

ST IVES NORTH PUBLIC SCHOOL



STUDENT WELFARE PROCESSES

Including:

- Positive behavior Engaging Learners (PBEL)
- School Rewards
- Anti-Bullying
- Child Protection
- Sun Protection
- School Uniform
- Leadership

POSITIVE BEHAVIOUR ENGAGING LEARNERS (PBEL)

Mission Statement

At St Ives North we aim to promote and maintain a positive learning environment for our school community.

Statement of purpose

The Student Welfare Policy is based on the total corporate structure of the St Ives North Public School community in that it is reflected in the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social, emotional well-being of each student.

Every teacher has the responsibility for the social and emotional wellbeing of all students enrolled at the school.

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

St Ives North Public School uses the *Positive Behaviour Engaging Learners (PBEL)* program to meet the welfare needs of our students.

PBEL incorporates a continuum of evidence based practices which help staff determine appropriate measures for managing student behavior and social needs.

These include:

- Formal instruction in social skills for students
- A school wide system of reward and consequence based on identified student behaviours.
- Pro-active supervision in all areas of the school

- Regular reinforcement of positive student behaviours.
- Teacher training in behavior management and pre-emptive intervention.

Rationale

Discipline at St Ives North Public School is achieved mainly through positive means. All students are taught the Expectations for Behaviour in both classroom and non-classroom settings during class lessons, assemblies and on excursions.

Consistency of expectation of students' behaviour will be achieved using the Expectations Matrix and the posters placed in classrooms and in non-classroom settings.

Aims

- To develop a comprehensive expectations for behavior in classroom and non-classroom environments.
- To maintain a K-6 system to monitor student behaviour and assist students struggling to engage in positive social interactions
- To establish systems, practices and a data-aware culture that can maximize outcomes for students and teachers
- To promote positive student behavior by building teachers' knowledge, understanding and skills in applying effective, school-wide behavior systems
- Boost student engagement and learning by increasing 'on-task' behavior and decreasing distractions in the learning environment
- To help the school and teachers deliver the highest quality learning programs to improve student academic and behavioural outcomes.

Expectations for Behaviour

At St Ives North Public School we believe that student welfare and wellbeing and the implementation of the policy is based on the **expectations of...**

Respect Responsibility and Resilience

Beliefs

At St Ives North Public School the Expectations for Behavior are based on the belief that everyone:

- has the right to be safe, valued and happy
- has equal rights and responsibilities in work and play
- should act responsibly and accept responsibility for their own actions
- accept responsibility for their own learning
- strive to achieve their potential
- support each other with a spirit of friendship and co-operation.

Expectations Matrix for all Settings

Expectation	All Settings
RESPECT	<ul style="list-style-type: none"> Listen and communicate with courtesy Follow staff instructions Allow yourself and others to learn Take pride in yourself and the school community
RESPONSIBILITY	<ul style="list-style-type: none"> Be accountable for your actions and choices Work and play safely Care for your personal belongings and the school environment Co-operate with others and value opportunities
RESILIENCE	<ul style="list-style-type: none"> Bounce back and focus on the positives Strive to achieve your personal best Accept that things may not go your way Challenge yourself and learn from your experiences

Expectations Matrix for Non-classroom Settings

1.Expectations on the asphalt and under the COLA		
RESPECT	RESPONSIBILITY	RESILIENCE
<ul style="list-style-type: none"> Be fair Be kind Include others Put rubbish in the bin Put your belongings away Wait for dismissal 	<ul style="list-style-type: none"> Play safely Wear your school hat Walk on hard surfaces Sit to eat Play appropriate games on asphalt 	<ul style="list-style-type: none"> Accept agreed game rules Be a good winner Be a good loser Bounce back
2. Expectations at the canteen		
RESPECT	RESPONSIBILITY	RESILIENCE
<ul style="list-style-type: none"> Show good manners Say "please" and "thank you" Speak clearly Put rubbish in the bin 	<ul style="list-style-type: none"> Wait sensibly for your turn Stand behind the line Choose quickly Order on time 	<ul style="list-style-type: none"> Accept choices
3. Expectations in the toilets.....		
RESPECT	RESPONSIBILITY	RESILIENCE

