

South Coogee Public School Wellbeing Guidelines

Respect – Safety – Participation

"The most powerful consequence for changing behaviour is positive feedback."

Reviewed: Jan 2021

Rationale

South Coogee Public School promotes student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students. We empower our students to become self-reflective individuals who consider the rights of others. This policy relies on developing positive and respectful relationships incorporating the concepts and practices of Restorative Justice. When implementing this policy, we take into account individual student needs. Where individual student's behaviour cannot be addressed through this policy, regional support will be sought through the Learning Support Team to develop individual behaviour management plans. This policy includes the Leadership Policy and the Any-Bullying Policy.

Responsibilities

All members of our school community are responsible for ensuring that high standards of behaviour are maintained.

The Principal is responsible for:

- Providing a safe, secure and harmonious work environment for students and staff
- Ensuring the Wellbeing Policy is communicated to all school community members
- Consistent implementation of the Wellbeing Policy across the school

The Executive are responsible for:

- Ensuring the Wellbeing Policy is implemented in all classes and that all teachers are informed of procedures
- Communicating with parents / carers within the guidelines of the policy

Teachers are responsible for:

- Supporting the effective implementation of the Wellbeing Policy by explicitly teaching the SCPS Values, the Student Rights and Responsibilities and the Behaviour Expectations Matrix
- Displaying the SCPS Values in the classroom at all times
- Implementing school wide merit systems to reinforce positive behaviour
- Communicating with parents / carers within the guidelines of the policy

Parents are responsible for:

- Supporting the school in the implementation of the Wellbeing Policy
- Letting teachers know of any issues that may be affecting their child's behaviour – the more we understand about what may be happening for our students, the more we can support them

Students are responsible for:

- Following the SCPS Values, the Student Rights and Responsibilities and the Behaviour Expectations Matrix
- Demonstrating respect for themselves, fellow students, teachers, other staff and school visitors

Student Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p>You have the right to feel safe and secure at school. This means that the school will provide safe class rooms, equipment and rules to ensure your safety and sense of well-being. You will be treated respectfully by other students and staff.</p>	<p>You have a responsibility to make our school a safe and friendly place. This means you:</p> <ul style="list-style-type: none"> • are friendly, respectful and caring towards other students • use equipment carefully • follow school rules and wear the correct uniform.
<p>You have the right to a quality education at our school. This means you are able to learn and perform at the best of your ability. Class programs will help you think well, understand clearly and produce high quality work.</p>	<p>You have a responsibility to work to the best of your ability. This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.</p>
<p>You have the right to learn without being disturbed. This means that others will leave you alone to get on with your learning. Your property will be respected.</p>	<p>You have a responsibility to allow others to work without disturbing them. This means that you stay focussed on your work and allow others to get on with theirs. You will respect your own property and the property of others.</p>
<p>You have the right to your own opinions, beliefs and values. This means that you may express your point of view appropriately and be able to give reasons. Your religious and cultural beliefs are respected.</p>	<p>You have a responsibility to respect the opinions, beliefs and values of others. This means that you;</p> <ul style="list-style-type: none"> • are tolerant of other's beliefs and values • learn to understand / accept other views
<p>You have the right to tell your side of the story. This means you will be given the opportunity to tell what happened. The restorative justice questions will mostly be used.</p>	<p>You have a responsibility to tell the truth. As hard as it can be at times, answering the "what happened" question honestly will mean the problem can be sorted quickly. We applaud the courage it takes for you to tell the truth!</p>
<p>You have the right to be yourself. This means you will be treated fairly and respectfully by all because you are you!</p>	<p>You have a responsibility to accept others. This means that you:</p> <ul style="list-style-type: none"> • are friendly and respectful to others • will report bullying if you become aware of it happening.

Behaviour Expectations Matrix

Values	All Areas	Transition	Classrooms	Hall	Library/ICT	Toilets	Playground
Respect	<p>Use appropriate voice, gestures and body language.</p> <p>Wear school uniform in a neat and tidy fashion.</p> <p>Follow teachers' instructions immediately.</p> <p>Obtain permission to use other people's property.</p>	<p>Walk quietly around the school so others can continue learning.</p>	<p>Behave politely and courteously at all times.</p> <p>Use appropriate voice, gestures and body language.</p> <p>Be an active listener.</p> <p>Look after your peers.</p> <p>Look after your and the school's property.</p>	<p>Sing our National Anthem and School Song with pride.</p> <p>Remove hat when entering.</p> <p>Be an active listener.</p> <p>Show encouragement and appreciation for others.</p>	<p>Work quietly.</p> <p>Take care of the library books.</p> <p>Leave the library tidy.</p> <p>Return library books each week.</p> <p>Look after school property.</p> <p>Use computer equipment properly.</p>	<p>Allow for privacy of others.</p> <p>Clean up after yourself (flush the toilet).</p> <p>Stay in your own cubicle.</p>	<p>Invite others who want to join in.</p> <p>Share equipment.</p> <p>Use polite language.</p> <p>Use Fair Play – decide on rules of a game before you play and follow the rules.</p> <p>Stand in an orderly line at the canteen. Use good manners when speaking to the canteen staff and line up quietly.</p>
Learner/ Participant	<p>Be equipped, prepared and ready to learn.</p> <p>Allow others to learn.</p> <p>Start and complete work promptly.</p>	<p>Return to class promptly.</p> <p>Be ready for the next task and wait quietly for the next lesson to begin.</p> <p>Always be with a partner when leaving the room.</p> <p>Always take the shortest way to and from your room when walking to different parts of the school.</p>	<p>Be equipped, prepared and ready to learn.</p> <p>Take pride in all your work, do your best.</p> <p>Take responsibility - ask for help.</p>	<p>Show appropriate audience manners.</p> <p>Clap politely to share and celebrate others.</p> <p>Listen carefully to information.</p>	<p>Be equipped and follow instructions.</p> <p>Use computers appropriately.</p> <p>Return and borrow library books.</p> <p>Use the computer equipment.</p>	<p>Follow toilet procedures.</p> <p>Return to class promptly.</p>	<p>Use strategies to solve any problems first then report to a teacher if you are still worried.</p> <p>Learn new games and activities.</p>

