

EMU HEIGHTS PUBLIC SCHOOL



Student Welfare Policy

November 2017

Student Welfare is a shared responsibility of parents, students and community in partnership with teachers.

Student welfare encompasses everything that the school community does to meet the personal, social, emotional and academic needs of students to enhance their well-being. It involves the provision of a safe, caring school environment in which students are nurtured as they learn and recognising, valuing and developing each student as an individual and unique person in the context of society.

Our student welfare program is achieved through the total school curriculum and the way it is delivered. It incorporates effective discipline and encompasses all the policies, structures and activities which are planned and implemented by the school to promote student welfare.

Emu Heights Public School will provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. The objectives and outcomes that follow are taken from the DoE Student Welfare policy and therefore relate to:

- ❖ Effective learning and teaching
- ❖ Positive climate and good discipline
- ❖ Community participation

Effective learning and teaching

Objective:

To enhance effective learning and teaching by:

- ❖ Encouraging students to take responsibility for their own learning and behaviour
- ❖ Identifying and catering for the individual learning needs of students
- ❖ Establishing well-managed teaching and learning environments
- ❖ Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- ❖ Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- ❖ Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ❖ Ensuring that gender and equity issues are recognised and addressed across the curriculum

Outcomes:

- ❖ Students will be active participants in the learning process
- ❖ Coordinated student services will provide effective support to classroom programs
- ❖ The learning experiences of students will affirm their individuality and be positive and satisfying

Results for students:

- ❖ Students will participate in decisions about their own learning
- ❖ Students will pursue a program of learning relevant to their needs and aspirations
- ❖ Students will develop an understanding of themselves as well as skills for positive, socially responsible participation
- ❖ Students will develop competencies which enhance the quality of their relationships with others.
- ❖ Students will feel valued as learners

Positive climate and good discipline

Objective:

To enhance school climate and discipline by:

- ❖ Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- ❖ Providing opportunities for students to demonstrate success in a wide range of activities
- ❖ Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- ❖ Establishing clear school rules which are known and understood by all school community members
- ❖ Monitoring attendance and ensuring that students attend school regularly
- ❖ Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- ❖ Valuing difference and discouraging narrow and limiting gender stereotypes
- ❖ Incorporating students' views into planning related to school climate and organisation
- ❖ Establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- ❖ Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- ❖ Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments

Outcomes:

- ❖ The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices
- ❖ Principles of equity and justice will be evident in school plans, programs and procedures
- ❖ The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development
- ❖ The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together
- ❖ The school will reflect the values of its community and will welcome the participation of community members in the life of the school
- ❖ The school will be an inclusive environment which affirms diversity and respects difference

Results for students:

- ❖ Students will be safe in the school environment
- ❖ Students will know what is expected of them and of others in the school community
- ❖ Students will be able to learn without disruption from unruly behaviour

- ❖ Students will be provided with appropriate support programs
- ❖ Students will contribute to decision making in the school
- ❖ Students will participate in all aspects of school life as equals
- ❖ Students will value difference
- ❖ Students will be respected and supported in all aspects of their schooling
- ❖ Students will know and understand their school's organisation and know about student representative councils and other representative bodies such as the School P&C.

Community participation

Objective:

To enhance community participation by:

- ❖ Building learning communities in which staff, students and parents work together for planned results
- ❖ Encouraging parents and community members to participate actively in the education of young people and in the life of the school
- ❖ Acknowledging parents as partners in school education
- ❖ Encouraging students to have a sense of belonging to the school community
- ❖ Assisting families to gain access to support services in the community
- ❖ Fostering close links with the wider community
- ❖ Encouraging links between parent and student representative groups
- ❖ Inviting parents to share their skills and experiences in the school community
- ❖ Supporting students and their parents in making decisions about learning programs
- ❖ Recognising students' families, cultures, languages and life experiences

Outcomes:

- ❖ There will be strong links between students, staff, parents and other members of the school community
- ❖ Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour
- ❖ The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community
- ❖ Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial
- ❖ Staff will facilitate parent and community involvement in a range of school activities

