



# MARTON PUBLIC SCHOOL

## STUDENT WELLBEING POLICY

### Rationale

Marton PS endeavours to promote, for all students and staff, a healthy, safe, ordered, supportive, secure and caring environment that provides optimal teaching and learning. **Our Student Wellbeing Policy underpins everything the school community does to meet the personal, social and learning needs of students.**

It includes procedures and practices for:

- Care & Supervision of Students - Hours, times & general playground procedures
- Sun Safety
- Teaching our Core Values Platform
- Good Discipline and Effective Learning
- Practices to Recognise and Reinforce Student Achievement
- Playground Care and Supervision
- Wet Weather Supervision
- Rules for Safe Travel on the Bus

Student Wellbeing incorporates strategies for Anti-Bullying, Anti-Racism, Attendance, Student Leadership, Equity Programs, Uniforms, Child Protection, Drug Education, Sun Safety, Road Safety and Learning Support and Curriculum Access.

### Aims

To provide a positive, happy, and safe learning environment in which all staff:

- assume responsibility for student wellbeing and welfare;
- are confident, skilled and proactive in the management of student wellbeing and welfare issues;
- endeavour to provide successful experiences for all children;
- provide a supportive environment where all children feel safe, and where a sense of belonging and wellbeing are strengthened; and
- understand communication processes and protocols to ensure the effectiveness of student support.

To provide a positive, happy and safe learning environment in which all students:

- apply themselves to learning; and
- develop positive social behaviours and problem solving skills.

## Implementation

- Student Wellbeing is a shared responsibility between school, home and the community.
- The school will endeavour to implement and maintain programs such as:
  - Student Representative Council (SRC)
  - Student Awards
  - Levels Systems
  - Anti-Bullying
  - White Ribbon initiative (Anti-violence against women campaign)
  - Peer Support
  - Child Protection
  - Drug Education
  - Kindergarten Orientation & Transition
  - Peer Buddy Systems
  - Stage 3 Leadership Program.
- The school will provide the following support structures:
  - School Counselling Service
  - Learning Support Team (LST)
  - CARE Team
  - Learning and Support Teacher (LaST)
  - Anti-Racism Contact Officer (ARCO).
- The school will also access outside services, as necessary, to provide support for students and staff which may include:
  - Staff from the Regional Learning and Support Team such as Student Welfare Consultant, Disability Programs Consultant, Assistant Principal Learning and Support
  - Engadine Community Health Centre
  - Department of Community Services (DOCS)
  - Youth Police Liaison Officer
  - Employee Assistance Program (EAP).
- The school will endeavour to cater for children identified with specific learning and support needs by creating support groups, developing appropriate individual plans and programs, monitoring performance and behaviour, and providing ongoing support.
- The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

### Key DEC References

- *Student Discipline in Government Schools Policy and Procedures 2006*
- *Bullying: Preventing and Responding to Student Bullying in Schools Policy and Procedures 2011*
- *Sun Safety for Students Guidelines 2013*

## Care and Supervision of Students – Hours, times and general playground procedures

### School Hours

- The school operates between the hours of 9.05am and 3.05pm.
- Formal supervision of the playground operates from 8.35am.

### School Times

8.35am	Morning duty (In case of wet weather, classroom supervision)
9.02am	First bell Music - children move to COLA area to meet their teacher
9.05am	Teachers meet class and proceed to classrooms.
11:05am	Recess in top playground
11.27am	First bell Music (students go to toilet, wash hands, move to COLA area)
11.30am	Second bell / (children all settled under the COLA) Recess Assembly
1:00pm	Lunch (eating time in classroom)
1.10pm	First half lunch duty (classes move to designated areas)
1.30pm	Second half lunch duty
1:47pm	First bell Music (students go to toilet, wash hands, move to COLA area.)
Second Bell	
1.50pm	Classes wait in the COLA area.
3.05pm	Home time bell

Please strictly adhere to bell times. Students are **NOT** to be given early marks at recess, lunch or home time.

### General Playground Procedures

- Duty teachers take first aid bags into the playground.
- Duty teachers will receive a playground folder to record incidents and reward students
- Do not leave the playground until relieved by another teacher.
- 'No Hat, Play in the Shade'. Children without hats are to sit on the seats in the shade.
- No running on the asphalt.
- In an emergency (accident or behaviour), a child is to be sent with a Blue Card to the office. Do not leave the playground unsupervised.
- An accident report must be completed for all serious accidents.
- The riding on bikes, skates, skateboards, roller blades and scooters to and from school is not permitted with the exception of bike riding for stage 3 students once they have conducted their bike safety training day.

Please see the **Playground Duty Procedures and Practices** section of this policy for more details regarding the care and supervision of students in the playground.

## Sun Safety

Marton PS aims to support our children to understand why sun safety is important and to take action to protect themselves. These actions include strategies such as:

- wearing sun safe hats (broad-brimmed hats), clothing and sunglasses.
- staying in the undercover 'No hat, Play in the Shade" (silver seat area of the playground) if a student does not have a hat before school, at recess and lunch.
- seeking shade during peak ultra violet radiation (UVR) times during the school day wherever possible, especially between August and May including for physical education and sporting activities.
- encouraging the application of SPF 30+ (or higher) broad-spectrum and water-resistant sunscreen at home prior to coming to school.
- encouraging the wearing of swim shirts in swimming activities.
- incorporating sun safety education into teaching and learning activities as part of the PDHPE K-6 syllabus.

## Teaching Our Core Values Platform

*A schools demonstration of its core values in all areas of its daily life is both the ultimate aim and a measure of its success.*

Values shape attitudes to the changing circumstances, events and issues encountered in daily life. While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools. At Marton Public School, our core values influence how people communicate, work together and make decisions. They underpin all of the policies, procedures and practices of our school.

