

WELLBEING AND DISCIPLINE PROCEDURES

References

- *School Excellence Policy 2016*
- *Wellbeing Framework for Schools 2015*
- *Bullying: Preventing and Responding to Student Bullying in Schools Policy 2011*
- *Curriculum planning and programming, assessing and reporting to parents K-12 Policy 2016*
- *Nutrition in Schools Policy 2017*
- *Out of Home Care in Government Schools Policy 2017*
- *Protecting and Supporting Children and Young People Policy 2017*
- *Road Safety Education, Driver Education and Training Policy 2016*
- *School Attendance Policy 2017*
- *School Uniform Policy 2004*
- *Student Discipline in Government Schools Policy 2006*
- *Student Welfare Policy 2014*
- *Values in NSW Public Schools 2014*
- *Disability Discrimination Act 1992*
- *Disabilities Standards for Education 2005*

Rationale

The Lisarow Public School Student Wellbeing Procedures are structured according to the NSW Department of Education (DoE) Wellbeing Framework for Schools. It describes student wellbeing in three main sections: **Connect, Succeed, Thrive**.

Student Wellbeing is embedded in the Lisarow Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

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What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches to defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or the potential to flourish.

Wellbeing: A Shared Responsibility

When parents/carers enrol their children at Lisarow Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- act according to the DoE Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict in line with DoE policy.
- make reasonable adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- act appropriately as safe, respectful learners and friends who demonstrate personal best.
- contribute to the provision of a caring, safe learning environment for fellow students, staff and parents.

Parents will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair learning environment for all staff, parents and fellow students.

Wellbeing: Supported by the core values of public education

Wellbeing is supported by New South Wales public education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity - Being consistently honest and trustworthy.

Excellence - Striving for the highest personal achievement in all aspects of schooling, individual and community action, work and life-long learning.

Respect - Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility - Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation - Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation - Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care - Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness - Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy - Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Anti-Bullying

The Anti-Bullying Plan processes for preventing and responding to student bullying at Lisarow Public School reflect the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education.

Statement of purpose

At Lisarow Public School we promote positive relationships that respect and accept individual differences and diversity within the whole school community. Actively work together with the community to foster a safe, supportive learning/working environment where bullying is not tolerated. Positive relationships are also promoted and maintained through effective classroom and playground behaviour management programs and initiatives. As part of our school's Behaviour Code, our Anti-Bullying policy aims to deal effectively with and prevent incidences of bullying through the provision of positive prevention strategies, support for reporting and managing all forms of interactions that are not acceptable in the school environment. Through these measures we aim to achieve:

- an increase in the number of students who report bullying behaviour
- a reduction in the number of incidents involving bullying behaviour
- better performance in school work

Protection

Definition

Bullying is repeatedly hurting another person who is less powerful-either physically or psychologically. Bullying can take many forms. We consider the following behaviour to be bullying:

1. Physical: including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings or throwing objects at someone.
2. Verbal: name-calling, making offensive remarks, taunting, teasing, put-downs
3. Indirect Social/Psychological: spreading rumours, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.
4. Cyber (Online Bullying): verbal and indirect social/psychological bullying through use of technology such as emails, blogs, websites, mobile phones etc. including:
 - the sending of abusive texts or emails
 - taking and sharing unflattering or private images of others
 - posting unkind messages or inappropriate images on social networking sites
 - excluding individuals from online chats or other communication
 - assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others

All staff are responsible for:

- modelling appropriate behaviours at all times
- teaching students skills and strategies to deal with bullying as per the strategies outlined in this plan.
- Provide curriculum that supports students to develop an understanding of bullying and its impact.
- dealing with all reported and observed incidences of bullying as set out in this plan and the school's discipline policy
- ensuring that students are supervised at all times
- reporting incidences of bullying to the Assistant Principals consistent with school reporting procedures
- creating a culture where it is acceptable and encouraged to report incidents.

All staff have duty of care responsibility to all students at all times.

All students are responsible for:

- being assertive-Tell the "bully" that they don't like the behaviour, how it makes them feel and that how they must tell a teacher about it if the person continues.
- telling a teacher, AP or Principal if the perpetrator/s continues.
- reporting if they are being bullied or if they see someone else being bullied-both at school or on the way to and from school.
- reporting any cyber-bullying to their teacher or Assistant Principals (do not delete any emails and make note of any websites).
- asking to see the Principal directly to report incidences of bullying if the teacher is busy with other playground issues, or if they would prefer to do so.
- help someone who is being bullied.
- not bully others.