Results for students:

- ❖ Students will be supported by parent and community participation in school activities
- ❖ Students will value the school as an integral part of the community
- ❖ Students and their families will know how to gain access to relevant support services in the community
- ❖ Students will be partners with parents and teachers in the teaching and learning processes at the school

Rationale

As a NSW Department of Education school, Emu Heights Public School is committed to creating quality learning opportunities for children and young people taking account of their age, background, ability and interests. This includes strengthening their cognitive, physical, social, emotional and spiritual development so that they can become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

Emu Heights Public School influences the wellbeing of students by providing experiences that allow choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety. As a school, we play a pivotal role in shaping the values and attitudes of students within our care. Emu Heights Public School endeavours to provide students with experiences to develop their voice, become active learners and develop strong character qualities to enable them to connect with, succeed, thrive and contribute positively to society, now and in the future. For this to occur, our school needs to be a safe and happy place for students and their teachers and where every student can learn and grow with confidence.

'Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda. It is our commitment to our students, parents and members of the community that our school will provide teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.' (The Wellbeing Framework for Schools, Department of Education, 2015). Our school will strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Emu Heights Public School students belong to a school that has an innovative and supportive learning environment. The curriculum is implemented through quality teaching and learning programs from Kindergarten to Year 6. Our committed and experienced staff ensure the learning and social outcomes of all students are met. Student differences are valued and catered for through the implementation of personalised programs.

The school's focus on student welfare and expectations of a high standard of behaviour ensures a safe environment that encourages respectful, resilient and active learners. The aim of this policy is to communicate Emu Heights Public School's commitment and procedures to ensure the wellbeing of all students.

The Welfare Policy (revised 2017) will contain the following elements:

- ❖ Discipline Policy 2017
- ❖ Anti-Bullying Policy 2017
- ❖ Anti-Racism Policy 2017
- ❖ Leadership Policy 2017
- ❖ Uniform Policy. 2017
- ❖ Sun Safe Policy 2017

The Welfare Policy will be supported by:

- ❖ K-6 Enrolment Policy 2017
- ❖ K-6 Attendance Policy 2017
- ❖ Mobile Phone Policy 2017
- ❖ Sport Policy 2017

CONTENTS

Section 1

- ❖ Statement of purpose
- ❖ Rationale
- ❖ Aims
- ❖ Values
- ❖ Expectations and rules
- ❖ Playground Routines

Section 2 - School Discipline Policy

- ❖ Promoting Good Discipline and Effective Learning
 - ❖ Strategies for Dealing with Attendance Issues
 - ❖ Strategies and Practices to Promote Positive Student Behaviour
 - ❖ Strategies and Practices to Manage Inappropriate Student Behaviour
 - ❖ In the classroom – and Behaviour flow chart
 - ❖ Consequences of inappropriate behaviour
 - ❖ In the playground
-
- ❖ Section 3 - Strategies and Practices to Recognition and reinforce positive of Student behaviour and achievement

Section 4

Strategies for dealing with unacceptable behaviour

Appendix

SECTION 1

STATEMENT OF PURPOSE

This policy provides a guide for staff, students and parents/carers to understand the processes and procedures that Emu Heights Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour. Emu Heights Public School consistently reinforces positive behaviour and aims to ensure that all students and members across our community feel safe and happy at school. Through the creation of a culture of respect, resilience and safety, students will be able to engage in educational programs with success and be:

- ❖ Self-motivated, lifelong learners
- ❖ Equipped with the knowledge, attitude and values to be a safe, respectful learner
- ❖ Demonstrate respect for others and their beliefs
- ❖ Work independently and cooperatively
- ❖ Persevere when faced with challenges
- ❖ Accept responsibility
- ❖ Enhance their physical and emotional wellbeing

This policy reflects the Wellbeing Framework for Schools and the Student Discipline in Government Schools Policy.