## Outcomes

Values influence the way we think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of schooling. Some of these broad goals for Marton Public School include:

- Love of learning.
- High standards.
- Care and respect for self and others.
- Care and respect for families and communities.
- Respect for work.
- Fairness and social justice.
- Pursuit of excellence.
- Being active citizens of Australia and the world.
- Appreciating Australia's history and multicultural society.
- Schooling is about the future.
- Be compassionate towards others in need.
- Reject violence, harassment and negative forms of discrimination.
- Support peaceful resolution of conflict.

## **OUR CORE VALUES = Strive for Five**

**I am responsible when I am showing . .**

- **TEAMWORK**
- **RESPECT**
- **HONESTY**
- **PRIDE**
- **KINDNESS**

### **Strategies and actions**

Value Posters are displayed in all classrooms and other key school locations. Our values are also on the flags at our school entrance and on the mural in the Friendship Garden.

*We will develop and instil our Core values by empowering and encouraging all students to achieve their PERSONAL BEST by:*

- Positive Reinforcement - Class Awards - New merit awards - School assemblies
- Buddy Programs & Peer Support
- Principals BUGS (Being Ultra Good Students)
- Leadership initiatives: SRC - Year 6 projects - Stage 3 Leadership Camp
- Sporting activities & carnivals
- Community celebrations
- Anti-Bullying programs - Drug education - Child Protection - Sun Smart
- Extension Programs / University competitions
- Environmental Projects
- Wide range of CAPA experiences
- Public speaking/Debating
- Technology integration across Key Learning Areas
- Special assemblies

### **Good Discipline and Effective Learning**

#### **Rights and Responsibilities of School Community**

##### **The Rights and Responsibilities of Students**

Students are responsible for being respectful, safe learners by:

- Applying themselves to learning.
- Behaving safely, considerately and responsibly, including when travelling to and from school.
- Attending school every day.
- Speaking courteously.
- Respecting teachers' rights to courtesy, fairness and respect.
- Respecting other individuals and their property.
- Showing courtesy, dignity and respect to other students and community members.
- Refraining from violence, discrimination, harassment, bullying or intimidation.
- Acting safely within the school and during all school activities.
- Peacefully resolving conflict utilising appropriate practices.
- Wearing correct uniform.
- Complying with all school and classroom rules.

### **The Rights and Responsibilities of School Families**

School Families are responsible for encouraging students to be respectful, safe learners by:

- Accepting shared responsibility for student discipline.
- Supporting student learning.
- Ensuring students attend school every day.
- Ensuring students arrive at school on time.
- Providing a school uniform for students to wear.
- Communicating with school staff regarding concerns with learning and/or discipline.
- Supporting the school and the teaching staff in the presence of their children.
- Supporting the school rules and the Student Wellbeing Policy.

### **The Rights and Responsibilities of School Teachers**

All teachers are responsible for promoting and encouraging students to be respectful, safe learners by:

- demonstrating professionalism and commitment to teaching.
- developing and maintaining effective classroom management practices.
- modelling and explicitly teaching desired student behaviours.
- encouraging students to attend school every day.
- promoting the wearing of school uniform.
- respecting students' rights to courtesy, fairness and respect.
- utilising appropriate practices when conflict arises.
- supporting other staff through frequent and clear communication.
- preparing and implementing a behaviour plan for dealing with children who persistently misbehave.
- implementing the school's Student Wellbeing Policy.
- communication with parents and caregivers.

### **The Rights and Responsibilities of Assistant Principals**

Assistant Principals are responsible for promoting and encouraging students to be respectful, safe learners by:

- providing support for teachers in managing difficult student behaviour.
- modelling and explicitly teaching desired student behaviours.
- assisting students to reflect on their own behaviour and the consequences for their actions.
- determining and implementing appropriate logical consequences for inappropriate student behaviour and ensuring procedural fairness.
- monitoring the implementation of the Student Wellbeing Policy;
- keeping a record of all incidents with which they have dealt.
- communicating issues of student behaviour to staff.
- liaising with parents and the community in regard to student behaviour.

### **The Rights and Responsibilities of the Principal**

The Principal is responsible for promoting and encouraging students to be respectful, safe learners by:

- supporting all staff in the management of student behaviour.
- modelling and communicating desired student behaviours.
- monitoring the implementation of the Student Wellbeing Policy.
- liaising with parents and the community in regard to student behaviour.
- keeping a record of all incidents with which they have dealt.
- ensuring procedural fairness.

The Principal will be responsible for managing the following types of incidents that involve referrals by supervising teachers, parents and carers interagency support / referrals and suspension of students:

- Serious fighting / violence.
- Threats of serious violence.
- Child Protection.
- Vandalism.
- Aggressive behaviour causing interruption to classroom routines.
- Bullying.
- Truancy.

