s expectations
- Supervision by assistant principal or principal at lunch time
- Support of a Student Learning Support Officer when on the playground to ensure the safety of all students

Assistant principals track the incidents and address issues of repeated behaviours

7
• Individual behaviour support plan and / or risk management plan
• Removal of Dojo points/House points
• Acts of community service - e.g. cleaning up the mess made, picking up rubbish
• Parent/Carer-Principal interview
• Contact with Police Liaison Officer
• Consideration by the Learning Support Team – this team meets weekly and plans for the support of students in the areas of behaviour, curriculum and wellbeing
• Suspension
• Alternate education programs / support classes
SERIOUS MISBEHAVIOUR
The document, “Suspension and Expulsion of School Students—Procedures” outlines consequences of serious misbehaviour. Some excerpts of this document that will be considered when there is evidence of serious misbehaviour include:

- Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school’s student welfare and discipline policies.
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.
- With consideration having been given to the factors outlined (including age, individual needs, any disability and developmental level of students)...principals must suspend immediately...any student who: Is physically violent, resulting in injury...; Is in possession of a firearm, prohibited weapon...or knife (without reasonable cause); Uses, supplies or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance; engages in serious criminal behaviour related to the school.
- Short suspensions may be imposed for the following reasons and will be reported in the following categories:
  - Continued disobedience. This includes but is not limited to, breaches of 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..., bullying (including cyberbullying), verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

As outlined in the Student Discipline in Government Schools Policy:
- 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.

ROLES AND RESPONSIBILITIES
The roles and responsibilities of staff, students and parents/cares to ensure the wellbeing of all members of our school community include:

Students
- Demonstrate behaviours in line with the DoE core values and Adamstown Public School’s expectations
- Follow the code of behaviour and school rules, and comply with staff directions regarding discipline and appropriate behaviour when engaged in any school activity, both on and off site
- Show respect for teachers, fellow students, other staff and school visitors
- Display behaviour that is free of any form of harassment, intimidation, victimisation or bullying
- Actively contribute to the safe and caring environment of Adamstown Public School
- Report incidents of negative behaviour that impact on another individual

Parents/Carers
- Support the school in the implementation of the discipline policy
- Work in collaboration with the school to shape your child’s understanding of the school expectations and acceptable behaviour
- Regularly talk to your child about their day at school, focusing on the positive aspects and counselling them on any negative occurrences
- Report any concerns you or child has to the classroom teacher in the first instance. If you are not satisfied with the outcome, speak with the assistant principal in charge of your child’s stage. If you feel there is still a problem, make an appointment to speak with the principal
- Actively contribute to the safe and caring environment of Adamstown Public School

Staff
- Participate in the development and implementation of the school discipline policy and support its effective implementation
• Provide learning experiences for all students to develop the understanding of and strategies to demonstrate school expectations and values
• Build positive relationship with students across the school and members of the school community
• Actively supervise students at all times in the classroom, on the playground and when engaged in any school activity, both on and off site
• Follow up all incidents of negative behaviour and take appropriate steps as per the discipline and anti-bullying policies
• Document significant incidents on Sentral and work collaboratively with other staff to eliminate the occurrence of these incidents
• Seek advice and / or refer students to an assistant principal, principal or Learning and Support team
• Utilise class and whole school incentive systems
• Actively contribute to the safe and caring environment of Adamstown Public School
SCHOOL ROUTINES

Before School
- Students who arrive at school before 8:30am must sit and wait in the COLA area until a teacher is on duty
- School bags are left in the assembly area; encourage students not to loiter around toilets, canteen or in B Block and return to playground where teacher is on duty. No students should be in classrooms.
- Band students must move directly to the band room for morning practice and remain under teacher supervision during this time
- No hat means you must play under the COLA
- ONLY handballs in the morning - every other ball will be confiscated and returned at 3pm
- Play only on asphalt areas
- Buildings are out of bounds – all notes are to be given to class teachers at 9am
- B Block and D Block are out of bounds
- The stairwells are out of bounds
- The hall is out of bounds
- Both carparks are out of bounds
- When students hear the bell ring, they should go to the toilet, get a drink from the bubblers and move to their lines. When the bell rings, all students should be in class lines and ready for their teacher

Lunch
- Class monitors collect lunch baskets from the Canteen (Wednesday, Thursday and Friday)
- All children sit and eat until dismissed THEN they put rubbish in the bin
- Students will be advised when it is time for canteen purchases
- All students play on the grass fields, asphalt area for handball, garden areas and/or play equipment (2nd half only)
- NO HAT NO PLAY area is under COLA
- Sports equipment to be borrowed from sports shed for lunch play
- B and D Blocks are out of bounds
- The stairwells are out of bounds
- The hall is out of bounds
- Both carparks are out of bounds
- No playing in or around toilets
- When students hear the warning bell ring, they should go to the toilet, wash their hands, get a drink from the bubblers and move to their lines. When the final bell rings, all students should be in class lines and ready for their teacher