Rationale

At Emu Heights Public School, we believe effective student welfare is achieved through:

- ❖ Effective learning in a safe, respectful and stimulating classroom environment
- ❖ The use of a wide variety of teaching techniques
- ❖ Catering for students' individual needs, abilities and interests
- ❖ The provision of a safe and respectful school environment where the focus is on the positive to address the negative
- ❖ Clearly defined rules and strategies that ensure good discipline is promoted and unacceptable behaviour addressed
- ❖ The development of skills in student leadership and conflict resolution
- ❖ A close partnership of shared responsibility with school, staff and parents and community

Aims

Our school aims to:

- ❖ Create a happy, challenging and caring environment in which all students can realise their full potential academically, socially, emotionally personally and physically

To achieve our aims, we will:

- ❖ Create a school climate notable for its high expectations and its encouragement of achievement and personal excellence
- ❖ Ensure that programs enhance our students' welfare, self-confidence, self-esteem and self-discipline
- ❖ Develop a future focused curriculum which provides a wide range of experiences and encourages enjoyment of, and active involvement in, schooling and a continuing love of learning
- ❖ Empower our students to become responsible and independent decision makers and learners

- ❖ Stimulate active participation between the school and our community and promote an understanding of our responsibility to each other
- ❖ Develop in our students, the capacity to exercise judgement in matters of morality, ethics and social justice
- ❖ Foster the professional growth of our teachers, collaboration in decision making, collegiality and trust
- ❖ Nurture students who are able to Communicate, Collaborate and think Critically and Creatively

OUR VALUES

Our values provide:

- ❖ A small number of easy to remember expected student behaviours
- ❖ Consistently implemented behavioural support
- ❖ A shared understanding of expected behaviours by all staff, students and community
- ❖ Opportunities for students to take responsibility for their learning and the behavioural choices they make
- ❖ A scaffold for the teaching and practicing of appropriate student behaviour
- ❖ Clear consequences for student behaviour

We believe in and promote:

- ❖ High standards of behaviour based on co-operation
- ❖ Mutual respect
- ❖ Self-worth
- ❖ Shared responsibility
- ❖ Parents, teachers and students will share the responsibility in maintaining a positive teaching and learning environment

All stakeholders have an obligation to ensure that the school and class rules are implemented in a fair and consistent manner.

These principles are basic to our expected student behaviour:

- ❖ All individuals are to be valued and treated with respect
- ❖ Students have the right to work in a safe environment where they are able to fully develop their knowledge, skills, talents and interests
- ❖ Parents have a right to expect that their children will be educated in a safe environment in which care and respect for the rights of others are encouraged
- ❖ Teachers have the right to expect that they will be able to teach in a supportive and co-operative environment

ROLES AND RESPONSIBILITIES

The roles and responsibilities of staff, students and parents/cares to ensure the wellbeing of all members of our school community include:

The Principals will ensure that:

- ❖ A commitment to student welfare underpins all the policies and activities of the school
- ❖ The school community reviews policies and practices related to student welfare
- ❖ Student welfare is regularly reviewed using appropriate planning processes
- ❖ A school discipline policy is developed and regularly reviewed
- ❖ The review processes take into account other mandatory policies
- ❖ Strategic issues identified in reviews are incorporated into the school plan
- ❖ Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- ❖ Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school

Teaching and support staff, according to their role in the school, will:

- ❖ Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy participate in and support their development and implementation
- ❖ Participate in the learning and teaching process in ways which take account of the objectives in this policy and provide learning experiences for all students to develop the understanding of and strategies to demonstrate school expectations and values
- ❖ Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- ❖ Build positive relationship with students across the school and members of the school community
- ❖ Actively supervise students at all times in the classroom, on the playground and when engaged in any school activity, both on and off site
- ❖ Follow up all incidents of negative behaviour and take appropriate steps as per the discipline and anti-bullying policies
- ❖ Document significant incidents and utilise Orange Book and Red Book procedures as necessary and work collaboratively with other staff to eliminate the occurrence of these incidents
- ❖ Seek advice and / or refer students to an Assistant Principal, Principal or Learning and Support Team
- ❖ Utilise class and whole school reward systems

