

# STUDENT WELFARE POLICY

Cammeray Public School

*Updated November  
2012*



## **Rationale:**

Cammeray School aims to promote excellence in a safe and happy environment, in which the individual child achieves their full potential and maintains respectful and positive relationships.

In creating this environment we acknowledge the rights and responsibilities of students, teachers and parents in maintaining respectful relationships that value the individual within the standards of safe, considerate and responsible behaviour.

## **School Expectations / Values that support student well-being:**

During 2012 Cammeray Public School commenced the Positive Behaviour Engaged Learner program (PBEL). PBEL is a school wide program that creates a positive and encouraging learning environment where children know what is expected of them, develop appropriate skills to assist them and see the benefits in behaving respectfully. PBEL is a prevention model: it is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behaviour.

Our school values aim to support the development of the whole child in becoming confident, happy and successful citizens. The three core behavioural expectations of 'Respect, Responsibility and Personal Best' form our Cammeray Code.

### **RESPECT**

- Take pride in being a member of our school and community
- Listen and communicate with courtesy
- Actively accept the rights and differences of others
- Treat others kindly

### **RESPONSIBILITY**

- Be accountable for your actions
- Work, move and play safely
- Care for school property and the environment
- Look after personal belongings

### **PERSONAL BEST**

- Have a positive attitude
- Be resilient
- Challenge yourself
- Actively participate in learning opportunities

## Classroom

Classroom expectations / rules will complement the school expectations but will focus specifically on the class. These expectations / rules will be created by the students & teacher at the beginning of each school year.

## Strategies & practices to recognise and reinforce positive student behaviour:

We aim to develop positive student behaviour and well-being without extrinsic rewards through personal development programs and student leadership programs including SRC class reps.

An award system endorses positive behaviour; this system rewards all aspects of daily school life:

- Stickers, stamps, personal comments, visit to AP, DP or Principal to acknowledge good behaviour and/or good work.
- **Cammeray Code cards** are worth 1 point and reward everyday success.
- 10 Cammeray Code cards can be traded for Personal Best award worth 10 points.
- Cammeray Code awards (worth 10 points) are presented in assembly.
- 50 points worth of awards can be traded for a Certificate of Achievement (this is sent home).
- 250 points leads to a Pennant award.
- "A" Day awards are presented at the end of each term; 4 awards per class (worth 10 points).
- Cammeray Medallion – Blue; is awarded to senior students who have demonstrated consistent, outstanding behaviour and service to the school.

## Strategies & practices to manage inappropriate behaviour:

A tracking system monitors student behaviour and provides support for students who require additional assistance.

In all situations involving inappropriate behaviour each student is given an opportunity to be heard through the following questions:

- What happened?
- Who has been affected?
- What should happen next?
- How can this be resolved?

## Strategies used in the playground:

- Warning given with time out
- Minor incident could be issued
- Blue card is issued – the situation is then dealt with by the teacher or referred on to the Deputy Principal
- Deputy Principal meets with the child / children, records the incident and decides on further action, including contact with parents and detention.
- Serious incidents involving aggression and unsafe behaviour are referred immediately to the Principal and can lead to school suspension.

## Strategies used in the classroom:

- Warning and time out in the classroom
- Continued misbehaviour leads to time out in another classroom.
- Referral to Deputy Principal and / or contact with parents

- Individual behaviour plans developed for continued disruptive behaviour
- Serious and / or unsafe behaviour is referred immediately to the Principal

## **Rights and Responsibilities – specific roles**

### **Students:**

Students are actively involved in:

- Gaining recognition for effort and achieving a personal best
- Developing a responsible attitude
- Enjoying school life and learning
- Avoiding the disruption of others
- Obeying school rules
- Taking responsibility for their own actions
- Feeling secure and gaining a sense of belonging within our school
- Taking pride in themselves, work, appearance and achievements
- Being thoughtful, respectful & caring

### **Teachers:**

Teachers are actively involved in:

- Creating learning opportunities that are appropriate and challenging
- Managing the environment so that it is safe, ordered and free from harassment
- Treating all students in a fair, consistent and respectful manner
- Modelling appropriate behaviour
- Recognising and promoting student achievement

### **Parents:**

Parents are actively involved in:

- Working in partnership with the school to support learning and student behaviour
- Reinforcing acceptable behaviour within the school community
- Modelling appropriate behaviour
- Supporting the school through a positive attitude towards school policies and teaching & learning practices.
- Teaching their child appropriate manners and respect for school rules and school expectations

## **Anti-Bullying Policy:**

### **Rationale:**

Cammeray School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment in which the individual child achieves their full potential and maintains respectful and positive relationships.

### **Two principles are central to this policy:**

- Everyone has the right to feel safe all of the time.
- It is important to tell someone if you are being bullied, and expect it to be acted on

### **Definition:**

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure on another. It involves the abuse of power.

Bullying behaviour can be:

- Verbal e.g. Name calling, teasing, abuse, putdowns, insults, threats
- Physical e.g. Hitting, punching, kicking, pushing, tripping
- Social e.g. Ignoring, excluding, making inappropriate gestures, inappropriate texts or emails
- Psychological e.g. Spreading rumours, hiding or damaging possessions, dirty looks

### **A Statement of Purpose:**

Students, teachers and parents can expect:

- That students will be safe at school, free from fear of bullying, intimidation and victimisation
- That when bullying occurs the school will act upon it with consequences and appropriate support.

### **Students, teachers and parents 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 when they occur.
- Not be a bystander in situations where bullying is occurring but tell an adult and seek help

### **Strategies to prevent Bullying:**

School programs that support an inclusive environment based on respect and care for one another are:

- Anti-bullying class programs
- Buddy programs
- Harmony day activities
- Peer support
- Values programs including resilience programs e.g. Bounceback

These programs involve strategies that teach the skills and understandings that will lead to eliminating bullying behaviour. These strategies will be reinforced consistently through school practices that promote an environment of talking about bullying behaviour, being listened to and supported and action to stop the behaviour.

### **Strategies to deal with Bullying:**

If bullying occurs:

1. Stand up to the bully and tell them to stop.
2. If the behaviour continues tell an adult.
3. Bullying behaviour will be acknowledged and investigated by the teacher.
4. Serious incidents of bullying or repeated incidents of bullying will be referred to the Deputy Principal or Principal.

5. Once referred, the incident will be investigated and recorded. Parents of both parties will be notified and consequences will be implemented for the perpetrator and support given to the victim.
6. Consequences for bullying behaviour will include detention, removal from school activities and suspension from school if needed.

**Monitoring and Evaluation:**

The anti-bullying plan will be reviewed annually. This plan will evaluate:

- Current teaching and learning programs to support an anti-bullying environment.
- Student attitudes and improved support for student well-being.
- Relevant information from school data on the incidence of bullying in the school.
- The school community's understandings and knowledge of school expectations and values to support a safe and caring school environment.