Recess
- All children sit and eat until dismissed THEN they put rubbish in the bin
- Students will be advised when it is time for canteen purchases
- All students play on the grass fields, asphalt area for handball
- NO HAT NO PLAY area is under COLA
- No sports equipment to be borrowed from sports cage for recess break
- B and D Blocks are out of bounds
- The stairwells are out of bounds
- The hall is out of bounds
- Both carparks are out of bounds
- No playing in or around toilets
- When students hear the bell ring, they should go to the toilet, wash their hands, get a drink from the bubblers and move to their lines ready for their teacher
# Adamstown Public School Rules

<table>
<thead>
<tr>
<th>Inside</th>
<th>Outside</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>- Look, Listen Think</td>
<td>- Follow instructions</td>
</tr>
<tr>
<td>- Be patient</td>
<td>- Speak kindly to all students</td>
</tr>
<tr>
<td>- Follow teacher instruction</td>
<td>- Speak politely to all adults</td>
</tr>
<tr>
<td>- Hands and feet to yourself</td>
<td>- Follow the rules of the game</td>
</tr>
<tr>
<td>- Put your bag and hat on a hook</td>
<td>- Wear my uniform with pride</td>
</tr>
<tr>
<td>- Put classroom equipment away</td>
<td>- Be kind when someone needs help</td>
</tr>
<tr>
<td>- Travel up and down stairs carefully</td>
<td>- Use positive body language and facial expressions</td>
</tr>
<tr>
<td></td>
<td>- Look after my school and keep it clean</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>- Be at school everyday</td>
<td>- Behave appropriately when representing the school or on an excursion</td>
</tr>
<tr>
<td>- Be on time</td>
<td>- Uphold the good name of our school</td>
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<tr>
<td>- Be organised</td>
<td></td>
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</tbody>
</table>
## Adamstown PS Core Values

<table>
<thead>
<tr>
<th>Value</th>
<th>At our school, this means:</th>
</tr>
</thead>
</table>
| **Integrity** | - behaving honestly  
- doing what you say you will do  
- putting trust in others  
- working tough – "in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present"  
- choosing your thoughts or actions based on what is right rather than what is in it for you |
| **Excellence** | - doing your best  
- giving effort – the harder I try, the better I get!  
- setting goals and then working hard to achieve them  
- planning time so that you’re not rushed  
- checking work when I’m finished to make sure it’s correct  
- persisting when things get tough |
| **Respect** | - following school rules  
- listening and not interrupting when someone else is speaking  
- being tolerant of others - not making judgements that someone is a "bad" person because of their differences or behaviour  
- accepting the right of others to hold different views to your own  
- acknowledging and supporting cultural differences  
- speaking clearly and politely’  
- having good manners  
- looking after your belongings and those of others |
| **Responsibility** | - following school rules  
- being in control of your own behaviour  
- showing initiative  
- being trusted with important jobs  
- carrying out your job as well as you can  
- having your work finished on time  
- looking out for others |
| **Cooperation** | - following school and class rules  
- working well with my classmates  
- working well with others even if they are not your closest friends  
- solving problems with classmates without getting angry  
- helping others to achieve a common goal |
| **Participation** | - getting involved  
- being an active participant in your learning  
- being involved in all aspects of school life  
- volunteering your time  
- having a positive attitude to change  
- trying something new  
- being proactive and a creative thinker  
- having pride in our school and upholding our good name |
<table>
<thead>
<tr>
<th>Care</th>
<th>Fairness</th>
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<tbody>
<tr>
<td>▪ maintaining friendly relationships</td>
<td></td>
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<tr>
<td>▪ treating others the way that you would like to be treated</td>
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<tr>
<td>▪ saying NO to bullying</td>
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<tr>
<td>▪ standing up for your mates</td>
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<tr>
<td>▪ listening to others</td>
<td></td>
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<tr>
<td>▪ encouraging others to do their best</td>
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<tr>
<td>▪ celebrating others’ achievements</td>
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<tr>
<td>▪ being positive</td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td>▪ treating others the way that you would like to be treated</td>
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<tr>
<td></td>
<td>▪ having empathy with others</td>
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<tr>
<td></td>
<td>▪ accepting and celebrating others for their differences</td>
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<tr>
<td></td>
<td>▪ recognising when you have made a mistake and avoid blaming others</td>
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<tr>
<td></td>
<td>▪ taking turns and sharing</td>
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<tr>
<td>Democracy</td>
<td>▪ listening to and respecting the views and opinions of others</td>
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<tr>
<td></td>
<td>▪ being fair</td>
</tr>
<tr>
<td></td>
<td>▪ making sure everyone has a say</td>
</tr>
<tr>
<td></td>
<td>▪ making sure everyone is included</td>
</tr>
<tr>
<td></td>
<td>▪ everyone doing their fair share</td>
</tr>
<tr>
<td></td>
<td>▪ respecting the rights and responsibilities of others</td>
</tr>
<tr>
<td>Integrity</td>
<td>▪ behaving honestly</td>
</tr>
<tr>
<td></td>
<td>▪ doing what you say you will do</td>
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<tr>
<td></td>
<td>▪ choosing your thoughts or actions based on what is right rather than what is in it for you</td>
</tr>
</tbody>
</table>
Appendix 1 – Classroom Management Flowchart