Students

- ❖ Demonstrate behaviours in line with the DoE core values and Emu Heights Public School's expectations
- ❖ Act according to the discipline and behaviour codes established by the school community including school rules, and comply with staff directions regarding discipline and appropriate behaviour when engaged in any school activity, both on and off site
- ❖ Show respect for teachers, fellow students, other staff and school visitors
- ❖ Report incidents of negative behaviour that impact on an individual
- ❖ Display behaviour that is free of any form of harassment, intimidation, victimisation or bullying
- ❖ Actively contribute to the safe and caring environment for fellow students, staff and parents of Emu Heights Public School
- ❖ Provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments
- ❖ Practise peaceful resolution of conflict

Parents/Carers

- ❖ Support the school in the implementation of the discipline policy
- ❖ Work in collaboration with the school to shape their child's understanding of the school expectations and acceptable behaviour
- ❖ Work with teachers to establish fair and reasonable expectations of the school.
- ❖ Share responsibility for shaping their children's understanding about acceptable behaviour.
- ❖ Regularly talk to their child about their day at school, focusing on the positive aspects and counseling them on any negative occurrences.
- ❖ Report any concerns they or their child have to the classroom teacher. If parents / carers are not satisfied with the outcome, they should speak with the assistant principal in charge of their child's stage. If parents / carers feel there is still a problem, they should make an appointment to speak with the principal
- ❖ Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- ❖ Actively contribute to the safe and caring environment of Emu Heights Public School

SCHOOL EXPECTATIONS AND RULES

Our Student Welfare Policy strives to provide a safe, respectful and challenging learning environment for all our students. Our school's expectations and rules are explicitly taught to all students from Kindergarten to Year 6. All members of our school are expected to follow the school rules and are encouraged to work towards achieving the school expectations. A list of the school rules can be found in Appendix 1.

The school expectations are:

- ❖ Be safe
- ❖ Be respectful
- ❖ Be a learner

Playground Rules are:

- ❖ No school hat, no play
- ❖ Walk on hard surfaces
- ❖ Keep your hands and feet to yourself
- ❖ Sit down to eat in designated areas
- ❖ Observe and stay within boundary areas.
- ❖ Play safe games.
- ❖ Respect and care for people and property.
- ❖ Place rubbish in the bin.
- ❖ Walk your bike/scooter when in the school grounds
- ❖ The music tells us to get ready for class

Playground Procedures:

- ❖ **Bell times:**
 - Morning: 8:55am
 - Recess: 10:55am – 11:15am
 - Lunch: Eat 1:05pm, First half 1:15-1:35pm, Second half 1:35-1:55pm
 - Home: 2:55pm

BEFORE SCHOOL

- ❖ **Students who arrive at school before 8:30am** – must sit down until a teacher is on duty
- ❖ **School bags are left outside k-2 classrooms**; encourage students not to loiter around and return to playground where teacher is on duty
- ❖ **No big ball games before school** - handball only
- ❖ **No school hat – no play** means students must sit under the cola
- ❖ **Buildings are out of bounds** – all notes are to be given to class teachers at 9am
- ❖ **All students play under the cola, on top grass, soft pour or multi-purpose court**
- ❖ **Toys in playground** - this is allowed; however, the teacher must use discretion according to type/cost. The students must bare the responsibility for loss or damage
- ❖ **Music played prior to final bell.** This is to prompt students to wash hands/toilet. When the bell rings, all students should be in class lines and ready for the morning assembly
- ❖ **Freeze bell'** – 1st of 2 bells rung at the conclusion of each playground session. Students are to stand still and then walk to quad/rooms upon final bell. Teacher on duty to supervise.
- ❖ **After morning bell** – students walk to bottom quad area for school assembly while supervised by the teacher on duty.
- ❖ **Fitness track** – out of bounds before school.
- ❖ **Fixed equipment** – out of bounds before school
- ❖ **Grass** – is accessible to students if not wet or slippery
- ❖ **Rubbish** - playground to be left rubbish free.
- ❖ **Problems or any misdemeanour**, follow orange book procedures (e.g. Rough play → time out). Teacher on duty must follow up. For serious offences follow red book procedures.