<ul style="list-style-type: none"> • Be sensible • Respect privacy • Consider others 	<ul style="list-style-type: none"> • Be safe • Flush the toilet • Wash your hands • Turn off the tap • Keep the toilets clean and tidy • Play outside 	<ul style="list-style-type: none"> • Report concerns
4. Expectations on play equipment		
RESPECT	RESPONSIBILITY	RESILIENCE
<ul style="list-style-type: none"> • Be fair • Be kind • Include others • Take turns • Put rubbish in the bin • Put your belongings away • Wait for dismissal 	<ul style="list-style-type: none"> • Play safely • Wear your school hat • Walk on hard surfaces • Sit to eat • Play appropriate games 	<ul style="list-style-type: none"> • Accept agreed game rules • Be a good winner • Be a good loser • Bounce back
5. Expectations on the oval		
RESPECT	RESPONSIBILITY	RESILIENCE
<ul style="list-style-type: none"> • Wait sensibly for the teacher in the right place • Move slowly and sensibly to the oval behind the teacher • Be fair • Be kind • Include others • Take turns 	<ul style="list-style-type: none"> • Allow yourself and others to play safely • Wear a hat • Play appropriate games • Stay inside the boundaries • Finish eating before you come to the oval 	<ul style="list-style-type: none"> • Accept agreed game rules • Take turns • Be a good winner • Be a good loser • Keep trying
6. Expectations in the school hall		
RESPECT	RESPONSIBILITY	RESILIENCE
<ul style="list-style-type: none"> • Enter and leave quietly • Show respect as an audience • Silence during assemblies • Follow staff instructions 	<ul style="list-style-type: none"> • Take care of equipment • Use the hall only when supervised by adults • Take all belongings with you • Keep the hall clean and tidy 	<ul style="list-style-type: none"> • Report concerns • Congratulate others
Expectations in the library		
RESPECT	RESPONSIBILITY	RESILIENCE
<ul style="list-style-type: none"> • Wait for the teacher sensibly in the right place. • Enter and move around calmly and sensibly. • Line up at the ramp 	<ul style="list-style-type: none"> • Share library resources and take turns • Put books away in the right place. • Take good care of library resources 	<ul style="list-style-type: none"> • Be patient

and at the door. <ul style="list-style-type: none"> • Work or read quietly in the library at all times. • Take care of books and other equipment 	<ul style="list-style-type: none"> • Only use the library if you are supervised. • Keep the library clean and tidy. 	
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Each year students will have a "Playground Passport" to be completed each Semester when each non-classroom setting has been visited and the expectations have explicitly taught.

My Playground Passport

Your teacher will give you a sticker when you have visited each area of the playground.
This means that you must know how you are expected to behave in each place.



Area	Asphalt + COLA	Canteen	Toilets	Top Oval	Bottom Oval	Equipment	Library	Stairs + Verandas
Semester 1 (Terms 1 +2)								
Semester 2 (Terms 3 +4)								

Process for Managing Student Behaviour That Does not Meet School Expectations

Active supervision of students in the classroom and playground is the responsibility of us all. Collegial support and collective problem solving is essential.

Dealing with minor behavior problems

When minor incidents of inappropriate behavior occur in a **non-classroom setting**, staff will refer to and follow the attached SINPS Action Plan

Minor incidents in the **classroom setting** are dealt with appropriately by the teacher and may include time-out or an apology.

Dealing with major serious or persistent behaviour problems

Serious or persistent misbehaviour will result in the issuing of a **Major Incident (Yellow) Card** and lunchtime detention. This is a system for monitoring and dealing with students whose behaviour is causing concern in either the classroom and/or the playground.

If a **second Major Incident Card** is issued within a term, the class teacher and Deputy Principal will closely monitor the student and it may be considered appropriate to inform the parents.

If **three Major Incident Cards** are issued with a term, the principal and the student's parents are notified as the student's behaviour is causing concern and he/she is not responding to the school's discipline. Action will be taken according to the circumstances and the seriousness of the misbehavior. The student may also be referred to the Learning Support Team to monitor and decide on further intervention in consultation with the School Counsellor.

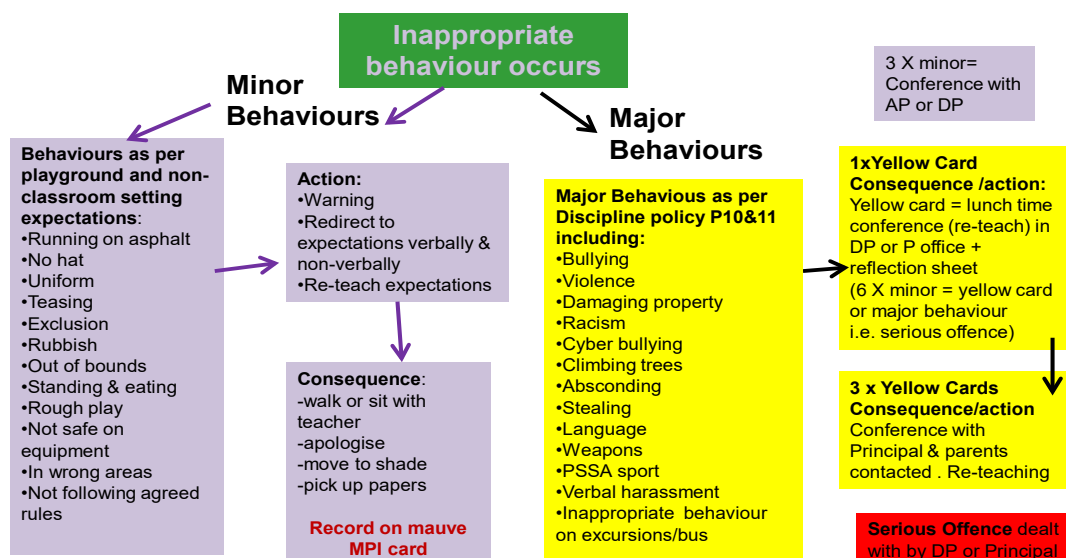
A forth and any subsequent Yellow Cards indicate that the student is not responding to the measures set in place and further action may be taken including suspension.