STUDENT BEHAVIOUR MANAGEMENT

CLASSROOM

General Classroom Behaviour Management strategies

Three Verbal Warnings by CT

In Class Time Out
Work to be completed in isolation

Buddy Class Time Out
Student to provide verbal reason
Work to be taken with them and completed in isolation
** (see below)

Sent to Principal
Incident investigated further and
Consequences / plan in consultation
with class teacher and LAST
** (see below)

Further action may include...
- Re-Think
- Class observation
- LAST referral
- Counsellor referral
- LST meeting
- Risk assessment

** Teacher to record each incident in Sental—Student Wellbeing
Appendix 2 – Playground Management Flowchart

STUDENT BEHAVIOUR MANAGEMENT

PLAYGROUND / WHOLE SCHOOL

Pro-active Supervision

Teacher Evaluation

INCIDENT

Medical Intervention?
Send to office

Incident investigated fully by teacher on duty and recorded on Sentral

Critical incident?

Contact Principal immediately for Lockdown / Evacuation

Support Staff to assist and document

Teacher reports incident to Assistant Principal ASAP

MINOR INCIDENT

Teacher implements immediate consequences in the playground e.g. Time Out, Shadowing

Teacher on duty informs class teacher of incident and informal consequence. CT makes note in class record of incident.

Continual incidents over two week period
- Parents notified by class teacher
- Warning by AP and/or
- ReThink—1 day

No Improvement

MAJOR INCIDENT

PROCEDURE 1 (Moderate)
- Teacher reports on Sentral
- Parents notified ASAP by CT
- Phone interview if possible
- ReThink Room—2 days
- Behaviour Improvement Plan
- Monitored by AP & CT
- If 2nd serious incident in term exclusion where behaviour relates to safety issues
- Exclusions
- Events out of school
- PESAs

No Improvement

PROCEDURE 2 WITHDRAWAL (Serious)
- CT/A P. records on Sentral
- Parents notified by AP
- Phone interview if possible
- ReThink Room—2 days
- Behaviour Improvement Plan
- Monitored by Principal
- Exclusion from extra curricular activties as per Procedure 1
- Risk Assessment completed if applicable
- Referral to School Counselor if required
- Specialist Behaviour Support if required

No Improvement

PROCEDURE 3 SUSPENSION (Severe / Extreme)
- Principal records on Sentral
- DEC procedures followed
- Formal suspension letter sent home
- Parent notified by phone and letter by Principal
- Copy of policy sent home
- Work to be provided for student at home
- Parent interview arranged to negotiate re-entry terms
- Risk Assessment if applicable
- ReThink Room—2 days
- Re-entry monitored by Principal and/or Assistant Principal

No Improvement
## Appendix 3 – You Can Do It! lesson schedule

### You Can Do It! Scope and Sequence for Delivery

<table>
<thead>
<tr>
<th>Term /Year</th>
<th>Focus</th>
<th>Lesson 1:</th>
<th>Lesson 2:</th>
<th>Lesson 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Along</td>
<td>Friend or Foe?</td>
<td>Friendly Conversations</td>
<td>Doing unto others … Teaming and Volunteering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson 1: It's time to get organised</td>
<td>Lesson 2: Can You reach it?</td>
<td>Lesson 3: Unblock the road block</td>
</tr>
<tr>
<td></td>
<td>Organisation</td>
<td>Lesson 1:</td>
<td>Lesson 2:</td>
<td>Lesson 3:</td>
</tr>
<tr>
<td>2</td>
<td>Resilience</td>
<td>Lesson 1: Emotions Count</td>
<td>Lesson 2: Taking your emotional temperature</td>
<td>Lesson 3: Say 'Hello' to brilliant resilience</td>
</tr>
<tr>
<td>3</td>
<td>Confidence</td>
<td>Lesson 1: Confident Conclusions</td>
<td>Lesson 2: Relax, Be brave</td>
<td>Lesson 3: Speaking Confidently</td>
</tr>
<tr>
<td>1</td>
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You can do it! Rethink Sheet

Date: ________________________
Name: ________________________
Anti-Bullying Policy

This policy outlines the processes for preventing and responding to student bullying in our school. It reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

At Adamstown Public School we reject all forms of bullying. No one should experience bullying within the learning and working environments of our school.