Behaviour Expectations Matrix

Values	All Areas	Transition	Classrooms	Hall	Library/ICT	Toilets	Playground
Safety	<p>Move in a quiet, orderly way.</p> <p>Play sensible, appropriate games in safe areas.</p> <p>Be in the right place at the right time, doing the right thing.</p>	<p>Walk with my class group in two lines.</p> <p>Carry equipment carefully.</p> <p>Line up in the correct area and sit still and quietly while waiting for a teacher.</p> <p>Walk on the left side of stairs and corridors.</p>	<p>Use all equipment safely and carefully.</p> <p>Move carefully around the room, being aware of your surroundings.</p> <p>Be in the right place at the right time, doing the right thing.</p> <p>Make sure you are with a teacher when in the classroom.</p> <p>Ask for permission before leaving the classroom.</p>	<p>Enter and exit the hall in a safe, orderly manner.</p> <p>Sit in 2 lines and be an active listener.</p>	<p>Move in a quiet, orderly way.</p> <p>Line up before entering.</p> <p>Walk.</p> <p>Alert teacher to any inappropriate sites.</p> <p>Only go to sites that are approved by the teacher.</p>	<p>Wash hands.</p> <p>Keep water in the sink.</p> <p>One person per cubicle.</p> <p>Turn off taps and bubblers.</p> <p>Use the correct toilets for your stage.</p> <p>Use toilet paper appropriately (don't be wasteful).</p> <p>Respect the facilities.</p> <p>Only go into the toilets to use them.</p> <p>Go with a partner to the toilet.</p> <p>Limit toilet usage during class time.</p>	<p>Use equipment safely.</p> <p>Participate in approved games in the right playground.</p> <p>Stay in approved areas.</p> <p>Keep hands and feet to yourself.</p> <p>Alert teacher to any dangerous situations.</p> <p>Only go to sick bay with a pass.</p> <p>Sit down to eat and remain seated until told to play by the teacher on duty.</p> <p>Keep the playground clean and tidy during playtime. Put any rubbish that you see in the bin.</p> <p>Classrooms and buildings are out of bounds during playtimes.</p>

Wellbeing Guideline – Merit Award Scheme

South Coogee Public School values student achievement and rewards positive student behaviour. As part of this policy, a student Merit Award Scheme has been implemented to value and recognise positive behaviours. It is anticipated that this scheme is cumulative and moves with the student through their primary school experience. Students and parents will share responsibility for collecting awards and returning them to the classroom or school office when target amounts have been achieved.

<p>5 STAR AWARDS =</p>  <p>Handed to class teacher</p>	<p>BRONZE AWARD</p>  <p>Distributed at Stage Assembly</p>
<p>3 BRONZE AWARDS (Merit Award is equivalent to 1 Bronze Award) =</p>  <p>Handed to class teacher</p>	<p>SILVER AWARD</p>  <p>Distributed at Stage Assembly</p>
<p>3 SILVER AWARDS =</p>  <p>Handed to class teacher</p>	<p>GOLD AWARD</p>  <p>Distributed at Assembly</p>
<p>3 GOLD AWARDS =</p>  <p>Posted at Front Office</p>	<p>MEDALLION</p>  <p>Distributed at Stage Assembly</p>

- Class teacher's role – Class teachers carefully monitor and support students to gather their first 5 STAR awards. Class teachers may develop their own system so that STAR awards are given consistently.
- Trading Awards – Students staple awards together and hand to class teacher (Star Awards & Bronze Awards) or post in the office (Silver Awards and Gold Awards). The corners will be cut and they will be returned after presentation at the next assembly. It may not always be practical to present awards at an assembly if the awards are delivered too close to the next assembly week. It will be the responsibility of the Deputy Principal to monitor and organise the printing of awards and presentation of Gold Awards and Medallions at assemblies.

Wellbeing Guideline – Restorative Justice

South Coogee Public School uses a Restorative Justice approach to modify student behaviour. It has been developed with one specific goal in mind; to support and facilitate the building of healthy relationships. It has been proven beyond doubt that when individuals live in healthy relationships with significant others, there is abundant personal growth, capacity for character building and high level achievement in all areas of endeavour.

Negative student behaviour will be explored through the use of the Restorative Questions. They are:

- 1. What happened?**
- 2. What were you thinking of at the time?**
- 3. What have you thought about since?**
- 4. Who has been affected by what you have done? In what way?**
- 5. What do you think you need to do to make things right?**

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?).

The questions therefore emphasise the importance of harm and its impact on relationships. They are: open ended, respectful, thinking questions rather than feeling ones which tend to evoke stronger emotional responses. The process has the potential to develop empathy and avoids asking the WHY (why did you do that) question.

On the playground the questions are used verbally by the teacher on duty to discuss the behaviour. During class, the students respond to the questions through writing. The questions can be used by teachers and students to resolve any issues, however minor, to ensure students feel they have been heard.

South Coogee Public School is committed to developing healthy, positive relationships between teachers, students, parents and the wider community through dialogue and respect.