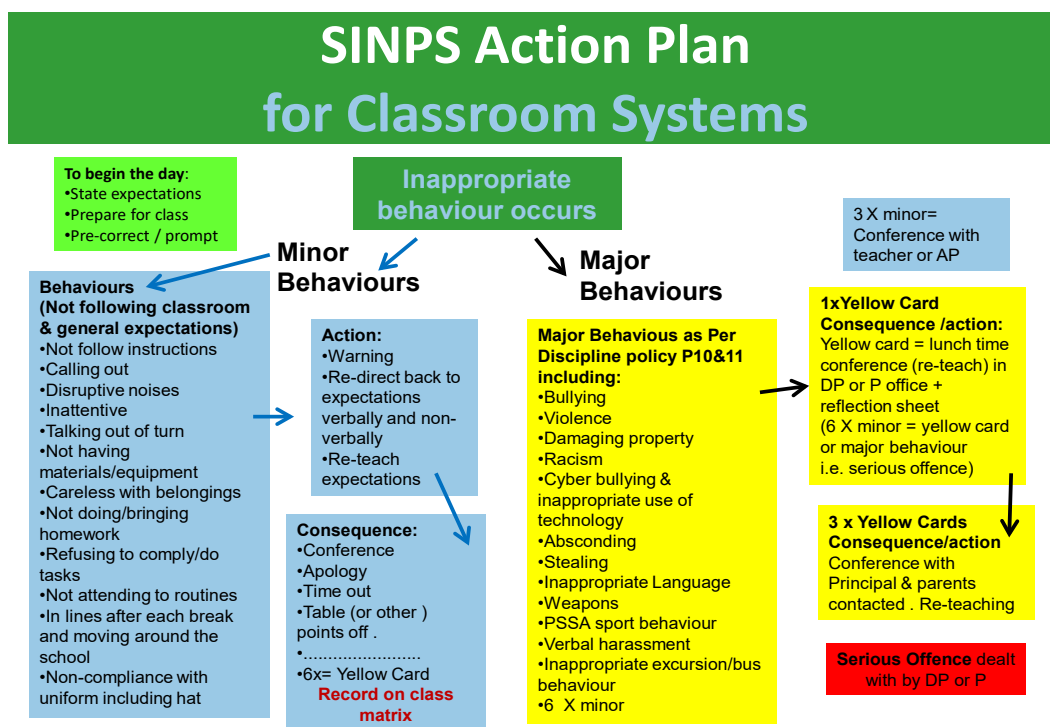
At the beginning of the next term students are given a fresh start.

Yellow cards are retained in the office for record keeping purposes.

Teacher judgment as to whether or not a yellow card should be issued. If teachers are in doubt, they should discuss the matter with the Principal, Deputy Principal or Assistant Principal before issuing the card.

SINPS Action Plan for Non-classroom Settings





Follow Up Procedures for Major Incidents:

- The Major Incident Card that records the misbehaviour is signed and dated by the student and the teacher issuing the card.
- The completed card is to be taken to the Deputy Principal by the student to whom the card is issued.
- The Deputy Principal will retain the Major Incident Card and issue the student with a "Return Slip" to let the teacher know that the student has indeed presented to the Deputy Principal and that the student will be counselled at lunch time on the date stated on the slip.
- At lunch time (by 1:05pm) the student will come to the Deputy Principal's office and he/she will be counselled according to the incident and actions taken. The student will complete a reflection sheet outlining the yellow Card incident and restitution made for their behavior.
- While parents are not usually informed about a first Yellow Card by the teacher or Deputy Principal, students are encouraged to let their parents know themselves and discuss their behaviour and ways that they can improve. Class teachers may choose to notify the parents of students who receive a yellow card at any time.
- The card will be filed for the remainder of the term and archived at the end of the year.

If a student has received 3 Yellow Cards in one term, he/she may be

- Excluded from next organised school activity.
- Lose privileges.
- Be excluded from school representation.

Once a student has received 4 or more Yellow Cards in a term, he/she may

- Have an “in school” suspension in line with the DEC Policy
- or be suspended from school in line with the DEC Policy.

Any of the above consequences may also result from a single extreme act of misbehavior or failure to respond to the measures outlined in the policy

Student Welfare Roles and Responsibilities to Promote Effective Learning

All students have the right to learn in a happy, safe and secure environment at school.