**STATEMENT OF PURPOSE**

Adamstown Public School has an inclusive environment 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 school environment. The focus of quality education is for students to learn and grow with confidence. Any inappropriate behaviour that interferes with teaching and learning at the school and/or the wellbeing of students cannot be accepted, including cyberbullying. Any such behaviour is unacceptable and needs to be managed and attract appropriate consequences.

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

Teachers, parents, carers and other adult members of our community have a responsibility to model positive behaviour for all students in our community. Such modelling involves positive interactions on a daily basis, as well as appropriate reactions if bullying occurs. This 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. This includes any online interactions.

Students, teachers, parents, carers and members of the wider school community can expect:

- that students will be safe at school, free from fear of bullying, harassment, intimidation and victimisation
- to be involved in the collaborative development of the school Anti-Bullying policy
- to know what is expected of them and others in relation to the Anti-Bullying policy
- that all students will be provided with appropriate support if bullying occurs

Students, teachers, parents, carers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- actively work together to resolve incidents of bullying behaviour if and when they occur
- contribute to the development of this Anti-Bullying policy and support it through words and actions

**PROTECTION**

The Department of Education defines bullying as **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. Cyberbullying refers to such behaviour carried out 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.

Bullying behaviour can be:

- **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)
- **Psychological** (e.g. spreading rumours, dirty looks, hiding or damaging possessions)
- **Cyber** (e.g. malicious SMS and email messages, inappropriate use of camera phones, hacking of online accounts, social media/blogging comments and posts).
ROLES AND RESPONSIBILITIES
Every member of the school community has a specific role in preventing and dealing with bullying.

Students can expect to:
• know that their concerns will be responded to by school staff
• be provided with appropriate support (both the subject of and those responsible for the behaviour)
• take part in learning and social 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 syllabus, Values Education and other Key learning Areas.

Students have a responsibility to:
• advise teachers of any bullying or teasing
• behave appropriately, respecting individual differences and diversity
• follow the school Anti-Bullying policy
• behave as responsible bystanders
• behave as responsible citizens
• be respectful of others
• respond to incidents of bullying according to the Anti-Bullying policy.

Parents and carers have a responsibility to:
• support their children to become responsible citizens and to develop responsible and safe online behaviour
• model appropriate pro-social behaviour
• be aware of the school Anti-Bullying policy and assist their children in understanding bullying behaviour
• support their children in developing positive and appropriate responses to incidents of bullying consistent with the school Anti-Bullying policy
• report all incidents of school-related bullying behaviour to the school. Parents should not approach other students or parents/carers to attempt to resolve the issue themselves
• work collaboratively with key stakeholders of the school, for example, school executive, parents/carers, students, to resolve incidents of bullying when they occur.

Schools have a responsibility to:
• develop an Anti-Bullying policy through consultation with parents, carers, students and the community which clearly identifies both the behaviours that are unacceptable and the strategies for managing bullying in the classroom and playground (following the guidelines established by the Department of Education)
• inform students, parents, carers and the community about the school’s Discipline policy, school rules, expectations and the Anti-Bullying policy
• provide students and parents/carers with strategies to respond positively to incidents of bullying behaviour, including responsibilities of bystanders or observers
• provide parents, carers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
• 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 victimization in a timely manner, and facilitate the resolution of all incidents of reported bullying.

Teachers have a responsibility to:
• respect and support students in all aspects of their learning
• model appropriate pro-social behaviour
• respond in an appropriate and timely manner to incidents of bullying, according to the Anti-Bullying policy
• implement a common language related to the Adamstown PBL expectations by promoting and acknowledging respectful, resilient, responsible and safe behaviours and encouraging students to become active learners
• work collaboratively to ensure bullying behaviour is eliminated from the Adamstown Public School culture

Managing Bullying
One-off incidents of inappropriate behaviour should be addressed by the class or playground teachers as they arise. These issues should be dealt with using strategies outlined in the school Discipline Policy. If the inappropriate behaviours are repeated, whether they are verbal, physical, social or psychological, then other strategies should come into action.
All students are consistently reminded that they have the right to come to school and feel happy and confident in their learning and play, free from bullying and harassment. No member of the school community has the right to make another person feel worried or uncomfortable. If someone is making a student or community member feel like this, then they must tell someone about it. Bullying only flourishes in a culture of silence or not telling. Telling someone about bullying behaviour is not "dobbing". It is merely asserting the right to feel safe and happy while at school, and while coming and going to school.