RECESS

- ❖ **Eating/drinking** - students MUST remain seated while eating/drinking, morning, recess and lunch.
- ❖ **All students play under the COLA, on top grass, soft pour or Multi-purpose court.**
- ❖ **Trust Oval, fitness track and equipment is out of bounds**
- ❖ **Buildings are out of bounds**
- ❖ **No big ball games during recess** - handball only
- ❖ **No school hat – no play** means students must sit under the COLA
- ❖ **When music begins to play**, students should go to the toilet, get a drink from the bubblers and move to their lines. When the bell rings, all students should be in class lines and ready for their teacher
- ❖ **Last bell at recess** – students walk to classroom sit down in lines and wait for the class teacher

LUNCH

- ❖ **Eating/drinking** - students MUST remain seated while eating/drinking, morning, recess and lunch.
- ❖ **All students sit and eat until dismissed** THEN they put rubbish in the bin
- ❖ All students play under the COLA, on grass, soft pour or Multi-purpose court.
- ❖ **Trust Oval is out of bounds for K-4**
- ❖ **Trust Oval can be accessed by Years 5 & 6 only**
- ❖ **Fixed equipment is accessible at lunchtime.** Students must hold on to all climbing equipment at all times. E.g. No swinging upside down without holding on. No running and

chasing games to be played on equipment. Immediately report any unsafe or dangerous equipment & notify Principal and GA.

- ❖ **Fitness track is out of bounds**
- ❖ **No school hat – no play** means students must play in the shade or under the COLA
- ❖ **Playground equipment** - Small monkey bars are to be used by K-2 students. Large monkey bars are to be used by 3-6 students.
- ❖ **School equipment used in playground** - Organised by class teacher. Class is responsible for returning equipment each day to the classroom. Students are to replace any equipment which they may be responsible for losing.
- ❖ **Games:**
 - No training for sport without the associated training teacher/coach
 - Shooting goals OK at lunch
 - No physical contact
 - Any rough or dangerous games are to be stopped by on duty teacher
 - Continued rough/dangerous games – referred to Assistant Principal / Student Welfare Committee.
- ❖ **Library and Computer Lab** - Open second half of lunch, Monday-Thursday.
- ❖ **When music begins to play**, students should go to the toilet, get a drink from the bubblers and move to their lines. When the bell rings, all students should be in class lines and ready for their teacher
- ❖ **Last bell at lunch** - students walk to classroom sit down in lines and wait for the class teacher.

SECTION 2 SCHOOL DISCIPLINE POLICY

PROMOTING GOOD DISCIPLINE AND EFFECTIVE LEARNING

Introduction

All students have the right to learn in an environment that is free from disruption. It is essential that all students have a clear understanding of the standard of behaviour we expect and that they learn to accept responsibility for their own actions. Self-discipline is best promoted when there is mutual respect between teachers and students and when teachers are seen to be consistent. We emphasise a positive approach and reinforce and reward good behaviour.

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

It is expected that pupils will become progressively aware that correct behaviour and attitudes are a reward in themselves. Highest expectations will be maintained and self-direction and discipline encouraged at all times. Rewards and recognition will progress to the personal satisfaction of a job well done by the individual.