The Principal is expected to:	Staff are expected to:	Students are expected to:	Parents are expected to:
<ul style="list-style-type: none"> ♦ provide leadership and direction ♦ provide staff support and opportunities for professional development ♦ encourage a caring climate within the school ♦ liaise with parents and the community regarding educational policy and programs. 	<ul style="list-style-type: none"> ♦ provide challenging and interesting learning experiences ♦ seek to enhance the self-esteem of all students ♦ be sensitive to the welfare needs of all students ♦ provide support and guidance for all students ♦ teach the expectations for behavior outlined in this policy. 	<ul style="list-style-type: none"> ♦ actively participate in all aspects of school life ♦ be sensitive to the needs of others ♦ support and follow the Expectations for Behavior ♦ support the initiatives of the Student Welfare Policy. 	<ul style="list-style-type: none"> ♦ support the school's Student Welfare Policy; ♦ encourage their child's interest in all aspects of schooling; ♦ participate in the philosophy of the Student Welfare Policy.

Rationale

DISCIPLINE is the system of relationships, rules, rewards and sanctions designed to facilitate learning and progressively develop self-discipline.

SELF-DISCIPLINE allows the student to develop a capacity for initiative and mature judgement, so that he/she accepts responsibility for his/her own actions and decisions and demonstrates a caring attitude towards others.

Aims

- To provide a secure school environment which maximises opportunities for learning

and safety.

- To promote self-esteem and respect for others.
- To encourage pupils to accept responsibility for their own actions and decisions.
- To appreciate that effective education and behaviour management are possible only when the home and school complement each other's approach.
- To understand and accept the consequences of acceptable and unacceptable behaviour.
- To understand that a flexible approach is needed to take regard of age, individual and cultural differences.
- To promote respect, responsibility and resilience.

Process

At school, staff will:

- Explain and teach the expectations for behaviour to ensure that they fully understood
- expect acceptable standards of behaviour, punctuality and tidiness
- be consistent in enforcing expectations, rules and safety regulations
- develop rapport, mutual respect and good manners
- foster self-discipline, independence and initiative by giving choices suitable to the student
- ensure that the students are aware of the consequences of unacceptable behaviour
- develop open communication between home and school.

Outcomes

Expected outcomes will be:

- Improved pupil behaviour towards one another
- Increased pupil confidence and self-esteem
- Improved staff-pupil-parent relationships and mutual respect
- Increased parental confidence in the school's Student Welfare Policy
- A positive tone and culture within the school.

Fair Discipline Code

Students Will:

- Respectfully follow the instructions of teachers and adults.
- Be fair to themselves and others.
- Complete all required work carefully and to the best of their ability.
- Behave in a responsible, polite and courteous manner.
- Behave in a manner that shows respect for themselves and others.
- Behave in a manner that keeps themselves and others safe at all times.
- Respect and care for school property and the property of others.
- Observe the school's general dress standard and uniform requirements.
- Accept their responsibilities as members of the community.

Staff Will:

- Give encouragement and positive feedback and reinforcement.
- Establish a positive relationship with the students.
- Take time to listen to the student and ascertain the facts and background to issues and concerns.
- Ensure that disapproval is directed towards the student's action and not the student.
- Reward students for effort and improvement using the school's reward system.
- Provide opportunities for the students to gain recognition for their achievements in both classroom and non-classroom settings
- Use the school's PBEL systems to manage behavior incidents

School Rules

The following rules exist for the safety and well-being of students within the care of the teachers, staff and the school community. These specific rules are to be taught to students through class meetings.

- Students will stay within the school grounds at all times.
- Students must be seated in the playground if at school before 8.30 am. Students who arrive before this time must be at Before School Care or seated in the playground.
- Students may be in the classrooms or hatrooms only when supervised by a teacher.
- Students must move safely and considerately around the school at all times.
- Students must leave sticks and stones on the ground.
- Any dangerous sports and games (e.g. tackling games etc.) are unsafe and therefore unacceptable.
- All students will enter/exit the school by the main front gates or the Toolang Road gate.
- Bikes and scooters can only be used to come to and from school by students in Years 5 and 6 only and are to be walked through the school grounds and stored correctly.
- Unless directly supervised, the students should not play in the following areas: the grassed area at the front of the school; the Memorial Garden; the car parks and driveways; the buildings; the bush area behind the back fence; climbing equipment; tennis courts and areas marked off by a red line.
- No hat, students should play in the shade.
- School ends at 2.55 pm. At 3.15 pm. any unsupervised students will be sent to After School Care.
- Use information and communication technology responsibly and in accordance with the school and DEC policies.

REWARDS PROCEDURES

Rationale

The achievements of students deserve recognition through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is self-evident.

The development of an Awards System that aims at recognising appropriate behaviour provides a balance for the need to develop a Discipline Policy and at the same time provides direction and emphasis for student welfare in the school.

Aims

- To implement an Awards System that emphasises appropriate student behaviour and actions.
- To develop the self-image and esteem of students within a school culture that recognises the positive behaviour of all students.