All parents/caregivers are responsible for:

- watching for signs their child may be being bullied.
- speaking with someone on the staff at Lisarow Public School if they suspect their child is being bullied.
- instructing their children to "tell" if they are bullied.
- support their children to become responsible citizens and to develop responsible on-line behaviour.

Prevention

Through implementation of the school expectations the school will establish and maintain a positive climate of respectful relationships where bullying is less likely to occur. This includes:

- explicit teaching & modelling of positive behaviours that reflect school expectations.
- treat one another with dignity and respect.
- establish and maintain supportive and protective student wellbeing programs.
- teach - High Five Strategy to build student's social skills & resilience.
- implementation of the Buddies Program and use of resources e.g. Bullying No Way.
- students are encouraged through regular reminders to 'dob' (don't obey bullies) and report bullying incidents involving themselves or others, including incidents of Cyber-bullying.
- education of whole school community around the identification of bullying and cyber safety issues.
- frequent recognition of students practising respectful and responsible behaviours.
- clearly defined and articulated consequences for non-compliant, inappropriate and/or bullying behaviour.
- reinforcement and communication to whole school community of school's position of zero tolerance for bullying.

If you're being bullied...

Do the 'High Five'...

1. Ignore
2. Talk friendly
3. Walk away
4. Talk firmly
5. Report

But if it's been going on for a while and these don't work...

- talk to your friends and ask for support.
- talk to your parents.
- talk to your teachers including Principal and Assistant Principals.

If you see someone else being bullied...

- tell the person acting like a bully to stop.
- talk to a teacher.
- don't watch or join in.
- try to change the subject.
- try to comfort and/or include the person who's being targeted.
- explain to the person being bullied that it's nothing to do with them—it's about the other person's behaviour.

If you are cyberbullied...

- don't respond to the message or image.
- save the evidence.
- block and delete the sender.
- report the situation to the website or Internet Service Provider.
- tell trusted people—friends, adults, teachers, parents and police if necessary.



Early Intervention

Some students are identified as being at risk of bullying or developing long-term difficulties with social relationships. Some students are also identified as using bullying behaviour. Where it is anticipated that a student may be at risk of becoming either a victim or perpetrator of bullying behaviour, the following measures will be taken:

- referral to Learning Support Team.
- development of social stories and strategies for teaching/coaching and practice through role play and scenarios.
- development of support plans on how to cope with difficult situations.

Response

Incidences of bullying are reported immediately to any teacher, Assistant Principal or Principal by students and/or parents. Any bullying incidences reported will be looked into by the Assistant Principals or Principal. Consequences for the perpetrators of clearly substantiated bullying behaviour will also be imposed as outlined in the school's behaviour code and if necessary, suspension procedures then a bullying incident is reported or observed the following procedures will apply.

Responding to Reported Incidence of Bullying

- students involved speak with Assistant Principal or Principal about the incident.
- if substantiated, and depending on the nature of the incident, the student responsible for bullying is warned of the consequences for further incidences.
- if it is noted that a student is repeatedly perpetrating bullying behaviours, a behaviour management plan will be developed for him/her in consultation with his/her parents to hopefully modify behaviour and reduce risk to other students.
- in the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal.
- inform other staff of the incident.
- monitor the behaviour of the children involved.
- if the child continues to bully, make an appointment to speak to the parent/carer. Remind them of the policy and ask for their cooperation in stopping the child from bullying other students. Develop a support plan if necessary or make a referral to the Learning Support Team and/or Counsellor and School Chaplain.
- if bullying behaviour does not stop, student may be suspended as per the school's behaviour code and DoE policy documents.
- victims of bullying will have access to the school counsellor or Chaplain.

Reporting Instances of Cyber-bullying

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

- tell an adult you trust. This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it. Leave the area or stop the activity.
- block the sender's messages. If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.
- keep a record. Save any harassing messages and record the time and date that you received them.
- advise your Service Provider. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber-bullying over their networks, or help you track down the appropriate service provider to respond to.
- report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous.

Evaluating the Program

The plan and strategies put in place will be evaluated on an ongoing basis by noting if there has been a reduction in reported or observed incidences of bullying, if there has been a change in the ethos of our school and speaking to parents who have reported incidences to find out if the problem has been resolved.

School Uniforms

School Uniforms help to promote a sense of pride and identity in belonging to Lisarow Public School. Parents and teachers encourage all students to wear the school uniform at all times. Uniforms should be clean and presentable. Financial support is available to assist with the purchase of a uniform.

The uniform below was endorsed by the P&C after community consultation and is available through the school Uniform Shop.