- ❖ **Reward appropriate behaviour** and celebrate student success.
- ❖ **Define 'Safe, Respectful Learners' and explicitly teach rules** and expectations during Term 1 and 3 each year.
- ❖ **Communicate expectations to parents and the wider school community** for student behaviour and learning by publishing the *Safe, Respectful Learners* matrix in the school newsletter and discussing it at annual *Meet the Teacher* meetings
- ❖ **Behaviour Code** – at the beginning of each year, class teachers will discuss the Department of Education's 'Code of Behaviour' with their classes. All students will be expected to discuss this behaviour code with their parents/carers, co-sign the document and return to school to demonstrate their commitment to positive behaviour (Appendix 1)
- ❖ **Common language** – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements
- ❖ **Review procedures for dealing with behaviour concerns** with staff and ensure a consistent approach is taken when issues arise
- ❖ **Curriculum** – will be addressed within classrooms, at a level appropriate to the students for which it caters. Activities will be differentiated to cater for the personalised learning and support of students.
- ❖ **Learning and Support Team (LST)** – the LST is comprised of the school principal, school counsellor, Learning and Support teacher, executive staff, the **Reading Recovery** teacher and the teacher of any student who is being referred. The LST supports the wellbeing of all students by providing support and guidance to address areas of need, for example academic, behavioural and social
- ❖ **Anti-Bullying Policy** – this policy is utilised as needed within the school, in conjunction with the school's Discipline Policy
- ❖ **Positive Behaviour for Learning (PBL) lessons** – these lessons are regularly and explicitly taught to each class and provide students with the knowledge and opportunity to practise strategies to promote safe, respectful, learners
- ❖ **Matrix of expected behaviours** – these matrixes describe the behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. These expectations and behaviours are regularly discussed with the students and are visible in prominent areas of the school for students to refer matrix later in this section.

- ❖ **Proactive supervision** – provided by all teachers on the playground and within the classroom. Regular discussions and “check ins” with individuals and groups of students will occur to ensure all students are following the school rules, adhering to expectations and interacting appropriately with all members of the school community.
- ❖ **Lunchtime library and computer room** – this supervised room allows students who would like a break from the playground to read, colour in, attend and complete any unfinished schoolwork, or enjoy educational computer games. Students choose to attend this learning space, it is not used as a punishment.
- ❖ **Leadership opportunities** – as expressed in the school’s Leadership Policy

STRATEGIES FOR MANAGING ATTENDANCE ISSUES

- ❖ Students are required to attend school each day unless they are sick or their parents have a legitimate reason for keeping them at home. To encourage students to develop good attendance attitudes, formal certificates will be presented to students who have achieved 0-1 days absent during the year.
- ❖ Home School Liaison Officers may be called upon to assist students and their parents/caregivers when students are not coming to school every day. Initially where there is a problem in maintaining regular attendance, the school's student welfare and counselling services should be used. When school personnel have difficulty restoring the regular attendance of students, the principal may request the assistance of Home School Liaison Officers to support the school's attendance program.
- ❖ The HSLO checks class rolls and notes any patterns of absence. Students who are frequently absent will be referred to the HSLO and may be placed on an attendance modification program. Parents are required to explain the absences of their children from school promptly and within seven school days to the school. If a frequent pattern of absences occurs interviews to establish cause are to be organised between student, teacher and parent. A note requesting information about absences is to be sent home if the school receives no note from the child’s parent/guardian after 7 days.
- ❖ View :School Attendance Policy <https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>. This policy should be read in conjunction with Emu Heights Attendance Policy.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

The strategies and practices to manage inappropriate behaviour will be determined according to the severity and any repercussion of the behaviour, the location where the behaviour took place (e.g. classroom or playground), as well as the frequency with which the behaviour occurs. These strategies will be supported by the school’s Anti-Bullying Policy, as well as the *Department of Education’s Suspension and Expulsion Procedures*. Inappropriate behaviour may include, but is not limited to: swearing, physical violence (hitting, kicking, punching), spitting, intimidation or verbal threats, homophobic comments, any form of racism.

A range of strategies that may be used by teachers to manage inappropriate student behaviour could include:

- ❖ **Serious incidents in the playground or the classroom** that cannot be managed using standard procedures will be referred immediately to the relevant Assistant Principal. The Assistant Principal will deal with the matter and provide an appropriate consequence. If the Assistant Principal deems the behaviour to be too severe, the student will be referred to the Principal. The Principal will be notified of all serious incidents, as well as the resolution strategy that was implemented.