Strategies When a Bullying Incident is Observed or Reported
• The incident is initially investigated by the teacher to whom it has been reported
• The teacher determines whether or not the incident is bullying, according to the agreed definition
• If it is not bullying the incident is dealt with by the teacher
If it is bullying the incident is dealt with by the teacher or assistant principal using the following strategies:
• Interview with the victim, bullies and witnesses using Rethink practices. For the bully, this is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy, and to come to some agreement as to what the person might do to help the victim. For the victim, this is done in a supportive manner and the aim is to explore ways in which the victim can behave to minimise the chances of the bullying being repeated. This may involve the victim being shown assertive behaviour, or reducing behaviour that may be provoking the bullies. During the meeting the teacher remains calm, empathetic, never angry or indignant and respect is shown for each person
• All information will be documented on the school student welfare recording system, Sentral Wellbeing
• Consequences, as outlined in the school Discipline Policy, may occur depending on the circumstances
• The Principal will be informed of all incidents of bullying, including the consequences and actions taken
• Both victim and bully will be offered counselling if deemed necessary
• It is essential that daily follow-up takes place with bullies and victims. This involves asking the bullies individually how they have followed through what they agreed to do to help the victim, asking the victim how they are progressing and whether or not there have been any further incidents. The follow-up is initially carried out daily, and then tapered off if all is going well.
• If the bullying behaviour does not stop as a result of this intervention, then other sanctions will be implemented as part of the Discipline Policy. There will be a need to keep working with the victim at this time to support them. This may have to be carried out by a member of the executive or School Counsellor, depending on when the bullying incidents come to light
• Communicate with parents/carers (both victim’s and bully’s) the details of the incident, how it has been dealt with and how it will be followed up. Ask for support from the parents/carers to help develop behaviours and attitudes in their children that are consistent with the Anti-Bullying policy.
PREVENTION

Strategies to prevent bullying

- Maintaining a positive school culture that acknowledges that bullying is not tolerated within the school community
- Provision of programs that promote resilience, for example, life skills and social skills, conflict resolution and communication skills, Positive Behaviour for Learning framework, Life Education, Bigger Than a Bully, Bullying – No Way, Child Protection, Fun Friends program, You Can Do It! program, Buddy and Leadership Programs and Harmony Day initiatives
- Consistent focus on school behaviour expectations and understanding of acceptable behaviour
- Professional development for staff related to bullying and strategies to counteract it
- Build community awareness and input relating to anti-bullying, its characteristics and the school’s programs and response (newsletters, assemblies, parent/carer information sessions)
- Maintain staff commitment to acknowledge victims of bullying and deal with bullying incidents
- Ongoing gathering and recording of data.

Advice to students who are being bullied

- Ignore or walk away
- Look directly into the eyes of the person attempting to bully you, speak firmly and say, “Stop that, I don’t like it”
- Go directly to a teacher or staff member and report the incident if the attempts to stop the bullying behaviour do not work
- Other protective strategies, such as stay away from the bully or places where bullying occurs, and be with supportive friends
- Do not share private information like passwords, name and address, phone numbers with anyone. This can include sharing photos of yourself, friends and family.

Advice to students who know someone else is being bullied

Students should be made aware that witnesses to bullying have a very powerful role to play and early intervention can defuse situations before bullying gets out of hand.

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

Incidents of Cyberbullying

If students are being harassed online they are encouraged to take the following actions immediately:

- Tell a trusted adult – teacher, parent/carer, older sibling, grandparent
- Log out and stop messaging if you feel you are being harassed
- Block user messages if being harassed through email, social media or instant messaging
- Never respond or reply to harassing messages
- Keep a record of calls, messages, posts or emails that may be hurtful or harmful
- Report instances of cyberbullying to your teacher and show them screen shots of the bullying, if the allegation involves another member of the school
- Click the ‘Report Concern’ button if the site you are on has one
- Advise your Internet Service Provider (ISP) or Phone Company. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of harassment over their networks or help track down the appropriate agency to report to
- Report incidents to police if bullying includes physical threats. Some people believe they can get away with serious threats because it is anonymous. They are wrong. Most can be traced and it is a criminal offence to use a mobile phone or any form of communication to menace, harass or offend another person.
Early Intervention

- Students to be encouraged to report bullying incidents involving themselves or others
- Teachers to regularly remind students to report incidents and reiterate that reporting is not “dobbing”
- Parents/carers encouraged to contact the school if they become aware of a problem
- Students recognised for positive behaviours
- Teachers use class or playground management plans if an incident of bullying occur
- Executive staff made aware of incidents of bullying.
- Bullying incidents are recorded on Sentral and/or in staff’s own records
- Regular discussions, informal and formal, including role plays of how to respond to the situation if it were to occur again

Those students who are at risk or identified as being ongoing victims of bullying type behaviour will be encouraged to report directly and immediately to a member of staff if they feel either bullied or intimidated. Early intervention arrangements for students at risk will be communicated to all staff.