Wellbeing Guideline – Classroom

Levelled behaviour expectations guide the policy and consequences of behaviour. The classroom and playground teacher intervention levels are outlined below. However, as necessary, specific student designed programs may be developed to encourage positive behaviour at school.

Wellbeing Guideline – Classroom

Level of teacher intervention		Examples of Behaviour
Level 1 – Verbal Redirection	<ol style="list-style-type: none"> 1. Direct student to start doing the desired behaviour 2. Use vicarious praise 3. Increase ratio of praise (positive or neutral) 4. Give positive feedback 	<ul style="list-style-type: none"> • Insolence • Disrupting learning of others • Not completing work • Refer to Behaviour Expectation Matrix for acceptable behaviour
Level 2 – Reminders	<ol style="list-style-type: none"> 1. If a student does not comply with an instruction, they will be given a reminder. 2. The second time they do not comply they will get another reminder. 3. If they still do not comply, they will be directed to the classroom 'time-out' area (teacher's discretion maximum of 15 minutes) 	
Level 3 – On return from 'time-out'	<ol style="list-style-type: none"> 1. If a student does not comply with an instruction, they will be given a reminder. 2. The second time they do not comply they will get another reminder. 3. If they still do not comply, they will be directed to 'time-out' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in a Behaviour Reflection Section of the Behaviour Reminder Card. 4. On return to class, the teacher will conference with the student and then complete the Behaviour Reminder Section of the Behaviour Reminder Card. The sheet will then be sent home and they will need to be signed by parent/carer and then returned to school. 5. Teacher to record incident on Sentral Welfare and contact parent/carer if this is the second Behaviour Reminder Card for the term. 	
Level 4 – On return to the classroom	<ol style="list-style-type: none"> 1. If non-compliance continues, the student will be given only one reminder. If misbehaviour continues after this, they will be sent to the Assistant Principal for further time out. 2. Student will receive a second Behaviour Reminder Card. 3. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action 4. Assistant Principal to call parent/carer. 5. Incident to be recorded on Sentral Welfare by Assistant Principal. 	<u>Instant Classroom Behaviour Reminder:</u> <ul style="list-style-type: none"> • Verbal abuse • Aggressive Behaviour • Extreme Insolence • Absconding • Unsafe use of equipment • Inappropriate language • Misuse of school technology or social media
Level 5 – Suspension/ Behaviour Contract	<ol style="list-style-type: none"> 1. If a student receives three Behaviour Reminder Cards (classroom and playground combined) or the student is physically violent, in one term, the student, parent/carer, Assistant Principal/Deputy Principal will have an interview and the principal will use their discretion to exercise the DEC Suspension Policy – Student Discipline in Government School Suspension and Expulsion of School Students – Procedures 	
	<p>If student is suspended:</p> <ol style="list-style-type: none"> 1. The school will put in place strategies to support the student on return to school 2. On return to school, the student, parent/carer, Assistant Principal/Deputy Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations. 3. Student will be placed on a Behaviour Contract (see next column) 	
	<p>If a student does not respond to the levels above, a negotiated personalised behaviour support plan will be implemented with all relevant stakeholders. Strategies such as the 'Traffic light system' will be included. The 'Traffic light system' clearly identifies positive and negative behaviours using green, orange and red indicators, with clear outcomes at each level.</p>	
		<p>If student is not suspended:</p> <ul style="list-style-type: none"> • Student will be placed on a Behaviour Contract which is signed by the student, parent/carer, teacher and Assistant Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a pre-determined time (5-10 school days) • The student will be required to have "Reflection Time" in another classroom. (Students will complete classwork in the reflection classroom) • The time spent in the other classroom will be determined by the Executive. Students will still be on a behaviour contract during this time. • Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the Executive and with parental consultation. • Suspension from school may be implemented after this period if behaviour has still not improved. Individual student needs will be taken into account.

Wellbeing Guideline – Playground

Level of teacher intervention		Examples of Behaviour
Level 1 – Verbal Redirection	<ol style="list-style-type: none"> 1. Direct student to start doing the desired behaviour 2. Use vicarious praise 3. Increase ratio of praise (positive or neutral) 4. Give positive feedback 5. Student shadows teacher especially if student is agitated and may not be able to control their own behaviour 	<ul style="list-style-type: none"> • playing out of bounds • running dangerously • unsafe play on equipment • Refer to Behaviour Expectation Matrix for acceptable behaviour
Level 2 – Reminders	<ol style="list-style-type: none"> 1. Students receive two reminders 2. Students are reminded that if unwanted behaviour continues they will receive a 'time-out' 3. Inform next teacher on duty of incidents 	
Level 3 – 'Time-Out'	<ol style="list-style-type: none"> 1. Students are given 'time-out' on silver seats for a maximum of 10 minutes 2. Inform next teacher on duty of incidents 	
Level 4 – Playground Behaviour Card	<ol style="list-style-type: none"> 1. If unwanted behaviour continues on return from 'time-out', student will receive a Playground Behaviour Reminder Card 2. Teacher to discuss the Restorative Justice questions with the student 3. Teacher on duty who issues the Playground Behaviour Reminder Card must enter details on Sentral Welfare and inform the class teacher 4. Teacher on duty may issue Playground Behaviour Reminder Card instantly 	<u>Instant Playground Behaviour Card:</u> <ul style="list-style-type: none"> • Verbal abuse • Aggressive Behaviour • Absconding • Unsafe use of equipment • Inappropriate language
Level 5 – Serious / violent behaviour	<ol style="list-style-type: none"> 1. Teacher sends for a member of the Executive to collect the student 2. Playground Behaviour Reminder Card issued and Behaviour Reflection Section completed by student 3. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action and the principal will use their discretion to exercise the DEC Suspension Policy – Student Discipline in Government School Suspension and Expulsion of School Students – Procedures 4. Assistant Principal to call parent/carer. 5. Incident to be recorded on Sentral Welfare by Assistant Principal. 	<ul style="list-style-type: none"> • Targeted / Extreme verbal abuse • Targeted / Extreme physical violence/abuse • Targeted / Extreme insolence
Level 6 – Suspension/ Behaviour Contract	<ol style="list-style-type: none"> 1. Refer to Level 5 of Wellbeing Policy - Classroom 	
Level 7 – Playground Inclusion Program	<ol style="list-style-type: none"> 1. If unwanted behaviour continues during the period of the Behaviour Contract, the student will participate in the Playground Inclusion Program – See following page. 	