When a student behaves unacceptably, we respond in a timely manner and work through the following steps until the student accepts responsibility for his / her actions and agrees to behave acceptably. If the behaviour persists move to the next step as indicated in the flowchart on the next page.

This requires the teacher to provide a verbal and visual warning to a student before placing them in 'time out' within the classroom. Repeated negative behaviour will attract a further warning before the student is referred to the Assistant Principal, who will work through a resolution activity with the student and notify the parent/carer. Continued negative behaviour will attract a further warning before the student is referred to the Principal. The Principal will work through a resolution activity with the student and will again notify the parent/carer. Repeated referral to the Principal may result in further consequences. Students who engage in severe behaviour may be escalated straight to the stage of Assistant Principal or Principal referral.

Class Rules

1. These are negotiated each year between the classroom teacher and his or her class for that year, based on being safe and respectful learners.
2. They should be written in a positive manner and the number of class rules should be realistic. These should be displayed in the classroom.

Step by Step discipline plan

- ❖ Tactical ignoring of behaviour: if the action is relatively minor, allowing time for the child to self-correct is appropriate
- ❖ Non-verbal messages: nods, frowns, smiles etc.
- ❖ Distraction and diversion: "Well done John, you're listening... is everyone over here doing the same thing?"
- ❖ Casual statement or question: "Thanks for great listening manners. Are you ready John?"
- ❖ Simple direction: "Looking straight at me everybody."
- ❖ Rule restatement / reminder: "Whoever owns this bag, please put it in the hat room."
- ❖ Simple interrogative (who / what): to establish incident facts
- ❖ Diffusion (making light of tension): e.g. John drops his pencils and the class laughs at him. Teacher says, "John did you drop something?" instead of "Make sure you pick them all up"
- ❖ Deflection (activity to allow time to let off steam): drink water etc.
- ❖ Take the child aside
- ❖ Clear desist or command with consequence
- ❖ Move to another learning space
- ❖ Time out in room: always within sight of the teacher or supervisor
- ❖ "Can I see you?" – discussion after lesson or within private break
- ❖ Exit from room: referral to supervisor
- ❖ Use the Steps – match the step to the disruption, move from least intrusive, be brief, avoid embarrassment, hostility, nagging or overcorrection.

Use these measures in conjunction with the following:

Stage 1

1. **Reinforce the *Safe, Respectful Learners Code of Conduct* and specific school rules:**
What are you trying to achieve (What do you want?)
Is what you're doing helping you get what you want?
What (else) could you be doing to help you get what you want?
If you try this, will it better help you get what you want?
2. **Reprimand the student**, focusing on the specific behaviour, warning the student of the consequences of further offences
3. **Name on Board then In-class "Time Out"**
Student is withdrawn from class activities to have time to think about his / her behaviour.
"Time Out" ends when the student agrees to behave acceptably.

Stage 2

4. **Name on Board then Assistant Principal class "Time Out"** – the student is sent to supervising Assistant Principal's class, along with a written explanation of what the student has done.

Stage 3

5. **Name on Board then Principal Time out**

If a student refuses to leave the class or is behaving in a dangerous manner and you require immediate assistance send another student to an Assistant Principal or the Principal.



Where a student behaves inappropriately in the classroom and / or does not follow teacher's instructions.

Step 1

**First warning – reinforce behaviours
Name recorded on the board**



Second warning – Cross next to name



Third warning – Time out from classroom activities



Step 2

First warning – Name recorded on the board



Second warning – Time out in AP's classroom: Parents to be contacted



Step 3

First warning – Name recorded on the board



Second warning – Time out in Principal's Office: Parents to be contacted

Severe behaviour will automatically be escalated to the appropriate stage.