Process

- Recognition of positive student behaviour and attitudes must occur firstly at a classroom level and it is the responsibility of teachers to be conscious of the need to focus on positive student behaviour.
- Encouragement and praise to students can be conveyed through verbal and non-verbal language and classroom management practices.
- At a classroom level teachers can reward students' behaviour with stars, stickers, class awards Green Cards and Merit certificates.
- Green Cards are issued by any teacher to recognise positive behaviours, attitudes and efforts displayed by a student.
- At each week's Assembly two Merit Cards will awarded to students whose behaviour, attitude or effort deserves recognition of their achievements.
- The Principal or Deputy Principal will also present Merit Cards and/or Silver and Gold Awards (See Green Card System) recognising student achievements.
- Student achievements are recognised publicly in the School Newsletter.
- The Principal may also recognise appropriate behaviour of students based on recommendations of staff members.
- The presentation of Annual Awards to students in recognition of their achievements will be outlined in a separate policy.

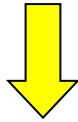
Merit Award System

Students will earn Green Cards and Merit Awards for positive behaviours, attitudes and efforts displayed within the school. The following table explains the organisation of the system.

Green Card	Awarded by any teacher at any time to students who display positive behaviours, attitudes or efforts in school.
Merit Card	Awarded by the Deputy Principal to students who have earned 5 Green Cards. (Not awarded in an assembly.) Merit Cards awarded by teachers are presented at weekly assemblies. Each teacher may award 2 Merit Cards per

Silver Award	assembly. Presented by the Deputy Principal to students who have earned three Merit Cards from class performance or from Green Cards.
Gold Award	Presented by the Principal at the end of each term to students who have earned three Silver Awards.

CLASSROOM SETTINGS



Teacher's own rewards systems targeting respectful, responsible and resilient behaviours, charts, stickers, Dojo, "Terrific Tickets", verbal praise and positive feedback. PBEL SNAP cards, R cards, House cards

NON-CLASSROOM



PBEL "Free & Frequent" SNAP (St Ives North Awesome Person) cards for students following school expectations. Give specific feedback and verbal praise



SNAP token

10 SNAP cards exchanged for a SNAP token to be placed in the SNAP draw box in DP's office. 3 students drawn out of the SNAP box each assembly. Names drawn receive a free ice-block from the canteen.

SINPS REWARD LEVELS

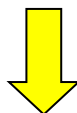
R CARD

5 R Cards = 1 Merit Award



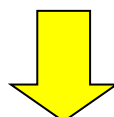
MERIT AWARD (white)

(Awarded in weekly assembly **or** as a result of accumulating 5 R Cards)
3 Merit Awards = 1 Silver Award



SILVER AWARD

3 Silver Awards = 1 Gold Award



GOLD AWARD

Administration of the Awards System

The Deputy Principal, Admin staff and teachers are responsible for the administration of the system.

Students and parents are responsible for the care and collation of all cards and Awards. When a Silver Award is due, the three Merit Cards are placed in the Deputy Principal's office by Wednesday afternoon. Similarly, when a Gold Award is due, the three Silver Awards should be placed in the DP's office by the week before the Principal's Assembly. The Silver Awards must have been awarded so handing in three merit cards will not suffice for a Gold Award. If a Silver Award is due to complete the necessary three for a Gold Award in the same week as the Principal's Assembly, the student should consult the Deputy Principal.

Photocopies and scans are not accepted.

Lost cards and rewards will not be replaced. Damaged cards and rewards can be replaced.

Outcomes

- Reduction in inappropriate student behaviour in both the classroom and the playground.
- Emphasis on positive student behaviour and recognition of the behaviour through the awards program.
- Development of a positive school tone.
- Reduction in the number of students referred to the School Counsellor, other teachers and the Principal for their behaviour.
- Teachers focus on, recognise and reward appropriate student behaviour.

ANNUAL AWARDS PROCEDURES

Rationale

The achievements of students deserve recognition through praise, encouragement, approval and the presentation of awards. The development of an Annual Awards Presentation Day aims to recognise outstanding achievement and excellence of effort by students throughout the school year.

Aims

- To develop an Annual Awards System that emphasises outstanding achievement and effort and actions of students.
- To recognise the outstanding achievements and efforts of students at a special Presentation Day.

Process

- In Term 4 the co-ordinator of the Annual Presentation Day award ceremony will circulate to each class teacher a nomination proforma outlining the criteria for selection of class award recipients.
- Each class teacher will be allowed to award up to four awards
- K-2 AND 3-6 Award ceremonies will happen separately
- The nominations forms will be collected by the co-ordinator 5 weeks prior to the presentation day.
- The Annual Presentation Day awards will be based on outstanding achievement, consistency and excellence of effort in and across Key Learning Areas.
- The Annual Presentation Day awards will be presented at a formal whole school ceremony.
- The awarding of major or prestigious awards will be based on recommendations from staff members in consultation with the Principal.

Outcomes

- Outstanding student achievement is recognised and rewarded.
- Teachers focus on, recognise and reward appropriate student behaviour.