### School Rules

We have 3 School Rules. Children are encouraged to follow these rules through:

RULE	IMPLEMENTATION
<p><b>Learn and allow others to learn</b></p>	<ul style="list-style-type: none"> <li>• Attend school and wear my school uniform</li> <li>• Play in the correct places at the correct time</li> <li>• Pay attention in class and follow class rules</li> <li>• Listen to, and follow teachers instructions</li> <li>• Be helpful towards others and exercise self-control</li> <li>• Finish work to the best of my ability</li> <li>• Put my hand up to speak in class</li> <li>• Share the teachers time with others</li> <li>• Work cooperatively and quietly</li> <li>• Be a good ambassador for the school</li> </ul>
<p><b>Behave in a way that cannot hurt yourself or others</b></p> <p><i>Keep hands &amp; feet to yourself</i></p> <p><i>Be in the right place at the right time</i></p>	<ul style="list-style-type: none"> <li>• Arrive and leave by the correct gates</li> <li>• Walk to assembly areas</li> <li>• Line up at the second bell</li> <li>• Only leave the school grounds with permission</li> <li>• Play in the correct place at the correct time, and only play games that are allowed in school</li> <li>• Go directly to where I need to be</li> <li>• Line up at the canteen and wait quietly to be served</li> <li>• Use equipment safely</li> <li>• Tell a teacher if I see something that could be dangerous or harmful</li> <li>• Play and work sensibly and safely -Leave dangerous objects at home</li> <li>• Keep my hands and feet to myself; DO NOT stab or throw objects at others</li> <li>• Treat others with care and with equality</li> <li>• Call people by their given name; DO NOT use racist labels when dealing with others.</li> <li>• Resolve conflicts without violence, (use a mediator or teacher when necessary)</li> <li>• Stay out of the classrooms unless a teacher is present</li> <li>• Respect animals - no ill treatment. Injured animals reported to duty teacher immediately.</li> </ul>

<p><b>Care for yourself, other people, and property</b></p> <p><i>Be polite and friendly to others</i></p> <p><i>Do not tease or annoy others</i></p>	<ul style="list-style-type: none"> <li>• Be helpful towards others</li> <li>• Listen to the teacher at assembly</li> <li>• Be polite, fair and helpful</li> <li>• Be tolerant of individual differences</li> <li>• Help others who are hurt or upset</li> <li>• Talk nicely to others and use the person's name</li> <li>• Use manners and appropriate language when speaking to others; do not swear</li> <li>• Look after school equipment and the environment</li> <li>• No vandalism, graffiti, or chewing gum</li> <li>• Leave valuable things at home</li> <li>• Be tidy with my rubbish and put it bins</li> <li>• Keep desks and classrooms neat, clean and tidy during lessons and at lunchtime</li> <li>• Treat others with respect; DO NOT physically hurt, tease or bully others</li> <li>• Show respect for school property and the property of others</li> <li>• Be kind to animals and careful towards nature and the environment</li> <li>• Use equipment sensibly</li> <li>• Report any injuries to the office</li> <li>• Be friendly</li> <li>• Be a good sport</li> <li>• Share time and space</li> </ul>
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Classrooms will have these school rules displayed and be revisited by the teacher at the beginning of each term. There is a Powerpoint presentation on Staff share for teaching the school rules.

All students should be fully aware of the behaviour that is expected of them. Having a good discipline and effective learning system requires the students to make behavioural choices knowing there will be consequences - either positive (rewards and privileges), or negative (sanctions or loss of privileges).

#### **Classroom Rules**

- Classroom rules are established in all classes, with the involvement of students, in the first weeks of the school year and are displayed in the classroom.

#### **Excursions, Cultural Performances, School Activities (see separate excursion policy)**

- Excursions, cultural performances and school activities are part of the enrichment program of the school, and children are encouraged to attend all such activities arranged by teachers. Full school uniform, unless otherwise stated, must be worn on these occasions.
- All students must abide by the school code whilst on excursions or representing the school. Parental permission is required for attendance at all of these events.



### **Players' Code of Conduct in Sport**

The school is involved in inter-school sport (PSSA) and a variety of sports activities. Any student representing the school is expected to do so in a manner that will be a credit to themselves and the school. All participants in sports activities must abide by the Players' Code of Conduct.

- Play for the fun of it.
- Work equally hard for yourself and your team.
- Be a good sport and encourage your fellow team members.
- Compete by the rules and always abide by the referee/umpire or touch judge decisions.
- Control your temper and behaviour whilst on and off the playing field and make no criticism either by word or gesture.
- Whilst on the sidelines do not touch any sporting equipment. Sit and support your participating school mates.
- Be modest in success and generous in defeat (ie. don't show off when successful or be a bad sport when defeated).

### **School Uniform**

- The wearing of school uniform is strongly encouraged at Marton Public School as per the guidelines of the School Uniform Policy. If a student is not able to wear the school uniform due to unforeseen circumstances, a note should be written to the class teacher explaining the reason.
- The wearing of school hats is compulsory.
- Jewellery is not to be worn to school, except watches, sleeper earrings or studs, if children have pierced ears.

### **Prohibition of Drugs and Weapons**

- Students are prohibited from smoking, consuming alcohol or using illegal drugs within the school premises, while engaged on teacher-organised activities outside the school or going to and from school.
- Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989.

**If the Principal becomes aware that a student, or any other person is in possession of drugs or weapons on school premises or at a school activity, he or she will contact the police.**

## **Practices to Recognise and Reinforce Student Achievement**

Some of the methods in which the school recognises and reinforces school achievement are:

- acknowledgement and positive recognition of effort during class time
- special K-6 Assemblies - parents to be individually invited when students are receiving a major award
- parent contact by phone or letter
- visits to executive showing outstanding work
- sporting and academic achievement recognised at assemblies and in the school newsletter
- Marton Public school positive award system.

### **Marton PS Positive Award System**

- Class awards are totally up to each class teacher and are completely individual. Teachers may hand out as many as they wish.
- Principals BUGS awards      **B**eing **U**ltra **G**ood **S**tudents (10 bugs = 1 bronze award)
- Formal School based awards are totally consistent with the same amount per class given at each assembly. School awards are presented at our assemblies.
- Major Awards are cumulative over time to reward consistent effort, commitment, behaviour and achievement

### **Assemblies**

There are a number of K-2, 3-6 and two K-6 Assemblies each term.