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS

Wellbeing Guideline – Playground Inclusion Program

Overview

This program is designed for use with students who are having difficulty displaying appropriate behaviours in the playground. These children are referred to the program when they have not demonstrated improvements while on a Behaviour Contract or have been on more than two Behaviour Contracts in one term.

The Program

The program aims at getting students integrated back onto the playground without any restrictions through the completion of staged and monitored time slots. The right to return to the playground must be earned. The ultimate aim is a safe and happy playground environment for all students.

Prior to each stage interval there will be supervised sessions of game skills development, socialisation and fair play activities. Given acceptable progress in these sessions limited presence in the playground may be permitted.

The students will go onto the playground each day with a "Licence to Play" card with the time allowed on the playground written on the card. The card must be shown to the teacher on duty for permission to be on the playground. At the end of the allotted time the teacher marks the box that corresponds to the observed behaviour being exhibited. One point is lost for each instance of inappropriate behaviour. The card is returned by the student to the Office so that the following day's actions can be determined.

Time in the playground will increase in 5 minute blocks given acceptable behaviour is displayed. Any inappropriate behaviours exhibited during the time on the playground will result in an immediate penalty. The first infringement will be a time-out for a specified time in a place of the supervising teacher's choosing (in close contact). A second infringement will mean that the student is removed from the playground the following day to work on game skills development, socialisation and fair play activities. All behaviours will be recorded daily on the licence to play.

SOUTH COOGEE PUBLIC SCHOOL



_____ is able to join in play activities
for minutes while the following rules
are being followed:

- Follow instructions
- Use polite language
- Keep hands and feet to yourself

Date: Signed.....

Points lost: 0 1 2
 WOW! Time out Off Playground

SOUTH COOGEE PUBLIC SCHOOL



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- Follow instructions
- Use polite language
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Date: Signed.....

Points lost: 0 1 2
 WOW! Time out Off Playground

Leadership Guidelines

Rationale

What is leadership?

Leadership is the process of motivating, inspiring and empowering others to achieve a common goal or organisational success. It involves having a clear idea about what you are trying to achieve, and being able to communicate it to a team of people so that they can work together to achieve it.

Being able to “lead” is demonstrated through various behaviours such as engaging others, having innovative thoughts, motivating others, encouraging people and organising activities to completion. As such “leading” isn’t about who is the best at public speaking or who can be the bossiest in class. It isn’t only demonstrated on special occasions.

The South Coogee Leadership Program attempts to recognise that there can be many kinds of student leaders, both formal and informal, and that the kind of leadership skills they have will be demonstrated in many situations relating to individual interests, talents and strengths. Every student in the classroom has the capacity to lead an activity at some point.

Providing students with leadership opportunities is an important part of their development. It allows students to develop confidence, personal strength, commitment, initiative and responsibility.

Student leadership is developed through activities which practise communication, cooperation, problem solving, time management, self-reliance and teamwork. Some students will shy away from leadership, while others will jump at the chance – the key is that everyone gets the chance to be a part of it if they wish, and in a way that suits them personally.

What are the Goals of the South Coogee Leadership Program?

The South Coogee Public School Leadership Program aims to be a leadership program that is fair and taken seriously. Leaders should be supported and therefore, be able to help in motivating their fellow students to learn and achieve the most they can from school. The needs of the student leaders, as well as the needs of the students in general, must be considered.

The specific goals of the program are to:

- develop student leadership capacity in a supportive school environment
- provide a mechanism for students to assist in strengthening the school and its community, and to serve as inspiration to other students to do their best
- offer the opportunity for development of personal strength, commitment, leadership, initiative and responsibility, by providing a range of leadership opportunities tailored to different personality types, ages and needs

In achieving these goals, the program is guided by the following principles:

- students should be provided with a wide range of leadership opportunities
- each leadership role should be supported by a specified teacher or team – and therefore the leadership roles must be capable of being appropriately supported by staff within the context of other demands on and expectations of staff
- leadership opportunities should acknowledge the varying capacities of students for taking on responsibility across the K-6 range
- the selection process should be transparent and as fair as possible, to ensure gender equity and that everyone who wishes to participate is afforded an opportunity to do so
- the expectations of student leaders should be clear and taken seriously by the students themselves, with the students visibly upholding the South Coogee values of Participation, Safety and Respect
- the program should be transparent for parents and assist parents in supporting student leaders
- we should recognise that students are children, and that activities should, where possible, also be fun!