Hats

A school hat is to be worn every day of the year. The school hat is available for purchase from the school office or uniform shop. Caps or other hats are not to be worn as the endorsed green broadbrim hat complies with the *Sun Safety for Students Guidelines (2013)*. Students are encouraged *no hat – play in the shade*.

Girls Uniform

- Tartan green culottes
- Tartan tunic
- Gold polo shirt with bottle green inserts
- Broadbrim green hat
- Plain white socks
- Black shoes suitable for physical activity
- Bottle green girl pants
- Bottle green tights
- Fleecy zip or microfibre jackets



Boys Uniform

- Gold polo shirt with bottle green inserts
- Bottle green shorts
- Broadbrim green hat
- Plain white socks
- Black shoes suitable for physical activity
- Bottle green trackpants
- Fleecy zip or microfibre jackets



General

- No make-up is permitted at school.
- Clothing is not to have logos, branding, emblems (excluding the approved school emblem).
- Hair accessories are preferred to be green or gold.
- Minimal jewellery including only studs or plain sleepers for earrings.
- Bottle green 'cottontails' or similar can be worn under the tunic or skirt.

School Uniform Shop

School uniforms can be purchased at the school uniform shop located in Bailey Cottage at Lisarow Public School. The school uniform shop is managed by the Lisarow PS P&C Association.

Parents are also able to purchase uniforms online via FlexiSchools. To place an order parents go to www.flexischools.com.au and click register now. An email will then be sent with further instructions on how to complete the registration. A help desk number is available on 1300 361 769 for any support.

The shop is open Tuesday 2.30-3.15pm during the school term.

The full uniform price list is available from the uniform shop or downloaded from the school.

Student Participation and Leadership

Provide opportunities to support the meaningful involvement of students in their school and community.

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Lisarow Public School encourages active participation in a number of ways including:

- Student Representative Council
- Student Parliament
- Buddy Systems
- Recognising student achievement on assemblies
- Student Led Assemblies
- Valley School initiatives including the Leadership Forum

School Attendance

Work in partnership with parents to ensure the regular attendance of students.

Responsibilities

Parents are responsible for:

- enrolling their children of compulsory school age in a government or registered non-government school or registering them with the NSW Board of Studies for home schooling.
- ensuring that their children attend school regularly.
- explaining the absences of their children promptly to the school.
- taking measures to resolve attendance issues involving their children.

School staff are responsible for supporting the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of belonging to the school community.
- recognising and rewarding excellent and improved student attendance.
- maintaining accurate records of student attendance in line with DoE policy.
- implementing programs and practices to address attendance issues when they arise.
- providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

The Principal is responsible for ensuring that:

- students are enrolled in line with the requirements set out in *Enrolment of Students in Government Schools: A Summary and Consolidation Policy (1997)*.
- attendance records are maintained and are an accurate record of the attendance of students.
- attendance records including details of transfers and exemptions are accessible to the Director Educational Leadership and the Home School Liaison Officer (HSLO).
- the HSLO is informed of attendance problems and issues. This includes providing the Director with regular information about students for whom chronic non-attendance is an issue.
- school staff are trained to implement school attendance policies and procedures.
- parents and students are regularly informed of attendance requirements.
- cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.

Arrival at School

A teacher is on duty from 8:25am. Students should not be at school before this time unless for a specific reason and under the care of a teacher or staff from Before and After School Care.

Student Absence

If a child is absent parents & carers are requested to telephone the school, send a note of explanation when the child returns to school or use the Lisarow PS App. Teachers notify their stage leader if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

Late Arrival & Early Departure

Upon arrival at the school, the parent or caregiver reports to the office where the reason for late arrival or early departure is formally recorded as a partial absence as per Department of Education procedure. The classroom teacher will undertake all reasonable measures to contact parents promptly after any unexplained absences occurring. Contact may be made:

- If, after 7 days of a student returning to school, a note has not been provided.
- If a child has 3 consecutive unexplained days absent, the teacher will phone the parent and record this call and the results in the electronic roll.