CHILD PROTECTION PROCEDURES

Rationale

It is the role and the function of the school to assist in the identification of abused or 'at risk' students and to provide preventative programs which aim to help students protect themselves from sexual assault and any other forms of abuse, and to develop positive relationships. It is also mandatory that teachers are required, by legal process, to notify the Principal of any disclosure of child sexual assault and for the Principal to take appropriate action as outlined in Departmental guidelines.

Aims

- To introduce the child protection curriculum throughout the school.
- To reduce the incidence of child sexual assault in society by assisting students to learn how to protect themselves.

Process

- Teachers have been trained in the implementation of the Child Protection Curriculum. These teachers will provide further professional development to all members of staff through a School Development Day and staff meetings.
- Parents are informed of the program through a Parent Information Evening and articles in the school's Newsletter.
- At the conclusion of the program an evaluation of the program is undertaken so as to provide for school, community and professional feedback.

Outcomes

- The implementation of the Child Protection Curriculum for all students K-6.
- The raising of awareness for parents of the Child Protection Curriculum by the introduction of a Parent Information evening.
- Professional development of staff for the implementation and teaching of the curriculum and for an awareness of their legal responsibilities.
- The development of trusting and supportive relationships between the school and community through the implementation of structured teaching practices.

SUN SMART PROCEDURES

Rationale

Constant and excessive exposure to the Sun, and in particular ultra-violet rays, is considered by medical experts to be a major health issue for our society. The school community believes that students must be made aware of sun protection procedures.

Aims

- To develop the awareness within the school community as to the need to wear hats during peak sun exposure times.
- To increase the awareness, within the school community, of the dangers associated with exposure to the sun.

Process

All students will be encouraged to wear a school hat during all outdoor activities. This will be monitored by the Code of Conduct Policy that supports the wearing of the school hat for all outdoor activities. Any student, particularly during Terms 1 and 4, who does not wear a school hat will be asked to play in the areas that provide shade within the playground.

Teachers are reminded of the need to act as a role model for the students and wear a hat while doing any outdoor school activities.

Outcomes

- Wearing of hats by all members of the school community.
- Increased awareness of sun safety issues.
- Implementation of a, "No hat, play in the shade." Policy.
- The school hat is to be a part of the school uniform.
- All students will wear a school hat on all school activities.

SCHOOL UNIFORM PROCEDURES

Rationale

Students, parents and staff at St Ives North Public School support the wearing of the correct school uniform. Standards of dress and the wearing of the school uniform form part of our School Rules.

Aims

- To develop pride in the students for wearing the school uniform.
- To encourage all students to wear a school uniform.
- To foster in students a respect for and care of their school uniform.
- To further promote the image of the school in the community.

Process

All students will be encouraged to wear the full school uniform for all school activities unless otherwise directed. The wearing of the school uniform will be monitored at morning assemblies by teachers, who will undertake a uniform check. If a student does not support the wearing of the school uniform he/she will be counselled and if required his/her parents will be notified seeking their support.

Outcomes

- All students wear the school uniform.
- The school community is supportive of the Uniform Policy.
- The school uniform is attractive, functional, and comfortable.
- The school uniform enhances the school image.

ANTI-BULLYING POLICY

Rationale

St Ives North Public School provides a caring and stimulating environment in which its energies and resources are directed towards providing a range of quality educational programs and associated services to satisfy the needs of its students and community. Bullying is an act of aggression causing embarrassment or discomfort to another person.

- It can take a number of forms - physical, verbal, gesture, extortion and exclusion.
- It is an abuse of power.
- It can be planned and organised.
- It may be unintentional but still hurtful to the victim.

Aims

- To develop an anti-bullying policy and practice.
- To increase the awareness, within the school community, of the appropriate strategies to deal with bullying behaviour.

Behaviours that are considered to be bullying

Physical Bullying includes any form of physical violence such as hitting, pushing or spitting on others; interfering with another's property by stealing, hiding, damaging or destroying it; rude gestures; extortion of goods or money; writing offensive notes or graffiti about others; and/or forcing others to act against their will.

Verbal Bullying includes using offensive names; teasing or spreading rumours about others and their families; using 'put-downs'; belittling others' abilities and achievements; making degrading comments about another's cultural, religious or social background; and/or ridiculing another's appearance.

Indirect Bullying includes spreading nasty rumours; and/or hurtfully excluding others from social groups.

If we are bullied:

- we may feel frightened, unsafe, embarrassed, angry or unfairly treated;
- our work, sleep and ability to concentrate may suffer;
- our relationships with our family and friends may deteriorate;
- we may feel confused and not know what to do about the problem.

Strategies to prevent bullying:

Staff Responsibilities

- Be role models in word and action at all times.
- Be observant to signs of distress or reported incidents of bullying.
- Make efforts to remove occasions for bullying by actively patrolling during supervision duty.
- Be punctual for class.
- Take steps to help victims and remove sources of distress without placing the victim at risk.
- Report suspected incidents to appropriate staff members - Grade co-ordinator, Deputy Principal, Principal.