Guidelines

- Students may only hold one leadership position at a time
- Students may only hold the same leadership position every second year unless no other students are interested (e.g. If a student is Class Captain in Year 2, they may not be Class Captain again until Year 4. However, they may hold a different leadership position in Year 3).
- Each leadership position will be made available for equal numbers of boys and girls, unless there are no students of a particular gender wishing to apply for the position or there is a gender imbalance
- Student will not be eligible for a leadership position if, at the time of selection, they are on a Behaviour Contract
- Selection for the various leadership positions will be undertaken consistently across the school
- The responsibilities and opportunities attached to each leadership role will be made clear to students before voting occurs
- Students will be expected to follow the Student Leaders' Code of Conduct
- Student Leaders who are not upholding the Student Leaders' Code of Conduct will receive the following consequences consistent with the school's Student Wellbeing Policy:
 - Students who receive a Red Behaviour Reminder will be counselled about the implications of their behaviour on their leadership position
 - Students who are on a Behaviour Contract will lose their position for the period of the contract
 - In exceptional circumstances, the principal will use their discretion over final decisions

Student Leadership Team – Election Process

Year 6 Positions

In Term 4 the Deputy Principal and Stage 3 teachers run a leadership workshop with Year 5 students where responsibilities and expectations of the all Year 6 leadership positions are explained. The workshop will also explore in more detail what it means to be a leader.

School Captain – Boy/Girl

School Vice-Captain – Boy/Girl

~6x Year 6 Student Leaders – Boys/Girls *Number dependent on size of cohort

Process – Term 4

1. Students/Peers nominate others/themselves
2. Ballot created
3. Students plan impromptu speech on the day of the vote with support of DP
 - a. Students are given an outline of what to talk about
4. Preferential voting – boys and girls voted on separately
 - a. Votes weighted to each grade and teachers
 - i. Teachers – 5
 - ii. Year 5 – 3
 - iii. Year 4 – 2
 - iv. Year 3 – 2
 - v. Year 2 – 1
5. Elected leaders announced and presented with their badges at the Presentation Day Assembly at the end of Term 4.
 - a. Highest Vote Boy/Girl – School Captains
 - b. Next highest Boy/Girl – School Vice-Captains
 - c. Next 3 highest Boy/Girl – Boy/Girl Year 6 Student Leaders

House Captains (Boy/Girl)

House Vice-Captains (Boy/Girl)

Process –Term 4

1. Students/Peers nominate others/themselves prior to House Meeting
2. Ballot created
3. Students plan impromptu speech on the day of the vote
4. Preferential voting – boys and girls voted on separately
 - a. Teacher counts votes – boys and girls counted separately
5. Elected leaders announced and presented with their badges at the Presentation Day Assembly at the end of Term 4.
 - a. Highest Vote Boy/Girl – House Captains
 - b. Next highest Boy/Girl – House Vice-Captains

Class Positions

Before the class elects new leaders at any point during the year, the teacher will discuss the qualities of a student leader, the responsibilities of each role and the Code of Conduct with the class.

Class Captains (Boy/Girl from each class – composites must have a balance between grades)

***To rotate every semester* Kindergarten Start Semester 2**

Process – Week 1 each semester

1. Students/Peers nominate others/themselves
2. Students address class in an informal speech
3. Students write name of boy and girl on piece of paper
 - a. Teacher counts votes – boys and girls counted separately
 - b. If votes are within 2 (e.g. 8-10 or 5-5-5) students will re-vote on those two or more children
 - c. Teachers tell classes results as a Stage group
4. Students presented with badges at Leadership Assembly

Eco-Warriors (Boy/Girl from each class – composites must have a balance between grades)

***To rotate every term* Kindergarten Start Term 2**

Process – Week 1 each term

1. Students/Peers nominate others/themselves
2. Students address class in an informal speech
3. Students write name of boy and girl on piece of paper
 - a. Teacher counts votes – boys and girls counted separately
 - b. If votes are within 2 (e.g. 8-10 or 5-5-5) students will re-vote on those two or more children
 - c. Teachers tell classes results as a Stage group
4. Students presented with badges at Leadership Assembly

Kindergarten Buddies

The Kindergarten Buddy Program involves students from Year 4 and Kindergarten. The Year 4 students are able to develop strong leadership skills while supporting the social and emotional development of Kindergarten students. Year 4 students are chosen rather than Year 5 or Year 6 to allow the students to maintain a connection as the Kindergarten students move into Stage 1.

In Term 4 of the preceding year, Year 3 students will participate in a Buddy Training Program to develop their skills to be a Kindergarten buddy. Each Year 3 student will send a postcard to a new Kindergarten student welcoming them to South Coogee Public School.

On the first day of Kindergarten, Year 4 students will be in each Kindergarten classroom to help the new students settle into the classroom environment. In Week 2 Term 1, Year 4 and Kindergarten teachers will allocate Kindergarten buddies.

In Weeks 2-4, a group of Year 4 students will play with the Kindergarten students each lunchtime in the Infants' Quad. Year 4 students will teach the Kindergarten students playground games to help them transition to the 'big' playground.

Throughout the year, the buddies will meet fortnightly. Year 4 and Kindergarten teachers will plan a variety for activities to build the buddies' relationship, celebrate events and support Kindergarten learning programs.