At these assemblies a consistent number of Bronze Awards will be presented to each class. These may be for:

- achievement in a specific KLA
- displaying a School Value
- showing improvement
- teacher choice.

### **Major Award Implementation**

3 Bronze awards = Silver award

3 Silver awards = Gold Principal Award

3 Gold Principals Awards = Marton Banner

Bronze, Silver, Gold and Bug awards can be transferred from Year to Year.

## Strategies to Support Unacceptable Behaviour

LEVELS	REASONS	ACTIONS
<b>GREEN</b>	<ul style="list-style-type: none"> <li>All students begin on this level</li> <li>Consistently exhibit the behaviours that are expected</li> <li>Display self-discipline and are responsible</li> </ul>	<ul style="list-style-type: none"> <li>Are recognised and reinforced for their positive behaviour</li> <li>Move through the Award system</li> <li>Award system registered in SENTRAL</li> </ul>
<b>YELLOW Warning</b>	<ul style="list-style-type: none"> <li>Student is causing concern</li> <li>Student is starting to exhibit inappropriate behaviour in the classroom and playground</li> </ul>	<ul style="list-style-type: none"> <li>Teacher documentation begins</li> <li>Documentation all incidents of inappropriate behaviour on behaviour cards.</li> <li>Discuss concerns with Stage leader</li> <li>Warning letter sent home and teacher to follow - up by a phone call to parent / caregiver personally</li> </ul>
<b>ORANGE</b>	<ul style="list-style-type: none"> <li>Student continues to have playground incidents</li> <li>Student continues to disrupt classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher documentation continues</li> <li>Letter sent home indicating level change and our school expectations.</li> <li>Supervisor puts student on In-school suspension/Playground withdrawal and talks to the teacher to implement a behaviour program</li> <li>Stage Leader to contact parent/caregiver and arrange a meeting</li> <li>Placed on a behaviour card for 1 week, monitored by teacher and Stage leader</li> </ul>
<b>RED Serious</b>	<ul style="list-style-type: none"> <li>Continuing above behaviours</li> <li>Continual disruptive / serious behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Teacher documentation continues</li> <li>Level Change letter sent home, indicating all the actions below and requesting a parent interview with teacher and supervisor, warning of Suspension</li> <li>Teacher/Supervisor contacts parent / caregiver re: interview targeting the behaviour</li> <li>Student on In-school suspension/Playground withdrawal.</li> <li>Behaviour card monitored by Principal/executive for 2 weeks.</li> </ul>
<b>SUSPENSION</b>	<ul style="list-style-type: none"> <li>Consistently displaying Red Level behaviours</li> <li>Severe and unsafe behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Department procedures for the Suspension and Expulsion of school students will be strictly adhered to</li> <li>On return to school a case conference will occur with relevant personnel</li> <li>Work provided by class teacher to be completed by student while on suspension</li> <li>An informal behaviour monitoring by the Principal upon returning to Green Level</li> </ul>

## **STUDENT WELLBEING MANAGEMENT PROCEDURES**

### **Teacher Responsibilities:**

- consistently follow the Marton Public School Good Learning and Effective Discipline Procedures described in this document.
- discuss and revise the Class, School and Playground Rules with your class at the beginning of each Term and when necessary.
- keep a record of Bronze/Silver/Gold Award winners on SENTRAL.
- display School Rules, Class Rules and Values charts in a prominent position in your classroom.
- be totally familiar with and adhere to the 'procedures described in this document and all DEC child protection procedures.
- monitor classroom behaviour and document any incidents of inappropriate behaviour in the classroom.
- students causing concern must be discussed with your Stage Supervisor where Individual Behaviour Plan of Action will be negotiated and strategies implemented.
- complete Classroom Behaviour Modification Card (Bright Green) once student has reached Supervisor level in Classroom Tracking and send to supervisor.
- implement strategies, eg. Interview with parent, Daily Communication Book/Card, Positive Behaviour Reward Charts, Individual Behaviour Management Plans, Risk Management Plans etc.
- communicate all concerns with parents.
- discuss students whose behaviour is causing concern with Supervisor.
- after the above actions have been followed complete a Learning Support Team (LST) Referral. For more immediate and serious concerns a LST referral complete can be made at any time.

### **Stage / Grade Leaders Responsibilities:**

- consistently follow the Marton Public School 'Student Wellbeing Policy'.
- ensure all team members follow the steps in the classroom plan - set the ultimate example.
- be totally familiar and implement all child protection procedures.
- ensure team members monitor classroom behaviour and document any incidents of inappropriate behaviour and keep record of behaviour levels.
- discuss with your team members any student causing concern and negotiate an individual plan of action to be implemented over a 2 - 4 week period.
- support the implementation of strategies eg. Interview with parents, daily communication book, an on task time card, and identified behaviour goals etc.
- record, track & monitor all children in your Stage through the Level process.
- support all team members to communicate all concerns with their parents.
- coordinate parent interviews and be available to support team members.
- complete and monitor all necessary documentation and letters to parents following the "Student Wellbeing Policy".
- monitor Orange Level behaviour cards.
- maintain all relevant documentation.
- support and encourage your team to follow the steps on the playground plan and "Playground Care and Supervision" when on duty and follow the playground "What happens when I do this!" consequences chart.
- ensure your team members follow up all playground concerns and if necessary write in playground behaviour book/cards.
- be involved in the detention / restitution process. Follow up all areas of concern, feedback to your team members, as well as parents and caregivers.