RESPONSE

Incidents of bullying can be reported immediately to any staff member by students and/or their parent/carer. Any incident of bullying will be investigated and recorded as outlined in this policy. Consequences for inappropriate behaviour will be managed by the class teacher, assistant principal or principal. Individual cases will be dealt with according to the individual circumstances. Feedback and meetings will be held, where required, with all those involved.

The school will manage serious incidents as per Department of Education policies, including:

- Student Discipline in Government Schools
- Suspension and Expulsion of School Students Procedures
- Wellbeing Framework for Schools (PDF)
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- Bullying Among Young Children: A guide for parents (PDF)
- Anti-Bullying – how to encourage your child to be an effective bystander (PDF)
- National Safe Schools Framework
- Keep Them Safe: A shared approach to child wellbeing - Summary (PDF)
- Complaints Handling Policy Guidelines

Our school community will be empowered, through a variety of strategies, to recognise and respond appropriately to bullying, harassment and victimisation, and behave as responsible bystanders. These may include:

- Parent/carer forums
- Information evenings
- Parent/carer - teacher interviews
- School website
- School newsletter

Incidents of bullying will be monitored on an ongoing basis. Student wellbeing programs will be evaluated and reported on annually. The Anti-Bullying policy will be formally reviewed every two years.

Additional Information

Additional information, resources and support relating to effective anti-bullying strategies can be found at:

- Bullying. No Way! www.bullyingnoway.com.au
- Reach Out! www.reachout.com.au
- Police Youth Liaison Officer, Waratah Police 02 49266525
Anti-Racism Policy

STATEMENT OF PURPOSE
Adamstown Public School is committed to the elimination of all forms of racial discrimination. This policy applies to all students and staff, and has implications for members of our community and visitors to our school.

POLICY STATEMENT
- Adamstown Public School rejects all forms of racism - including direct and indirect racism, racial vilification and harassment – in all aspects of the school.
- No student, employee, parent, caregiver, community member or visitor should experience racism within the learning or working environment.
- Adamstown Public School shares the responsibility with other members of the Department of Education, to eradicate expressions of racism in learning and working environments, and challenges the attitudes that allow them to emerge.
- All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- Adamstown Public School has a trained Anti-Racism Contact Officer to provide timely and professional responses to complaints regarding racism.

CONTEXT (as per the DoE Anti-Racism Policy)
- The NSW Anti-Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.
- The Multicultural NSW Act (2000), the NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013), the National Framework For Values Education In Australian Schools (2005) as well as the Department’s Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy provide related requirements that complement the implementation of this policy.
- The Complaints Handling Policy Guidelines establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

RESPONSIBILITIES & DELEGATIONS
- Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer (ARCO) and ensuring they are trained; and including anti-racism education strategies in their school plans.
- All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.
- All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.
- Class teachers/the teacher present are responsible for resolving minor complaints informally. Serious incidents will be reported to the ARCO for handling. All complaints of racism, no matter the severity, are to be reported to the ARCO for recording. These records will be stored until the student concerned reaches the age of 25 years.
- The Anti-Racism Contact Officer (ARCO) will assist the complainant of a serious incident to write their complaint. The ARCO will also collect written evidence for any person who witnessed the incident. The ARCO will then assess the complaint and proceed accordingly. Counselling may be required for both parties. Consequences for any student who participates in racist behaviour will occur as per the school Discipline Policy.

MONITORING, EVALUATION AND REPORTING REQUIREMENTS
- Adamstown Public School will report on the progress of anti-racism education strategies through the Annual Report.
- Adamstown Public School will maintain records of complaints concerning racism and their resolution in accordance with the Complaints Handling Policy Guidelines.
Mobile Phone Policy

While it is accepted that mobile phones are an important part of modern life and communications it is important that all staff accept that their use during class time and on various other occasions at school is inappropriate.

Mobile phones are to be switched off at the following times.