Roles and Responsibilities

All Student Leaders

- Uphold school values
- Be a role model for other students
- Suggest improvements for the school and its community
- Write/create articles/videos for school website/newsletter

Year 6 Leaders School Captains School Vice-Captains Year 6 Student Leaders	House Captains and Vice Captains	Class Captains*	Eco-Warriors**	IT Techsperts^	Library Monitors^
<ul style="list-style-type: none"> • Represent school at formal functions • Host whole school assemblies • Chair SRC meetings • Help organise and run fundraising events for school and charities • Help with Kindergarten Tours and Orientation • Read Merit Awards at assemblies 	<ul style="list-style-type: none"> • Motivate students at sport carnivals • Manage lunchtime sports equipment • Run games for younger students at lunchtime • Help organise and manage the sports equipment room • Host Sport Assemblies • Present awards and recognition for sporting achievements 	<ul style="list-style-type: none"> • Chair class SRC meeting supported by class teacher/older Class Captains • Represent class at SRC meetings • Inform class of what is discussed at SRC meetings • Help organise and run fundraising events for school and charities • Help with Kindergarten Tours and Orientation 	<ul style="list-style-type: none"> • Turn off electrical equipment in classroom • Turn off lights and fans • Monitor recycling in classrooms • Organise school environmental events such as "No Waste Wednesday" • Help maintain school gardens 	<ul style="list-style-type: none"> • Support teachers with the use of Interactive Whiteboards • Troubleshoot IT issues in classrooms • Support IT passive play • Help organise IT equipment • Coach teachers and students in ICT • Suggesting improvements for ICT • Operating hall sound system, lights 	<ul style="list-style-type: none"> • Help librarian at lunchtime • Run activities for students in the library at lunchtime (e.g. book readings, games) • Learn how to use OASIS borrowing system • Help enter data for PRC • Support teachers when librarian is away • Suggesting improvements for Library

*Rotate every semester **Rotate every term

^ Teacher identified

Student Leaders' Code of Conduct

What is leadership?

Leadership is developed through activities which practice communication, cooperation, problem solving, time management, self-reliance and teamwork.

What is a Code of Conduct?

As part of the leadership team you agree to comply with our schools code of conduct which outlines behaviours expected of all student leaders.

Student leaders will role model the school values by:

Participation

- Embracing the opportunity to be a leader.
- Being an active and positive participant in school life.

Respect

- Treat others fairly, honestly and keep their dignity intact.
- Show empathy and care towards others and act as a good friend would.
- Use manners and basic good grace when dealing with other students and with adults.

Safety

- Show self-control and self-discipline of your feelings and your actions
- Act in a way that ensures my safety and the safety of others.

Student Leader Name: _____

Student Leader Signature: _____

Principal Signature: _____

Date: _____

Role of Principal as Mentor

- Meet with new leaders and sign Code of Conduct
- Regularly meet with School Captains, Vice Captains and Year 6 Leaders
- Gives final approval to student initiatives
- Advise students on the principles of good leadership
- Make final decisions on consequences for leaders who breach the Code of Conduct
- Meet with prospective leaders on the Year 5 Leadership Day

Role of Deputy Principal as Mentor

- Leadership Development
 - Year 5 Leadership Development Day
 - Regularly meet with School Captains, Vice Captains and Year 6 Leaders.
 - Ensure leaders understand their roles and responsibilities
- Manage Year 6 Leaders
 - Major Assemblies
- Manage voting of new School Captains/Vice Captains, Year 6 Leaders and Sports Captains/Vice Captains

Role of Teacher as Mentor

- SRC
 - Ensure new Class Captains are elected each semester
 - Meet with SRC fortnightly to discuss student initiatives
 - Model how to run a class meeting
 - Facilitate student initiatives such as fundraising events
- Sport House Captains
 - Meet with Sports Leaders to organise lunchtime equipment
 - Supervise and coordinate the provision of lunchtime equipment
 - Ensure Sports Leaders understand their roles and responsibilities
- Eco Warriors
 - Ensure new Eco-Warriors are elected each term
 - Meet with Eco-Warriors to give a clear explanation of roles and responsibilities
 - Facilitate Eco-Warrior initiatives such as “No Waste Wednesday” and student gardens
 - Encourage student suggestions on new environmental initiatives for the school
- Buddies
 - Allocate Kindergarten buddies at the beginning of each year
 - Ensure Kindergarten buddies meet fortnightly
- IT Techsperts
 - Up-skill students in trouble-shooting class hardware and software issues
 - Allocate Techsperts to classes
 - Inform teachers of the process for contacting IT Techsperts before referring issues to Computer Coordinator
 - Monitor Techsperts through regular meetings to see if further training is required
 - Discuss student suggestions on improvements to existing systems and processes
- Library Monitors
 - Train students in the use of OASIS and shelving
 - Provide Monitors the opportunity to run small group activities during lunch
 - Supervise any lunch time activities such as Book Club
 - Discuss student suggestions on activities to encourage a passion of reading

The Support Role for Parents of a Student Leader

Some things parents can do to support their child in a leadership role include:

- Understanding the Student Leaders role and the expectation of them in this role, through:
 - Speaking with their child to understand their role
 - Reviewing the policy document and Student Leader role profile
 - Seeking clarity from the leadership committee on any unclear aspects
- Being a positive role model for their child and the rest of the leadership team at school activities and functions. This may be by way of planning, organising and/or attending events where possible
- Supporting their child in the role of Student Leader by:
 - Allowing their child to drive their leadership projects and support them by guiding the process where appropriate
 - Being interested and engaged in their child's role and the rest of the leadership team
 - Ensuring the student presents as a positive role model for other students (positive behaviour, correct uniform, shoes, grooming)
 - Supporting the student in using planning and organisational strategies to be ready for agreed activities
 - Assisting in preparing and rehearsing speeches or presentations with their child so they can be presented in the most prepared manner
 - Providing positive and encouraging feedback to build their child's confidence and capability as a leader
 - Respecting the schools choices of students, activities, roles and responsibilities
- Actively supporting the school in the leadership initiatives and expectations, which may include involvement in:
 - Student Leadership activities or initiatives
 - School assemblies or functions
 - P&C activities
 - Fundraising or Fiesta events
- Communicate with the school through the leadership committee to provide any constructive feedback in terms of improvements in student leadership and/or leadership opportunities.