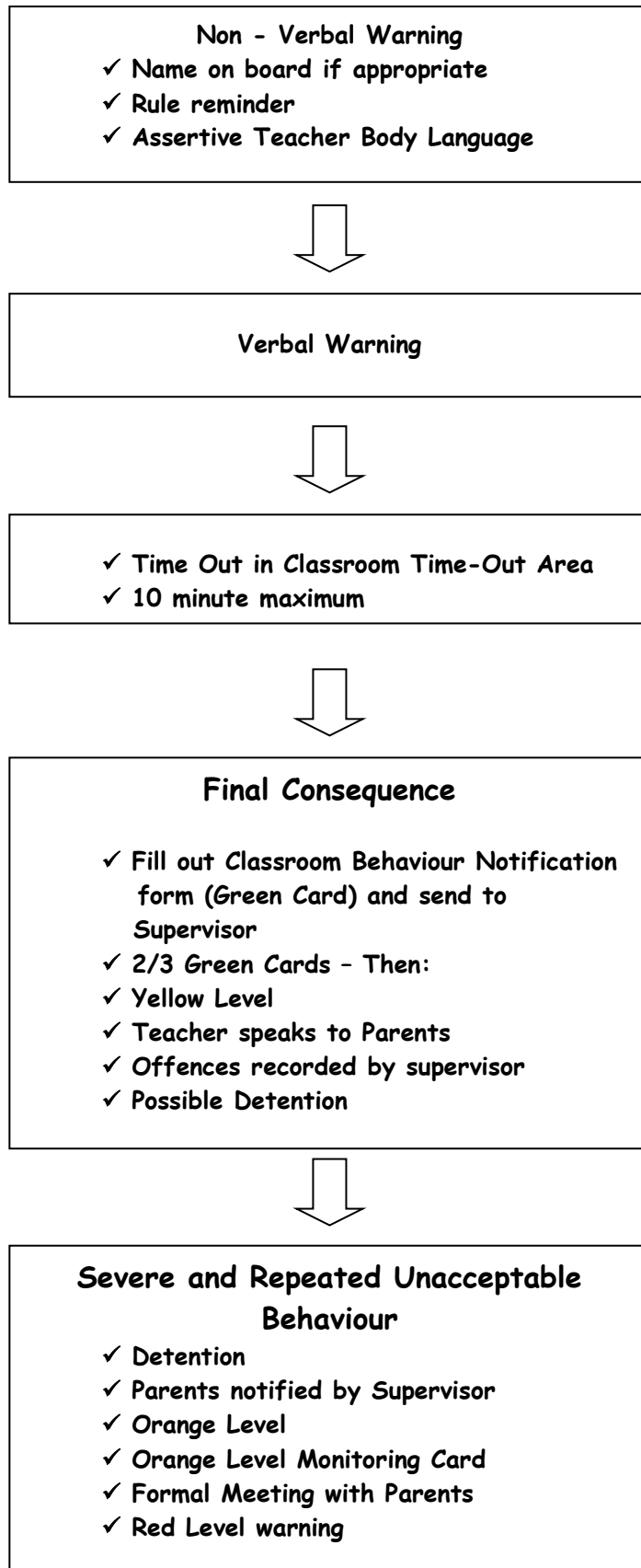
## Duty Procedures

- All students are to eat in their classrooms, put rubbish in bins, wash hands and clean their classrooms before entering the playground.
- Students are not to go to the canteen before 11.05am at recess and 1.10pm at lunch (unless they are picking up class recess / lunch orders.)
- Teachers are to stay with their class on the playground until the designated duty teacher arrives. No students are to be left in the playground without direct supervision (either during break or class time).
- If the designated duty teacher does not arrive, send to the office for an executive to arrange a replacement duty from the reserve list.
- When teachers are on excursions, in-services or will not be available to perform their designated duty, wherever possible a swap of the designated duty should occur and the executive responsible should be informed.
- Teachers are not to leave their designated duty without the replacement of another teacher or executive who can fulfil the supervision requirements for that duty (whether this be a critical incident, accident or the end of the playground duty break).
- Teachers must ensure that all students have left the designated playground area and are on their way to the assembly area.
- It is the responsibility of each teacher to make sure that they take their playground bag to their designated duty and that it is sufficiently stocked with the necessary and appropriate resources.
- In cases of wet weather please refer to the Wet Weather Supervision.