Students' Responsibilities

- If present when bullying occurs, refuse to be involved in any bullying situation.
- If appropriate, take some form of preventative action.
- Report the incident or suspected incident and help break down the code of secrecy.

Parents' Responsibilities

- Watch for signs of distress in their child - e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- Take an active interest in their child's social life and acquaintances.
- Advise their child to report incidents to a staff member, preferably when they occur.
- Inform the school if bullying is suspected.

WHEN STAFF, STUDENTS AND PARENTS WORK TOGETHER WE CAN CREATE A HAPPY AND SAFE ENVIRONMENT FOR ALL STUDENTS.

Process

- Encourage students to report incidents of bullying behaviour to staff when the incidents happen.
- Bullying incident reported to teacher or Grade Coordinator.
- Investigating teacher discusses problem with student(s) concerned.
- Policy is outlined to offending student(s).
- Attempt to have student(s) acknowledge and accept responsibility for behaviour.
- Verbal or written contract to improve behaviour.
- Outline consequences of continued bullying behaviour.
- Monitor behaviour, post interview.
- Follow up with student who has been bullied.
- Acknowledge and recognise efforts made to improve/modify behaviour.
- Principal to arrange a meeting with Parents and student(s) if student(s) re-offends.
- Exclusion/suspension are only to be considered in most extreme cases.

Outcomes

- Students display a positive attitude to all members of the school community.

- Increased awareness of bullying behaviour.
- A reduction in the number of bullying incidents reported.
- All students utilise strategies to deal with bullying.

EXPECTED SCHOOL BEHAVIOUR - GOOD MANNERS PROCEDURES

Rationale

It is an expectation at St Ives North Public School that students will display good manners towards each other, teachers, school staff and visitors to our school.

Aims

- To develop the awareness of the need to display good manners by students.
- To increase the use and acceptance of good manners within and by students

Process

All students will be encouraged to use and demonstrate good manners. The following is a list of acceptable manners to be displayed by students.

	SITUATION	RESPONSE
❖	Titles	<ul style="list-style-type: none"> • “Excuse me Mr/Mrs/Ms ...” (if known, names must be used). • “Thank you Mr/Mrs/Ms ...”
❖	Walking between conversing adults	<ul style="list-style-type: none"> • Go around behind.
❖	Walking through class lines in playground	<ul style="list-style-type: none"> • Go around behind.
❖	Requests	<ul style="list-style-type: none"> • “May I ..?” (not, “Can I . . ?”). • “Could I please ?”
❖	Canteen lines	<ul style="list-style-type: none"> • Two people only at each open window, rest in two lines behind painted lines. • Speak respectfully, using above (“May I ..?” “ . . please?” “Thank you ...”).
❖	Walking up / down stairs	<ul style="list-style-type: none"> • All traffic travels on the left hand side. • Single file.
❖	Walking in doorways	<ul style="list-style-type: none"> • Adults first - always offer. • People exiting first have right of way, then people entering. • When entering an occupied classroom - leave exit clear.
❖	Sports and Excursions buses	<ul style="list-style-type: none"> • Rules as above. • Limit noise (safety).

		<ul style="list-style-type: none"> • Converse quietly.
❖	After school bus lines	<ul style="list-style-type: none"> • Two Infants and Primary lines per bus. • Youngest to oldest (exceptions - consider sibling arrangements). • Bus passes / money out before entering the bus. • "Hello." "Thank you." to driver.
❖	Hats off indoors	<ul style="list-style-type: none"> • Especially in Assembly.
❖	Hands out of pockets	<ul style="list-style-type: none"> • When being spoken to.
❖	At play	Teacher walking near - stop play and wait.
❖	Visitors to the school	<ul style="list-style-type: none"> • Scripture teachers. • Parent helpers/Reading parents. • Mentors / Craft groups etc. • Politely direct <u>any</u> visitor to the school to the Office.
❖	Correct procedure for National Anthem and School Song	<ul style="list-style-type: none"> • Pay attention. • Head up. • Hands by sides. • <u>Sing.</u>
❖	Staff Room & Teacher's Aide Room	<ul style="list-style-type: none"> • "Excuse me teachers..." • "May I ..."
❖	Waiting respectfully when...	<ul style="list-style-type: none"> • Anthem or school song is sung. • Public speaking by student or adult. • In both classrooms and Assembly.
❖	Latecomers	<ul style="list-style-type: none"> • Must excuse/apologise for their lateness. • Must present note for lateness.
❖	Classroom messages	<ul style="list-style-type: none"> • Three knocks on door and then enter (Exceptions - Principal's office/School Office – Wait). • Look for classroom teacher. • Wait for teacher to - give instructions. • "Excuse me, Mr/Mrs/Ms ..." • "Thank you, Mr/Mrs/Ms ... Close door if door was closed/leave open if door was open.

LEADERSHIP

The Leadership Team at St Ives North Public School will consist of six year 6 boys and six Year 6 girls unless deemed otherwise by the Principal. Of this number, one boy and one girl will become School Captains, one boy and one girl will become School Vice-Captains with the remaining known as School Prefects.