Principals may:

- grant sick leave to students whose absences are satisfactorily explained as being due to illness.
- grant leave to students of compulsory school age totalling not more than 50 days per school year in addition to sick leave.
- decline to accept a satisfactory explanation for an absence. Parents should be reminded of what constitutes an unacceptable explanation.
- request medical certificates or other documentation when absences explained as being due to sickness are frequent and prolonged or there is concern that the illness may affect other students.
- delegate responsibility for the maintenance of attendance registers to teachers and other school personnel. In such cases, the principal must ensure that these staff:
 - know the procedures in this document before marking the attendance register and following up absences. Staff must understand how an absence should be noted on an attendance register using the approved codes.
 - seek verbal or written advice promptly from parents regarding unexplained full or part day absences. Parents may not be aware that their child has been absent from school and will expect to be informed promptly if unexplained absences occur.
 - retain records of written, electronic and verbal explanations from parents. If teachers receive verbal explanations from parents, a record of these must be kept with written and printed electronic explanations.
 - alert the stage supervisor when a student's patterns of attendance is of concern, or if no explanation is received from the parent or carer.
 - report chronic non-attendance, fractional truancy and persistent lateness promptly to the Learning Support Team and Principal.

Home school liaison officers (HSLO) and other DoE personnel conduct regular audits of school attendance registers and provide support to principals in maintaining these documents

School Attendance Records Requirements

School attendance records must include:

- a register of admission to be retained permanently.
- notes and records of verbal explanations for absences from parents. This advice is to be retained for two years from the date of receipt.
- an attendance register to be retained for three years. In a case where a student has an accident necessitating an accident report, all attendance records should be retained until the year the student reaches the age of 24.
- The student's record card listing the number of absences each year to be retained for seven years after the student has left. In the case of a student who has had an accident report, all attendance records should be retained until the year the student reaches the age of 24.

Attendance Registers (rolls)

Attendance registers must be maintained on all days which the school is open for instruction including school sport days, swimming carnivals, excursions and similar events.

The exception method (marking absences only) is to be followed by all schools. Only the codes provided by the Department of Education are to be used.

School attendance must be recorded on the attendance register in the school day (first 15 minutes). Students involved in off-site activities organised by the school or Department of Education are not marked as absent. They are marked as 'school business.'

Lisarow PS uses the Department of Education approved electronic attendance register. If access to this electronic roll is not available, a paper roll will be completed and sent to the front office for entry by the School Administrative Staff. A hard copy of the electronic record is to be generated weekly for the previous two-week period. The principal must endorse this hard copy, certifying its accuracy. Once signed, this hard copy becomes the record attendance.

In the case of **late arrival or early departure**, the precise times of arrival or departure are recorded. Attendance registers must be maintained each day the school is open with the exception of:

- days on which there is part or full day industrial action involving teachers.
- approved school development days.
- days on which the school is non-operational such as fire or flood. Principals will consult with DoE personnel prior to deciding that a school is non-operational.

Enrolment and Attendance

Students may attend a NSW government school if they are:

- enrolled at that school or attending in the short term.

Requirements and procedures for enrolling students in NSW government schools are located in *Enrolment of Students in NSW Government Schools*.

Short-term Attendance

Students may be enrolled in one school only at any given time. However, for a variety of reasons, a student enrolled at a NSW government school may need to attend another NSW government school for a short period of time. Short term attendance arrangements should not unduly disrupt programs in the host school. They should not result in any reorganisation of classes or timetables. Prior to agreeing to the short term attendance of a student, the principal of the host school should gather the necessary information to permit a risk assessment to be conducted. The objective of the assessment should be the maintenance of a safe learning environment for staff and students. Principals should refer to Legal Issues Bulletin 40 Collection, Use and Disclosure of Information About Students with a History of Violence.

Supporting the Regular Attendance of Students at School

Parents are responsible for the regular attendance of students at school. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligation under the Education Act 1990, the welfare of the student must be the focus of this consultation.

The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Early telephone contact with parents is one means of achieving this. Resolution of attendance difficulties may require a range of additional school based strategies including:

- student and parent interviews.
- reviewing the appropriateness of the student's educational program.
- referral to the school counsellor or outside agencies.
- support from school based personnel.

Failure to Enrol

Legal action in such matters is a last resort and must only be considered when all other reasonable avenues have been explored without success. If interventions by school and DoE attendance personnel fail to satisfactorily restore attendance of students or compulsory school age Section 23 (5) of the Act requires that the parents attend a conciliation conference. Conciliation Conferences are convened by senior Departmental officers, usually a Director or nominee. The objective of conciliation conferences is to resolve non-attendance matters in an informal, non-threatening atmosphere.

Exemption from Attendance at School

In the case of students of compulsory school age, applications of student leave in excess of fifty days in a twelve month period must be considered as applications for exemption from school attendance. Exemption should only be granted where conditions exist which make it necessary or desirable that a certificate of exemption be granted.

Directors may grant exemptions due to:

- health of the student where sick leave or alternate enrolment are not appropriate.
- engagement in full time education offered by an accredited provider.