Anti-Bullying Policy

Statement of Purpose

South Coogee Public School aims to provide quality education for all students, taking account of their age, background, ability and interests. Student welfare is enhanced when all members of the school community work together in harmony, participating in the learning program, as well as in the life of the school. South Coogee Public School rejects all forms of bullying and any inappropriate behaviour that interferes with the teaching, learning and well-being of students. All members have a shared responsibility based upon mutual respect to create a climate for effective learning, free from all forms of bullying. Bullying is not tolerated at South Coogee Public School. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation.

Definition of Bullying

Bullying is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment, humiliation, domination and intimidation of others. Bullying behaviour can be verbal, physical, social or psychological.

Verbal bullying involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.

Physical bullying is any form of physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.

Social bullying includes being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone from your group or game.

Psychological bullying involves incidence such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.

Cyber Instigated bullying involves SMS and email messages, misuse of websites and blogs, inappropriate use of mobile phones and inappropriate use of social media or presence in chat rooms.

Rude vs Mean vs Bullying: Defining the Difference

Rude = Inadvertently saying or doing something that hurts someone else. From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice). The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Kids are mean to each other when they criticise clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behaviour in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid."
- "I hate you!"

Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power. Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- Physical aggression was once the gold standard of bullying-- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviours that involve physical aggression.
- Verbal aggression is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- Relational aggression is a form of bullying in which kids use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- Cyberbullying is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene.

Source:http://www.huffingtonpost.com/signe-whitson/bullying_b_2188819.html?ir=Australia

Students can expect to:

- Be treated with respect within the school community, regardless of their race, religion, abilities, physical appearance, family background, or sexual orientation.
- Participate in learning experiences that address key understandings and skills relating to bullying and harassment guided by the PDHPE syllabus, classroom, and whole-school programs.
- Be provided with appropriate and proactive support when reporting issues of bullying within the school.
- Learn strategies related to student protection, prevention of bullying, early intervention in incidents of bullying behaviour and appropriate responses to bullying at South Coogee PS.
- Engage in learning experiences related to the safe use of digital media, including:
 - The importance of not sharing identification details with strangers;
 - Correct use of language when communicating on-line;
 - The important role of parents and the school in the evolution of a child's participation in the digital world.

Students have a responsibility to:

- Sign the Anti-Bullying Contract, 'The Promise', after explicit teaching in Term 1 each year
- Play safely
- Maintain a positive climate of respectful relationships where bullying is less likely to occur
- Cooperate with other students and staff
- Treat all members of the school community with respect
- Seek teacher permission when communicating online at school
- Report and respond to incidents of bullying according to the South Coogee PS anti-bullying policy

Parents and Carers have a responsibility to:

- Discuss the Student Welfare, Discipline and Anti-Bullying Policy with their child
- Ensure their child is aware of their responsibilities with regard to the school's promotion of anti-bullying behaviours
- Contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships
- Implement safe computer practices in the home and educate their children with regard to the use of digital devices
- Encourage cooperative behaviour in their children
- Discourage retaliation of any kind, instead encouraging constructive responses to bullying incidences
- Encourage independence in their children
- Be alert for signs of distress in their child
- Report any incidents of bullying to the classroom teacher

Teachers have a responsibility to:

- Explicitly teach the anti-bullying program in Term 1 each year through 'Circle-Time'
- Contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships
- Encourage cooperative behaviour through cooperative learning techniques
- Be vigilant and proactive on playground duty
- Listen and respond to all student concerns and complaints in a timely manner in accordance with the South Coogee PS anti-bullying policy
- Assist with identification of students who are using bullying behaviour
- Be aware of DEC Policy relating to student behaviour and bullying
- Embed anti-bullying messages into each curriculum area
- Provide learning opportunities where internet safety and 'good online citizenship' are discussed and safer forms of online communication are modelled
- Respect and support students in all aspects of their learning