Election of prefects at St Ives North Public School will be conducted in a manner that is clearly understood and communicated to all students, teachers and parents.

Elections will be conducted annually in November and the election process will be the responsibility of a teacher (known as the Returning Officer) appointed by the Principal.

The final decision and announcement of the successful candidates, including the School Captains and Vice-Captains will rest with the Principal and no appeal will be entered into by students, teachers or parents.

The Principal has the final discretion to terminate the prefect position of any student if they believe that the reputation of the school has been adversely affected in any way due to the inappropriate or irresponsible actions of the student.

PROCEDURES

The process for the election of prefects at St Ives North Public School will be as follows:

Pre-selection of Year 5 candidates;

- The pre-selection will determine the ten boys and the ten girls who will stand for election as prefects;
- Pre-selection of Year 5 candidates will be undertaken by a secret ballot in which only Year 5 students can participate;
- Unlimited nominations or self-nominations will be accepted from Year 5 students and must be submitted to the Returning Officer on an official nomination form and in accordance with the instruction thereon;
- A ballot paper bearing the names of the nominated boys and the girls will be prepared by the Returning Officer. Separate papers will be prepared for boys and girls and the names of the candidates will appear on the ballot paper in alphabetical order according to surname. The ballot papers will instruct voters to mark a maximum of ten names only;
- The Returning Officer will conduct the pre-selection by secret ballot;
- The Returning Officer will collect and count the vote and prepare the results of the pre-selection for the consideration of the Principal;
- The Principal will determine and announce to Year 5 students, the names of the ten successful boy candidates and the ten successful girl candidates to go forward for election as prefects by the student body.
- These students will receive a **Contract of Understanding** to take home to discuss with parents. Both student and parents sign the contract of understanding. Students who do not return this contract cannot participate as a candidate in the pre-selection election process.

Election of prefects by the student body and teaching staff;

- The election will determine the six boys and the six girls who will be the prefect body for the forthcoming school year
- Election of candidates will be undertaken by a secret ballot in which students from Grades 4 – 6 (as determined by the Principal), will participate;
- A ballot paper bearing the names of the ten pre-selected boy candidates and the ten voting forms will be prepared by the Returning Officer. Separate voting forms will be prepared for boys and girls and the names of the candidates will appear on the ballot paper in alphabetical order according to surname. Ballot papers will be colour-coded in order to identify grade and teacher votes. The ballot papers will instruct voters to mark a maximum of six names only;
- Immediately prior to the secret ballot, **a special assembly** for students in Grades 3-6 will be called and organised by the Returning Officer. Candidates will be invited to present an election speech using the SINPS speech guidelines to the student body. The Returning Officer will ensure that each candidate's speech does not exceed a determined time limit and will prepare the candidates for their presentation;
- Ballot papers will be distributed to the teachers of participating grades and a secret ballot will be conducted in each classroom under the supervision of class teachers;
- The Returning Officer will collect and count the vote and prepare the results, segmented by grade and teacher votes, for the consideration of the Principal;
- The Principal will determine and at a time determined by the Principal, announce the names of the six successful boy candidates and the six successful girl candidates of the prefect body for the forthcoming year.

School Captains and School Vice-Captains;

- After consideration of the student and staff vote and giving weight to the vote of Year 5 students and the teaching staff, and following an interview process of successful candidates, the Principal will determine the prefects to be appointed boy School Captain, girl School Captain, boy Vice-Captain and girl Vice-Captain;
- The names of the Captains and Vice-Captains will be withheld until their announcement at the formal induction of prefects at School Presentation Day or at a time and venue determined by the Principal.
- Prefects will be inducted at Presentation Day ceremony. Prefects will be expected to take the leadership pledge and abide by it's expectations.

Formal notification to the school community;

- The names of the boys and girls of the prefect body for the forthcoming school year will be published in the school newsletter after the successful candidates have been informed.

- Following the interview process and the formal induction of prefects at Presentation Day, the captains and vice-captains will be published in the school newsletter.

‘Contract of Understanding’ for Leaders

- All leaders are expected to fulfil the terms of the contract of understanding signed during the prefect election process.
- If a prefect does not abide by the expected behaviours as outlined in the Contract of Understanding or if any school community member raises an official complaint that is found to be substantiated then the following levelled process will apply:-

Level 1

Escalation to Principal or Deputy Principal for Yellow card and students consultation

If the student is once again found to fail to meet expectations found in the Contract of Understanding when on Level 1 then they are put on Level 2.

Level 2

The student will have their leadership position removed and badge taken away for a period of one month. All responsibilities will be removed including running of assemblies, official duties and opportunities.

If the student is once again found to fail to meet expectations found in the Contract of Understanding when on Level 2 then they are put on Level 3.

Level 3

Withdrawal of the prefectship leadership and badge. The student will no longer remain a part of the leadership team and will not be invited to participate in any formalities or opportunities usually afforded to the role. They will also lose any rights to accepting any other leadership opportunity in the school.