The Certificate of Exemption must state that the exemption may be withdrawn if these conditions cease to apply. The certificate will specify a period for which the exemption had been granted. The original Certificates of Exemption will be provided to the parents or carer. A copy of the certificates of Exemption will be provided to the school and must be attached to the student's record card.

Holidays

As part of the implementation of the National Standards, holidays taken by students outside of school vacation periods have been included as absences since the beginning of 2015. A Certificate of Exemption can no longer be granted for holidays.

Families are encouraged to holiday or travel during school vacations. If travel outside of school vacation periods is necessary parents complete an application for *Extended Leave – Holiday*. If the principal accepts the reason for the absence, the absence will be marked as Leave and a *Certificate of Extended Leave – Holiday* issued. This will count towards student's total attendance record for the school year. This application must be completed prior to any travel. Parents can collect applications from the front office.

Definitions

Parent includes a carer or other person having the care or custody of a child or young person.

An unexplained absence is one where a parent provides no acceptable reason from a student's non-attendance.

Truancy is the absence of a student from school without the knowledge or permission of their parent or carer.

A parent condoned absence occurs when a parent or carer permits a student to be absent from school without acceptable reason.

SUCCEED

Our school will provide a safe, stimulating and enriching environment with all members of the school community working collaboratively together to ensure positive relationships are developed and all members feel valued. We will foster engagement in learning through *Positive Behaviour for Learning (PBL)* by setting high standards of behaviour and discipline.

Lisarow Public School Expectations



Lisarow Public School All Settings Matrix



Respectful	Use Manners Wear Your Uniform Respect Other People's Space Follow Teacher Directions	
Safe	Walk Sensibly Hands And Feet To Yourself Use Equipment Safely	
Personal Best	Be Prepared Actively Participate	

RESPECTFUL Have respect for yourself, others and the school environment

SAFE Work together to create and maintain a safe, positive environment

PERSONAL BEST Participate fully in all school activities and work to achieve a personal best

Promoting Good Discipline and Effective Learning

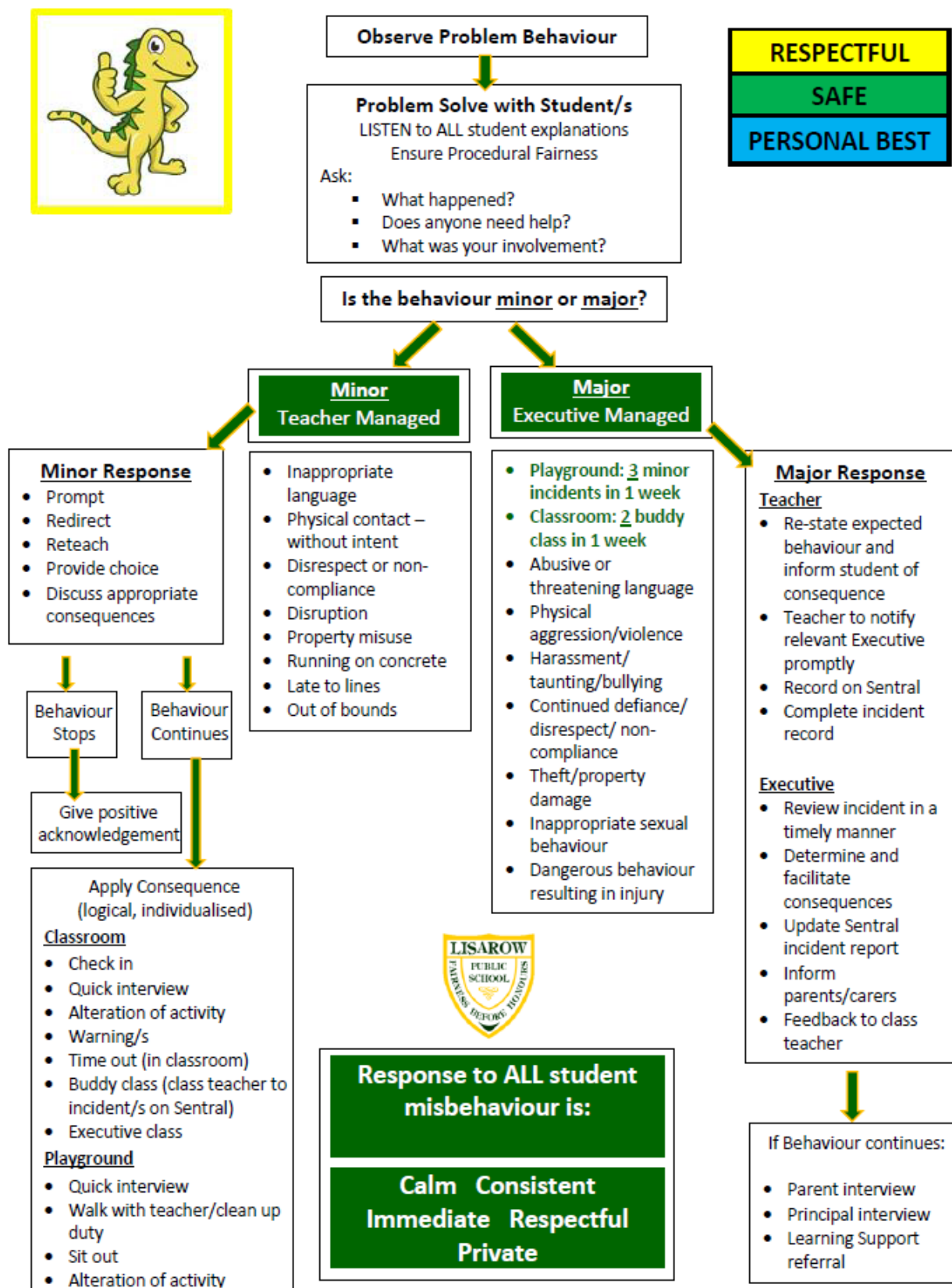
Lisarow Public School promotes a positive school environment by:

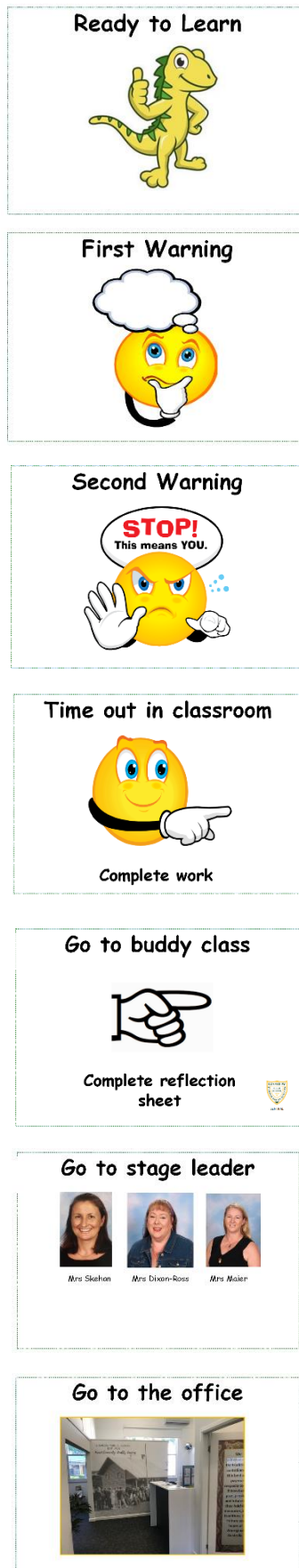
- Implementing Positive Behaviour for Learning (PBL):
 - Clear school expectations (Respectful, Safe and Personal Best).
 - PBL Behaviour Management Flowchart.
 - Classroom Conduct Flowchart.
 - Communicated to students through regular PBL lessons in class.
 - Classroom reward system – Lucky Lunch Lotto Tickets, House Points and individual classroom incentives.
 - Whole school Lucky Lunch Lotto draw, reward activities.
- Recognition of student achievement:
 - Merit, Star, Principal's and Citizenship Award at whole school assemblies.
 - Home reading award.
 - Sports awards.
 - Presentation Assembly.
- Providing Quality Classrooms:
 - Clear routines and procedures.
 - Promoting a culture of high expectations for all students.
 - Differentiated and engaging teaching and learning programs.
 - Empowering students through involvement in decision making process (SRC, classroom rules).
 - Quality Playground Program.
 - PD units including Drug Education, Child Protection.
- Developing strong relationships:
 - Parents are partners in their child's education (3-way interviews, open communication philosophy).
 - Kindergarten Buddies Program.
 - Social events (school discos, movie nights).

Lisarow Public School promotes a positive playground by:

- Implementing Positive Behaviour for Learning (PBL):
 - Clear expectations for behaviour in all playground contexts.
 - Communicated to students through regular PBL lessons in class.
 - Signage posted around the school reinforcing expectations.
 - Students taught to play games through Quality Playground Program.
 - PBL Playground Awards – reinforcing positive choices in the playground.
 - Teacher and SLSO playground supervision.
 - PBL flowchart for managing students not adhering to expectations.
- Providing a variety of options for students during break times:
 - Outdoor play options including; play equipment, sandpit, oval, COLA, running track, sports equipment loan system, SLSO support.
 - Library.
 - Computer room.
 - Social skill development groups.
 - Sport team training sessions.
- Adhering to the Sun Safe Policy.

