

Student Welfare Policy: 2009

Rationale:

Cammeray School aims to provide a secure, safe and happy environment within which students learn and grow in a confident and responsible manner.

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

School Values that support student well-being:

Our school values aim to support the development of the whole child in becoming confident, happy and successful citizens. These values are:

- Respect -of self, others & property
- Individual worth – developing pride, confidence & potential
- Happiness- contentment, enjoyment & positive relationships
- Self-reliance- using strategies to manage problems & present ideas
- Responsibility-taking control of actions & accepting guidance
- Tolerance – acceptance and celebration of the individual
- Cooperation – caring & supportive of others, working together
- Confidence – creating an environment that supports and encourages risk-taking & individuality

School Expectations:

1. Play safely
2. Treat others kindly
3. Care for the school environment
4. Follow school routines and teacher instruction
5. Take pride in the school – wear the school uniform, behave responsibly on excursions and when travelling to & from school.

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

Strategies & practices to recognise and reinforce positive student behaviour:

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

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

- Stickers, stamps, personal comments, visit to AP, DP or Principal to acknowledge good behaviour and/or good work.
- Good work cards (GWC) are worth 1 point and reward everyday success.
- 10 Good Work Cards can be traded for a class merit award worth 10 points.
- Book awards (worth 5 points) and merit awards (worth 10 points) are presented in assembly.
- 50 points worth of awards can be traded for a Certificate of Achievement (this is sent home).
- 250 points leads to a Pennant award.
- "A" Day awards are presented at the end of each term; 4 awards per class (worth 10 points).
- Cammeray Medallion – Blue; is awarded to senior students who have demonstrated consistent, outstanding behaviour and service to the school.

Strategies & practices to manage inappropriate behaviour:

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

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

What happened?

Who has been affected?

What should happen next?

How can this be resolved?

Strategies used in the classroom:

- Warning and time out in the classroom
- Continued misbehaviour leads to time out in another classroom.
- Referral to Deputy Principal and / or contact with parents
- Individual behaviour plans developed for continued disruptive behaviour
- Serious and / or unsafe behaviour is referred immediately to the Principal

Strategies used in the playground:

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

Rights and Responsibilities – specific roles

Students :

Students are actively involved in:

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

Teachers:

Teachers are actively involved in:

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

Parents:

Parents are actively involved in:

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

Anti-Bullying Policy:

Rationale:

Cammeray School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth and self esteem for all.

Two principles are central to this policy:

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

Definition:

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

Bullying behaviour can be:

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

A Statement of Purpose:

Students, teachers and parents can expect:

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

Students, teachers and parents have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community.
- Actively work together to resolve incidents of bullying behaviour when they occur.
- Not be a bystander in situations where bullying is occurring but tell an adult and seek help

Strategies to prevent Bullying:

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

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

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

Strategies to deal with Bullying:

If bullying occurs:

1. Stand up to the bully and tell them to stop.
2. If the behaviour continues tell an adult.
3. Bullying behaviour will be acknowledged and investigated by the teacher.
4. Serious incidents of bullying or repeated incidents of bullying will be referred to the Deputy Principal or Principal.
5. Once referred, the incident will be investigated and recorded. Parents of both parties will be notified and consequences will be implemented for the perpetrator and support given to the victim.
6. Consequences for bullying behaviour will include detention, removal from school activities and suspension from school if needed.

Monitoring and Evaluation:

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

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