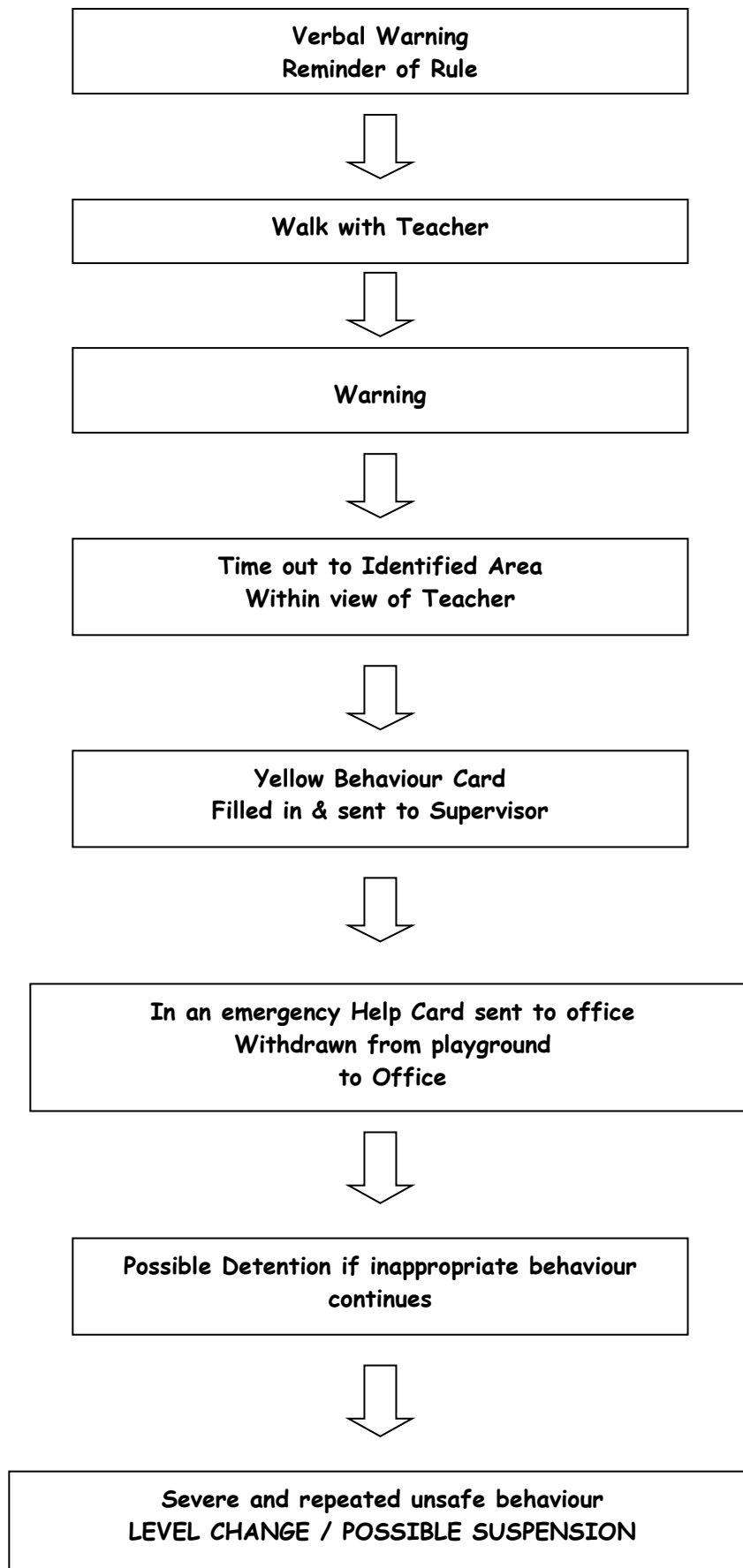
## PLAYGROUND MANAGEMENT ADVICE

<i>Playground</i>	What happens when I Do This...	Consequences
<p>Little Problems Name in Playground Folder</p>	<ul style="list-style-type: none"> <li>➔ Littering</li> <li>➔ Inappropriate use of playground equipment</li> <li>➔ Chewing gum</li> <li>➔ Inappropriate games on the asphalt, oval, eg. tackle footy,</li> <li>➔ Not following Instructions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verbal warning</li> <li>✓ Reminder of Rule</li> <li>✓ Pick up rubbish</li> <li>✓ Moved to a more appropriate area or stop game</li> </ul>
<p>Middle Problems Name in Playground Folder  (Or Repeated Little Problems)</p>	<ul style="list-style-type: none"> <li>➔ Out of Bounds</li> <li>➔ Teasing / Bullying</li> <li>➔ Spitting</li> <li>➔ Pushing and shoving</li> <li>➔ Swearing at each other</li> <li>➔ Playing in toilets / damaging</li> <li>➔ Non-compliance of Rules</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk with Duty Teacher</li> <li>✓ Repeat of offence leads to timeout to identified area within view of Teacher</li> <li>✓ Teacher now fills out Yellow Playground Card</li> <li>✓ Possible off playground session/days</li> </ul>
<p>Big Problems  (Or Repeated Middle Problems)</p>	<ul style="list-style-type: none"> <li>➔ Fighting</li> <li>➔ Leaving area without permission</li> <li>➔ Damaging / Stealing School property</li> <li>➔ Racism</li> <li>➔ foul language</li> <li>➔ Swearing</li> <li>➔ Non-compliance of Rules / Teacher requests</li> <li>➔ Throwing sticks and rocks</li> <li>➔ Fighting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fill out Yellow Card</li> <li>✓ Timeout Area</li> <li>✓ Withdrawn from Playground</li> <li>✓ Possible Yellow, Orange, Red Level</li> </ul>
<p>Repeated Big Problems  Or Serious Problems</p>	<ul style="list-style-type: none"> <li>➔ Dangerously Out of Bounds</li> <li>➔ Smoking</li> <li>➔ Premeditated Assault</li> <li>➔ Assault causing Injury</li> <li>➔ In possession of a Weapon</li> <li>➔ Drugs</li> <li>➔ Abuse of another</li> </ul>	<ul style="list-style-type: none"> <li>✓ Possible Level Change</li> <li>✓ Level Change</li> <li>✓ Possible suspension</li> <li>✓ Suspension</li> <li>✓ Case Conference</li> </ul>

## CLASSROOM MANAGEMENT PLAN



## PLAYGROUND MANAGEMENT PLAN





## Playground Care and Supervision

### Playground Duty Supervision Responsibilities

When on playground duty:

- **BE ACTIVE:** move around your designated areas; include patrolling restricted areas, be mobile for the majority of the time. Be aware of all areas in your designated duty.
- **BE VISIBLE:** you should be able to be seen by all students.
- **BE PROMPT:** duty and related responsibilities commence when the bell rings. Being late is an inconvenience for your colleagues and causes unnecessary stress.
- **BE PROACTIVE:** prevent any potential problems before they arise, deal appropriately with minor incidents before they can develop.
- **BE POSITIVE:** reward positive behaviour with a smile, verbal praise and / or BUGS. Praise positive behaviours at assembly time and identify individuals by handing out playground BUGS at this time as well as throughout duty.
- **BE CONSISTENT:** follow procedures as agreed and outlined in the Student Welfare / Discipline Policy for dealing with playground incidents.
- **BE ALERT:** watch for strangers in or around the playground. Observe, talk to and report if necessary.
- **BE FLEXIBLE:** the age, experiences and needs of the students you are supervising will impact on the strategies you will need to employ.
- **BE SUN SMART:** encourage all children to wear hats and teachers should wear a hat as a positive example to the students. *No hat no play - sit in a shady area.*
- **BE VIGILANT:** encourage tidiness in the playground.