Behaviour Management Flowchart





Unacceptable Behaviour

The department has set down clear guidelines for procedures to deal with unacceptable behaviour. Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated and is considered unacceptable behaviour.

Suspension

Suspension highlights for the students and parents the need to devise a course of action to remediate that behaviour.

Any student who commits the following offences may be suspended:

- Persistent disobedience;
- Violence [including physical and verbal abuse]

Any student who commits the following offences will be suspended:

- Possession of illegal drugs;
- Possession of a weapon;
- Criminal behaviour.

Protecting Children & Child Protection

The staff at LPS participate in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

Working with Children Check

All staff from 2018 staff obtain a Working with Children Check involving a national criminal history check and review of findings of workplace misconduct.

The result of a Working with Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

Out of Home Care

Lisarow PS will support children and young people in out-of-home care so they have the opportunity to maximise their life outcomes.

Education Plan

Lisarow PS teachers will prepare an education plan developed within 30 school days of notification that a child has entered or is in care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning. An Out of Home Care (OoHC) worker from the DoE will be engaged for an OoHC student whose care arrangements or enrolment situation changes.

Supporting Students with a Disability

Lisarow PS will plan and coordinate support needs for students with disability and additional learning needs.

Inclusive Education

At Lisarow PS staff are aware of their obligations towards students with disability and their parents and carers under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

School and teacher practice supports the provision of personalised learning and support for students of all abilities. This is about quality differentiated teaching practice and includes making adjustments to curriculum delivery and assessment that anticipates and responds to students' learning differences. School and teacher practice also focuses on using resources in a manner that enables the school to meet identified learning and support needs of students with a particular ability in consultation with students and/or their parents and carers. The Learning Support Team provides a critical role in providing reasonable adjustments and creating support plans in consultation with parents and specialists. The school participates in the Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

Personalised Learning and Support Plans

Teachers prepare Individual Education Plans (IEP) or Personalised Learning and Support Plan (PLaSP) for every student with a disability and/or additional needs. These plans use data collected on academic and social achievement to set learning goals. These plans are prepared in consultation with staff and parents.

Positive Behaviour for Learning

Through a whole school, evidenced base process Lisarow PS will create a safe, effective learning environment.

What is Positive Behaviour for Learning?

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing. It is underpinned by the support and commitment of the whole school community.

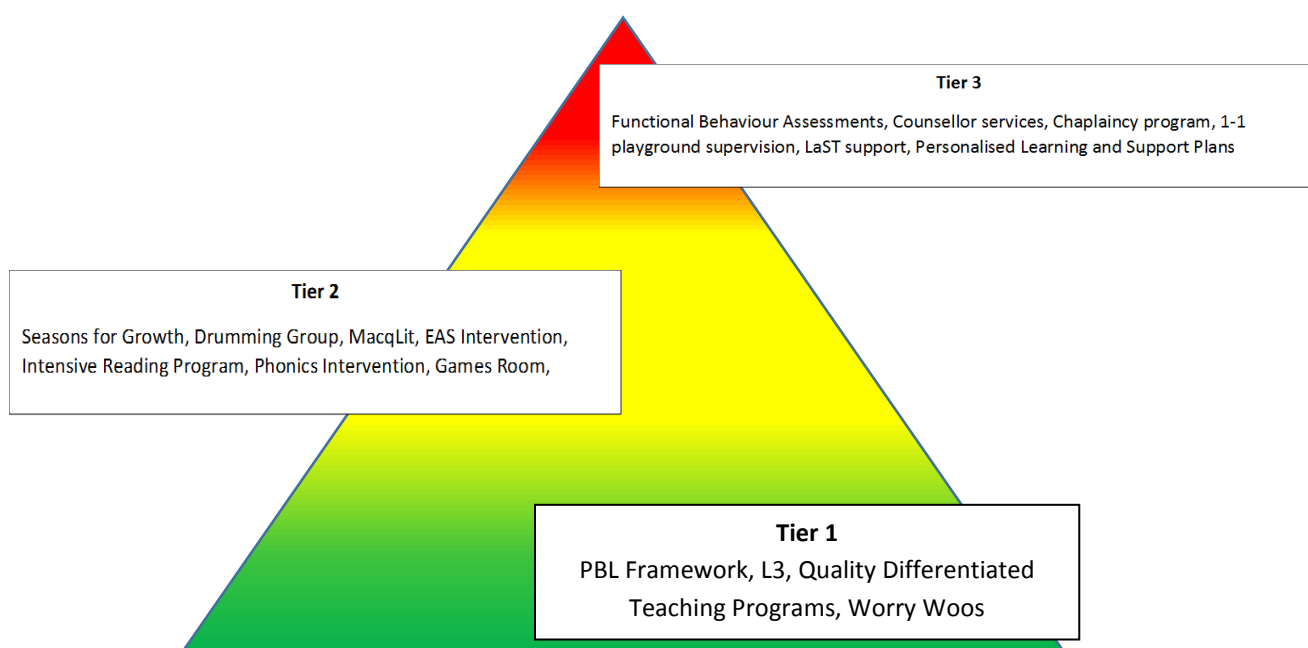
Lisarow PS encourages student self-evaluation of progress and achievement on wellbeing goals. It helps students understand the consequences of choices and of their behaviours.