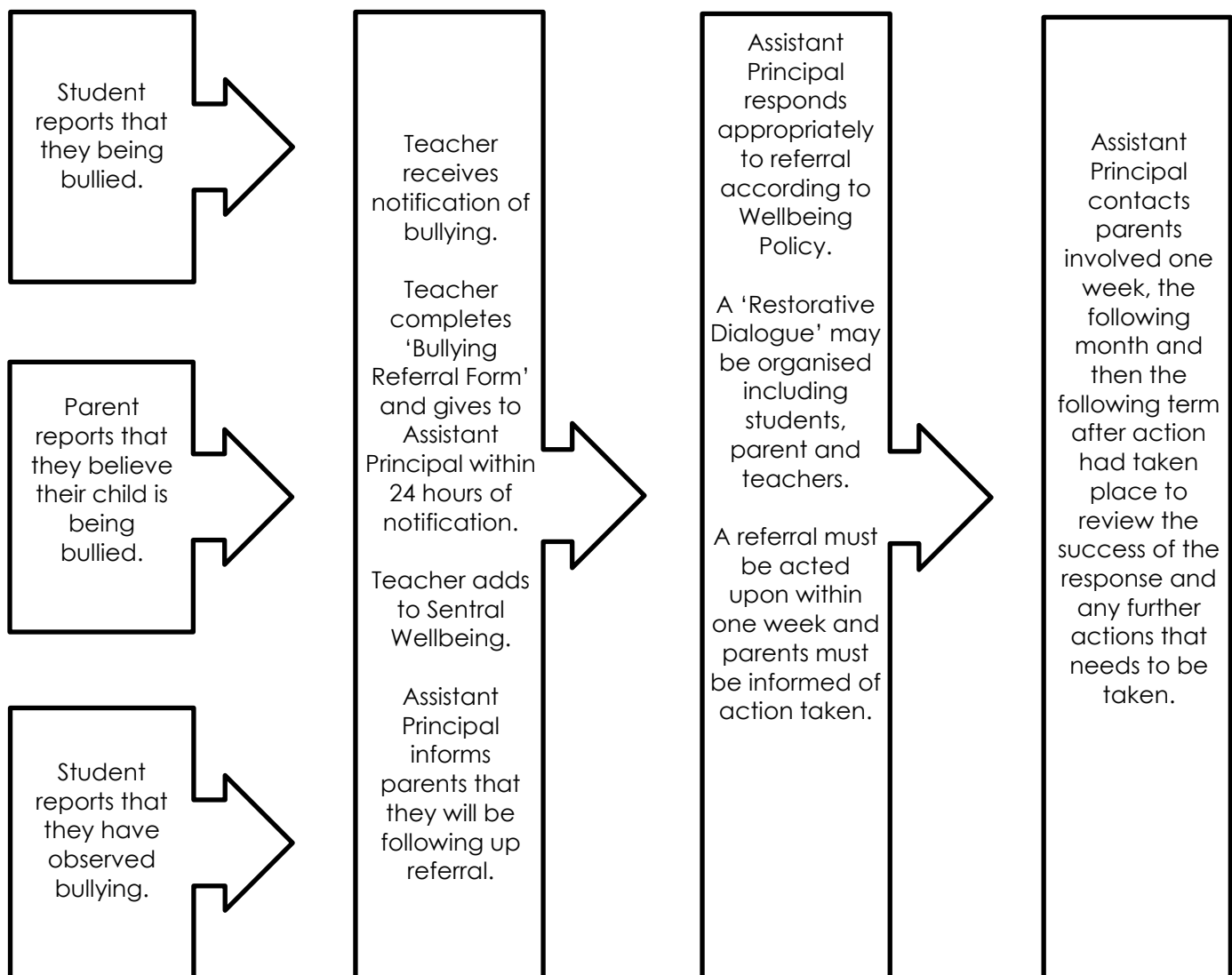
Identifying bullying behaviours

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

Some tell-tale signs are:

- Bruises, scratches or cuts that your child can't really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can't put a finger on
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

Procedures to report bullying



Strategies to deal with bullying behaviours

As part of our Personal Development program, all students K-6 will participate in learning experiences that directly deal with strategies students can use to eliminate bullying behaviours and promote respectful relationships. These learning experiences will be stage-specific so that they meet the needs of students at their level of understanding. Students will also be informed of our procedures at South Coogee for dealing with bullying behaviours through school assemblies and posters around the school. All students must understand that bullying and harassment at South Coogee will not be tolerated and that the school will endeavour to do everything they can to deal with these issues.

As part of this program all teaching staff will be involved in professional development experiences which will focus on identify bullying behaviours, our school's reporting procedures and skills and understandings that they can teach their students about dealing with bullying behaviours effectively.

Each classroom will also implement the following initiatives-

Talk about bullying: Each class will come up with a class definition of bullying. The definition should include the feelings of targets and bullies. Ask students to come up with their own solutions.

Designate your classroom as bully free: Each student to complete a 'Zero Tolerance to Bullying' Contract.

Intervene immediately when you see bullying: Encourage students that it is safe to tell. Discuss with students strategies to report.

Be proactive: encourage students to be proactive so that appropriate support can be provided to those students involved in any incident.

Assistant Principals will be responsible, together with the classroom teacher, for intervening and providing help and support for students. Students who are found to be engaging in bullying behaviours will be dealt with according to our School Discipline Policy which encompasses a range of options available to deal with unacceptable behaviours, including suspension and expulsion.

Reporting mechanisms in place will be used to track student behaviour in order to ensure that students can be tracked in cases of repeat offending.

Accessing Help

As well as the school, parents are able to access help and support outside of the school using the following resources:

APEEL (A Partnership Encouraging Effective Learning) provides a series of four workshops aimed at building a positive partnership between home and school.

The Bully, the Bullied, and the Bystander: From Preschool to High School—How parents can help break the cycle of violence (Collins 2004)

Facing the Schoolyard Bully: How to raise an assertive child in an aggressive world (Firefly Books 2000)

The University of Sydney - Psychological treatment for children ages 8-14 to manage bullying, anxiety and aggression (9351 2629)

The Department of Education has clear procedures for appealing decisions made by the school. These procedures can be found on the Department of Education and Training's website.

Monitoring and Evaluations

The anti-bullying policy will be monitored and regularly reviewed to ensure that reporting and intervention strategies are successfully reducing the incidences of bullying at South Coogee. This process should include teachers, parents, students and other staff involved. These monitoring and evaluation strategies include:

- Collection and review of action plans
- Discussion with staff in regard to classroom implementation and teaching and learning strategies
- Evaluation by parents and students as part of our annual school evaluations
- Monitoring the number of incidents reported and the tracking of students involved.

The Promise

- I **SPEAK UP** instead of acting as a bystander.
- I **CHOOSE** to participate in activities that do not involve teasing.
- I **FORGIVE** others if they make poor choices.
- I **MODEL** good behaviour.
- I **ACCEPT** others for their differences.
- I **INCLUDE** others in group situations
- I **TALK** to an adult when there is a situation I cannot manage on my own.
- I **AM** powerful in making a difference in my school

Student's Signature	
Witnessed by a friend	
Parent's Signature	
Date	

Guideline Review

Date of Policy: October 2015

Prepared by: Student Wellbeing Committee

Approved by: Trish Fisher, Principal, South Coogee Public

Reviewed: January 2021

Next Review: January 2022