- Staff Meetings
- Training and Development sessions
- Class teaching time
- Playground duty
- Assemblies

**Teachers** are not to speak/text on mobile phones during teaching time and are not to receive mobile phone calls during this time unless there are special circumstances and the Principal has given permission.

If you need to receive an urgent call, let office staff know and appropriate arrangements can be made.

If a family member calls the school, office staff will take a message or in emergencies make arrangements for the staff member to speak to them. Messages will be placed in staff pigeon holes. It is the responsibility of staff to check for messages. Persons leaving messages for staff will be asked if this is an emergency or urgent message in which case staff will be advised immediately.

For all school contacts parents of students should be directed to ring the school office phone number not a teacher’s personal mobile phone. At no time should staff member’s personal contact details be provided.

Staff's personal mobile phones should not be used to record events on video or take photographs of students at school or on excursions.

**Students** are not permitted to have mobile phones on their person nor to use mobile phones during school hours.

Several issues arise in regard to this matter.

- Inappropriate use of mobile phones e.g. nuisance calls or texting, bullying.
- Inappropriate use of phones during class time both for calls and use of games or cameras.
- Security of phones. As with other electronic devices etc, their security from theft or breakage can be an issue.

At Adamstown Public School students may only bring mobile phones to school if there is a need for them to be able to contact their parents either before arriving at school or in the afternoon after leaving school. If there is a need, as above, the child must bring a note from home on each day that the phone is required. Upon arrival at school the phone is to be checked in at the school office where it will be turned off and kept securely for the day. It is the child’s responsibility to collect the phone at the end of the day.

Parents with an urgent need to be in contact with their child during the day should contact the school office and appropriate steps will be taken to pass on the message or arrangements will be made for the child to return the call on the school phone.

16/02/2014
Reviewed: 5/02/2016
**Protecting and Supporting Children and Young People Policy**

**IMPLEMENTATION**

Staff are informed of their responsibilities related to child protection through mandatory staff participation in a child protection induction and annual child protection update training by Principal at the commencement of each school year. This appears on the SDD Term 1 agenda. Staff sign attendance register and retained in Principal’s office.

Staff report any child protection concerns as per policy to the Principal.

Principal or delegated AP refers to Mandatory Reporter Guide (MRG). If MRG indicates or the concern is risk of significant harm, Principal creates a Child Wellbeing Unit (CWU) Report, rings the CWU and follows their direction. The Principal files and stores securely child protection reports / records created by staff.

Referrals may need to occur to FACS, outside agencies or school based personnel. Records of all referrals and follow up actions are kept within a folder located securely in the Principal’s office.

Students at risk of harm are also identified and supported through the school’s Learning Support Team and/or reported to CWU or FACS.

Volunteers are familiarised with school’s child protection procedures as part of WHS induction. Regular induction sessions are made available for volunteers throughout the year and are conducted by the Principal. These sessions may be individual or group sessions. A register of volunteers who have attended information session/s each year is kept and filed securely in admin office.

Practicum students, interns and casual teachers undertake an information session that outlines DoE and school’s child protection procedures upon arrival. This is delivered by the Principal or one of the Assistant Principals.

Please refer to:
- Record of attendance in mandatory child protection training – SDD1 2016
- Use of Mandatory Reporter Guide

**EVIDENCE**

Appropriate tools are used to inform child protection decision –making

- Outcome report from Mandatory Reporter Guide
- Evidence of contact with FACS, CWU, supervisor and other services
- Minutes from Learning Support Team discussions

These are kept on file only in the Principal’s office and are signed and dated by the Principal.

Collaboration has occurred with outside agencies

- Referral forms/ letters to outside agencies
- Information exchange - permission granted to obtain patient information from medical practitioners or specialists

Original documents are retained by the school, filed securely in the Principal’s office under that student’s name. A copy is also kept on the counsellor’s file.

Please refer to:
- Record of CWU contact, recommended action to follow, FACS intervention and confirmation email.

**PROCESSES**

Principal monitors and reviews the filing of CWU documentation. School record keeping in relation to child protection is maintained and is secure and confidential.

Teacher and SASS annual training records are tracked and monitored by the Principal.

Training of casual or temporary staff is confirmed thorough the inclusion of current CPAT certificates attached to individual’s resume. Register of Casual / Temporary Teacher Child Protection Certification is compiled and monitored by Assistant Principals.

Please refer to:
- Casual / Temporary Teachers’ Child Protection Certification register

Reviewed: 21/11/2016
Uniform Policy

STATEMENT OF PURPOSE
Adamstown Public School supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The selection of our school uniform contributes to the health and safety of students when engaged in school activities, and reflects the school community standards and expectations. The whole school community has a role to play in encouraging the meeting of these standards.

CONTEXT
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.