Positive Behaviour for Learning is based on a three-tiered continuum of prevention and intervention:

Tier One: Student Wellbeing Goals

Tier One of the Lisarow PS's Positive Behaviour for Learning is universal prevention through a school-wide and classroom system for all students, staff and settings. The school is committed to a learning community that pursues 3 school wide expectations. These expectations are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.

Lisarow is yet to undertake Tiers 2 & 3 of PBL.



Nutrition in Schools

Promote and model healthy eating and good nutrition in school programs.

Classroom Learning

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. It is about the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle. Children participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

Crunch & Sip

Crunch & Sip is a time during the school day when students can eat fruit or salad vegetables and drink water in the classroom. The idea is to help kids to re-fuel and boost their physical and mental performance and concentration in the classroom. Crunch & Sip is about the school promoting and modelling healthy eating and good nutrition involving food and drink. Each day, students bring a piece of fruit or salad vegetables to school to eat in the classroom, usually at a set time. In addition, each child has a small, clear bottle of water in the classroom to drink throughout the day to maintain hydration.

Healthy Canteen Strategy

Our school has now transitioned to the revised strategy. The transition will be responsive to canteen operating arrangements, product availability, rural and remote locations and community and cultural expectations. The Australian Dietary Guidelines and the national labelling system that provides Health Star Ratings (HSRs) on the front of packaged food and drinks forms the basis of the minimum food and drink criteria for the revised Healthy School Canteen Strategy. The new food and drink criteria replaces the traffic light system under the previous strategy.

Sun Safety for Students

Plan and implement best practice strategies for sun safety.

Wear a Hat - Stay Safe

All children are required to wear a hat when they are outdoors. The school expectation of 'Wear a Hat – Play in the Shade' is enforced. Children without a hat during recess and lunch are directed by the teacher on duty to remain in a shaded area.

During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen. It is the responsibility of Parents and Carers to inform the class teacher if their child is not permitted to apply sunscreen.

Each morning children wear their hat to morning lines.

Student Health

Promote the healthy development of students and protect the health and safety of those with health care needs.

Health Care Plans

Many children have medical conditions such as asthma or eczema that need to be managed by the staff here at school. Management includes making special provisions or administering medication. If a child has an ongoing medical condition that needs to be managed by the staff it is essential that parents go to their doctor for an individual health care plan.

This plan must be given to the school. The plan needs to be updated annually or if the medical condition changes.

Administering Medication

All medication sent to school must be given to the Office. Medication for any child will be administered with the direct supervision of the staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered. Parents must sign a permission to administer medication form available from the office.

Drug Education

Educate children about drugs and preventing drug misuse

Classroom Learning

Lisarow Public School meets the mandatory requirements for drug education in the Personal Development, Health and Physical Education (PDHPE) key learning area. Students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about drug use.

Road Safety Education, Driver Education and Training

Education students to stay safe on the road through road safety.

Classroom Learning

Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations.

Walk Safely to School Day

Lisarow Public School is situated near busy roads including the Pacific Highway. Pedestrian safety is paramount, with many students walking to and from school and crossing the roads around the school. Each year the school participates in Walk Safely to School Day which is about encouraging students to walk and commute safely to school. It is a community event and includes students, parents and teachers. Included in the Walk Safely to School Day initiative are lessons to teach that children up to 10 years need to hold an adult's hand when crossing the road. The lessons also develop the road-crossing skills children will need as they become mature pedestrians.