### PLAYGROUND

Be punctual and consistent.

Show your class all Out Of Bounds areas each term.

Follow all steps in this document when on duty.

Follow up all playground concerns and fill in Playground Behaviour Notification Card (Bright Yellow) if necessary and send to appropriate person at end of duty.

## **Student Supervision Arrangements**

**WET WEATHER** - Two bells will ring to indicate Wet Weather Procedures.

### **BEFORE SCHOOL**

8.35am - Bell rings

- No children should be in the school playground before 8.35am, other than children at teacher-supervised activities, attending the Marton Activity Centre or at band practice.
- The top asphalt area is the only part of the playground to be used.
- The toilets behind the hall are the only toilets to be used.
- When children arrive they should put their bags in the assembly area.
- No child may enter any classroom, unless invited and accompanied by a teacher.
- Handball (tennis balls) is the only ball game allowed.
- Running is not permitted on any asphalt or concrete areas, or on stairways.
- The car parks are always out of bounds. Children proceeding to the office for any reason must walk the long way round.
- Bicycles should be WALKED in from the school gate to the bicycle racks. Do not ride bicycles in school grounds.

### **RECESS**

11.05am - Bell rings

- Children should not eat on stairs on way to the top playground.
- All rubbish in bins.
- Children have recess in top playground.
- No food to be taken to the grass area.
- Footballs and Soccer balls may only be used on the grass areas.
- Cricket nets are not to be used for soccer.
- All children should go to the toilet and wash hands. A bell will ring at 11.27am.
- All K-6 students move to the COLA seats and sit quietly until 11.30am.

11.30am - Bell rings

- Complete silence and announcements.

### **LUNCH**

1.00pm-1.10pm All pupils eat in classrooms. All rubbish in classroom bins.

**First lunch** - 1.10pm - Bell rings

- Children should not eat on stairs on way to the playground.
- Rubbish goes into the bins.
- Canteen - available from 1.10pm on selected days.
- Children still eating finish food in area outside Block E.
- Play sensibly on the asphalt areas and grass areas.
- No food to be taken to the grass area.

**Second lunch** - 1.30pm - Bell rings

- Line up when the bell rings to go to the library.
- Children still eating finish food in area outside Block E.
- Classes rostered for the grass areas play there.
- No food to be taken to the grass area.
- Footballs and soccer balls may only be used on the grass areas.
- Cricket nets are not to be used for soccer.
- All children should go to the toilet and wash hands before 1.50pm. A 1.47pm bell will ring.
- K - Y6 students move to the lunch seats and sit quietly until teacher arrives.
- At the 1.50pm bell, pupils will follow the instructions of their class teacher.

## **BUS LINES**

- Students waiting for after-school buses will follow all the instructions of the teacher on duty. They will assemble in the top asphalt.
- The teacher on duty will walk the line to the bus.
- Students must show their bus pass every time they get on the bus.

## **AROUND THE SCHOOL**

- "Tackle" football is not permitted in the playground. "Tip" is permitted, and means a tip or a touch - not a grab, a thump or a punch.
- Toilets are not part of the play area - make your visit short. Do not take food into the toilets
- Always walk on walkways, in corridors and on stairs - no running!
- Silver seats are for sitting - no standing on, jumping over or off lunch seats at any time
- No climbing trees or on to walkway roofs.
- No climbing fences to trespass in a neighbour's yard. If a ball goes over the fence it's lost. Our neighbours will usually throw balls back over the fence.
- Classes moving to the computer room, hall or library should do so quietly. Other classes are working and don't want to be disturbed by your noise.
- Bicycles should be walked to and from the school gate. Do not ride bicycles in school grounds.
- Dogs are not allowed in the school grounds - stray dogs will be tied up and if their owners cannot be contacted, Sutherland Council will remove them to the pound.
- Mobile phones (see school policy).
- Do not bring expensive toys to school. If they are lost, stolen or damaged the school will take no responsibility.
- Hand any lost money or property to the teacher on duty.

## **PROHIBITIONS**

- Weapons of any description must not be brought to school.
- Schools are places that must be absolutely free of illegal drugs. Students bringing such items to school will be suspended, with appropriate further action to follow.
- Alcohol, cigarettes and chewing gum are all banned from school.
- Correct footwear should always be worn. Thongs are not permitted.
- Jewellery should not be worn to school (exceptions: watches, sleepers, stud earrings). Again, if anything is lost, stolen or damaged the school will take no responsibility.
- Electronic games such as IPODs and the like are all not permitted at this school.
- "Bullrush" and "brandings" are not permitted at any time.
- "Superballs" should not be brought to school as they cannot be used in the playground.
- Cricket or softball bats must not be used (except under direct teacher supervision).
- Bullying, teasing, and ganging up are a serious breach of the school discipline policy and will be dealt with by the teacher on duty.