POLICY STATEMENT
Adamstown Public School’s uniform consists of a limited range of clothing, including footwear and headwear. It identifies students as belonging to our school. It is expected that students will wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

REVIEW PROCESS
The school uniform should be developed in consultation with and agreed upon by the school community. Decisions about school uniforms should be consistent with work health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, eg. safe footwear, eye protection and hats, will need to be enforced as appropriate. When reviewing the uniform, consideration should be given to the diverse nature of the student population in the school and should not disadvantage any student. The school's uniform policy and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly or issues arise.

IMPLEMENTING SCHOOL UNIFORM REQUIREMENTS
Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring that students wear the school uniform.
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.
Suspension or expulsion solely for non-compliance with uniform requirements will not occur. Student enrolment will not be contingent upon adherence to school uniform policy.
Students should not be disadvantaged where required uniform items are not available because of circumstances beyond their control.
Responses to students who do not wear uniform will be appropriate and may include: notifying parents, service to community, exclusion from optional activities such as competitive sport. These responses have been agreed upon by the school community through the P&C and documented. Responses will not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities must be provided.
All parents or carers and, as far as is practicable, all retailers concerned, will be notified when a change to the uniform is made. Up to three years will be allowed for change, to enable families and school uniform suppliers to prepare for the change.

RESPONSIBILITIES AND DELEGATIONS
It is the responsibility of the principal to ensure that the school uniform policy is developed and reviewed collaboratively with the school community.
The principal oversights the shared responsibility for ensuring that students are encouraged to wear school uniforms that meet agreed community standards and adhere to legislative requirements.
The principal will provide parents or carers with the school's uniform policy and school uniform requirements.
Where temporary circumstances prevent the wearing of school uniform, a note of explanation should be provided to the classroom teacher. A short term or informal exemption may be granted.
**Uniform Guidelines**

Parents should ensure that all items of their child’s clothing are labelled with the current owner’s name. Our school community has decided on a mandatory school uniform as it presents a consistent image to the public, eliminates peer pressures associated with non-uniform, and allows the school to easily identify our students.

Winter uniform is generally worn from the 1st June until the end of Term 3 however common sense should be exercised. Thongs, sandals or open-toed shoes are not permitted for safety reasons. All items of clothing should be labelled with your child’s name especially the school bomber jacket and hats as they are frequently in excess in the lost property box.

School uniforms may be purchased from the school's Uniform Shop which operates one morning per week between 8:30am and 9:30am. The shop also sells good quality second hand uniforms for a gold coin donation when available. Parents are asked to donate to the clothing pool items of clean clothing in good condition that are no longer required.

Please note that students who wish to stand for election as student leaders are expected to wear full school uniform. Leaders will be expected to set an example by wearing school uniform at all times. The wearing of casual and fashion items by any students are strongly discouraged. The school will not accept responsibility for any injuries from the wearing of earrings or other jewellery.

**Girls Summer Uniform**

- Bottle green shorts/skort or green and white checked tunic
- Gold polo shirt with school emblem
- White socks
- Black school shoes
- Bottle green broad brimmed school hat

**Girls Winter Uniform**

- Bottle green slacks or skort
- Gold polo shirt with school emblem
- White socks or bottle green stockings
- School Bomber Jacket
- Bottle green broad brimmed school hat

**Girls Sports Uniform**

- Bottle green PE skirt/bottle green shorts
- Polo shirt in house colours with school crest
- School Bomber Jacket
- White socks
- Sports shoes
- Bottle green broad brimmed school hat

**Boys Summer Uniform**

- Gold Polo shirt with school emblem
- Bottle green shorts
- White socks
- Black school shoes
- Bottle green broad brimmed school hat
Boys’ Winter Uniform
- Bottle green shorts
- Gold polo shirt with school crest
- School tracksuit pants
- White sports socks
- Bottle green broad brimmed school hat

Boys’ Sport Uniform
- Polo shirt in house colours with school crest
- Bottle green Trousers
- School tracksuit pants
- Bottle green bomber jacket
- Bottle green broad brimmed school hat

On formal occasions and when representing the school on official business offsite, student leaders are expected to wear the school’s formal attire. Formal attire has been endorsed by the P&C. This uniform is a slight modification of the school uniform and has been purchased by the school. Student Leaders are fitted at the start of the school year and may borrow these items of clothing from the school at no cost when required. They consist of:

Girl Student Leaders’ Uniform
- Green and white check tunic
- Bottle green school blazer
- White socks
- Black school shoes

Boy Student Leaders’ Uniform
- Lemon shirt
- Green and yellow striped tie
- Long black pants
- Bottle green school blazer
- Black socks
- Black school shoes