## OUT OF BOUNDS AREAS

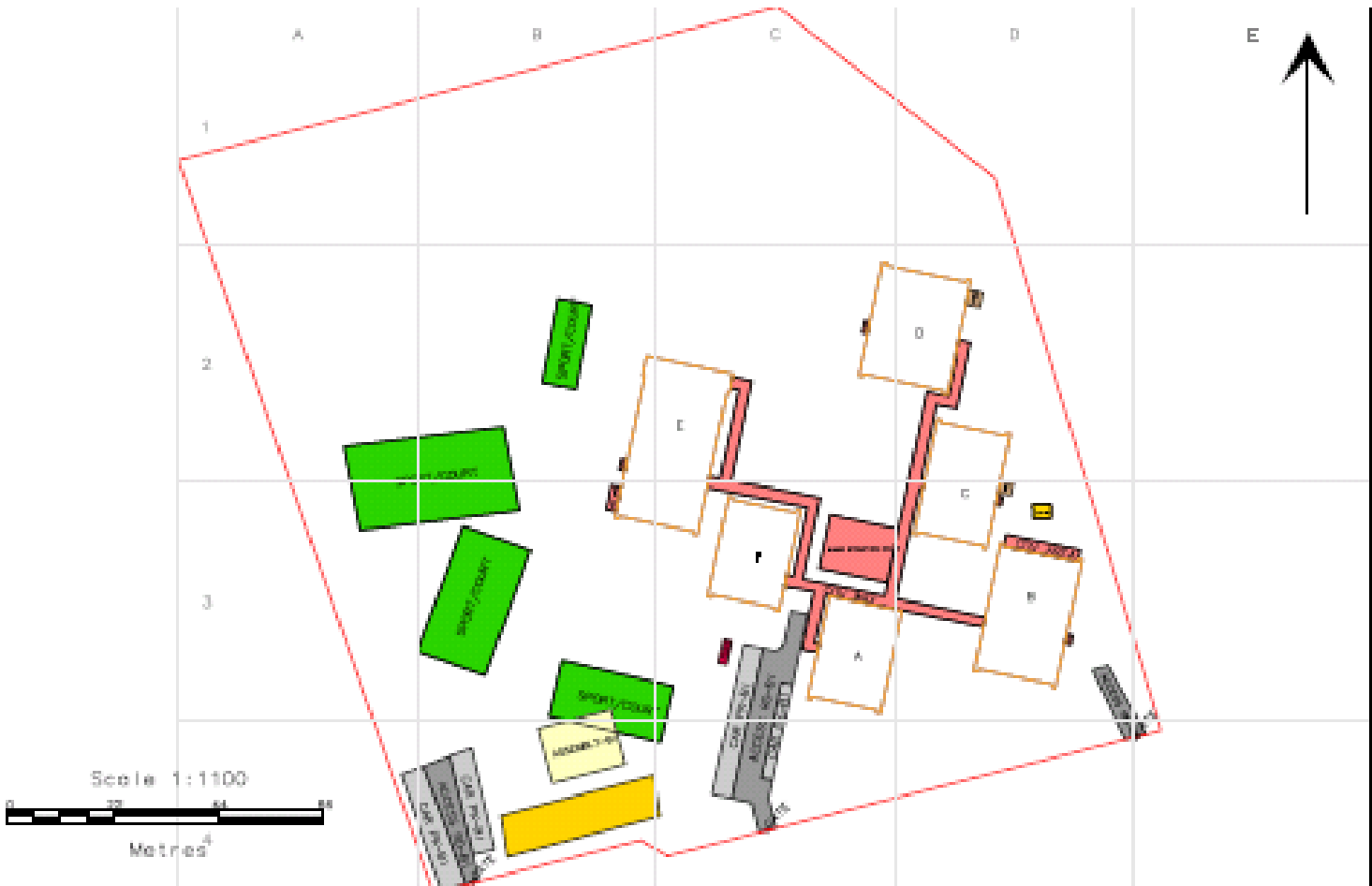
### Before School

- Classrooms, stairs and corridors
- C Block toilets
- Grass playgrounds
- Behind library or hall, canteen area
- Teacher car park / ANZAC Garden
- Pathway between Blocks E and F
- Bicycle racks

MAP		
A	=	Asphalt
G	=	Grass
L	=	COLA

### Recess, Lunch and After School

- Classrooms, stairs and corridors
- Behind library or hall
- Teacher car park
- ANZAC garden
- Pathway between Blocks E and F
- Bicycle racks
- Nature trail



## **Wet Weather Procedures**

### **Procedures**

- An Assistant Principal will make the decision for wet weather procedures or changes to wet weather procedures.
- If children are able to play outside in wet weather, normal duty will apply. Children are to play on the asphalt.
- If it rains while on duty, children return to classrooms as appropriate.
- If two bells ring during lunch, teachers will organise with buddy teachers for supervision in classes.

**Wet Weather Bell will indicate that wet weather procedures will replace normal duties.**

### **Before School**

- Children proceed to Classroom on arrival at school
- Class Teachers will supervise their classes

### **Recess & Lunch**

- A Teacher Buddy System will apply
- See Duty Roster

## **Rules for Safe Travel By Bus**

### **Getting on the bus**

- Stand well back from the edge of the road until the bus stops
- Board the bus in an orderly way
- Help younger and/or children with a disability to board the bus

### **Travelling on the bus**

- Be seated until alighting from the bus
- Store bags away from the aisle
- Keep all parts of your body and your belongings inside the bus
- Talk quietly
- Obey all instructions given by the bus driver

### **Getting off the bus**

- Move in a safe way to the doorway, after the bus has stopped
- Help younger and/or disabled children off the bus
- Wait on the footpath until the bus has moved away and then walk straight home
- If crossing the road, wait until the road is clear and then walk safely across the road.