A NEW DAY A NEW START

Consequences of inappropriate behaviour may include:

- ❖ Verbal reprimand
- ❖ Redirection to other tasks
- ❖ Supervised completion of work during lunch periods
- ❖ Detention in classroom with class teacher / AP
- ❖ Loss of privileges, including use of technological or sporting equipment, removal from a school team, withdrawal from activity, etc.
- ❖ In-class 'time out'
- ❖ Removal of Dojo points/House points
- ❖ Acts of community service - e.g. cleaning up the mess made, (consideration will be given to allergies)
- ❖ Support desk in an alternative room
- ❖ Teaching of acceptable behaviours
- ❖ Explicit reteaching of the school's expectations
- ❖ Counselling by teachers using the restorative practices process
- ❖ Written apology
- ❖ Individual behaviour support plan and / or risk management plan, including behaviour monitoring cards/contract
- ❖ Supervision by assistant principal or principal at lunch time
- ❖ Social skills training
- ❖ Phone call to parent/carer to notify them of the behaviour
- ❖ Personal meeting with parent/carer to discuss the behaviour
- ❖ Parent/Carer-Principal interview
- ❖ Consideration by the Learning Support Team – to gather strategies for behaviour management this team meets fortnightly and plans for the support of students in the areas of behaviour, curriculum and wellbeing
- ❖ Referral to school counsellor
- ❖ Referral to support services
- ❖ Alternate education programs / support classes
- ❖ Suspension

Lines of Responsibility

It must be remembered that the responsibility for the discipline and behaviour of our pupils is not vested in one or two staff members. Whilst each is responsible for the students in a particular class, each teacher's responsibility extends to the whole school and over the whole range of classes. This needs to be consistent to be effective.

PLAYGROUND RULES AND PROCEDURES

- ❖ Playground rules and procedures will include Red Book notification or Orange slips as detailed below. The Red Book teacher and class teachers record and track playground incidents. Involve Assistant Principals in instances of repeated behaviours.
- ❖ Every child will be made aware of the school rules at the beginning of the year through explicit teaching at morning assemblies in Terms 1 & 3 and regular discussion with their classroom teacher. Parents will be asked to read and discuss the rules with their children, which will be published in the school newsletter.

The “Red Book” is a proactive rather than a reactive process. It enables students to reflect on their actions, talk about strategies to avoid inappropriate behaviour and set goals for obeying school rules in the future. Teachers use the “Red Book” to record serious offences in the playground and the date on which they occurred.

The person in charge of discipline then interviews the students involved, investigating the matters and discussing the consequences. If consequences are required, the students are counselled and appropriate strategies are discussed regarding future behaviour. If students have their names in the “Red Book” more than once parents are advised by letter. The parents are requested to discuss the matter with their children and advise the school they have done so by sending back a tear-off slip. Parents are also requested to arrange an interview and discuss the matters with the appropriate staff for frequent incidents recorded in the Red Book.

The **Red Book** is for recording details of serious offences only. For all misdemeanours, details are recorded on orange slips that are recorded in the class **Orange Book** (folder) and monitored by the class teacher.

- ❖ **Red Book Contents-** all records to be kept by the teacher in charge of the Red Book
- ❖ Contents page
- ❖ Note about procedures (see below)
- ❖ Copy of the Safe, Respectful Learners Matrix
- ❖ Copy of examples of serious offences resulting in detention
- ❖ Playground roster
- ❖ Record of students (name, class, behaviour)
- ❖ Class lists

Orange Book Contents- all records to be kept by class teacher

- ❖ Note about procedures
- ❖ Copy of the Safe, Respectful Learners Matrix
- ❖ Copy of examples of misdemeanours that warrant an orange slip
- ❖ Class lists (1 per term)
- ❖ Blank orange slips
- ❖ Plastic for filing completed orange slips

The Red Book procedures

- ❖ The teacher in charge of the playground discipline policy (PDP), to set up the Red Book and class Orange Books (folders) at the beginning of the year (commencing from week 2).
- ❖ The teacher in charge of the playground discipline policy is to distribute copies of the Safe, Respectful Learners matrix, to all staff in Week 2, Term 1.
- ❖ All teachers are to revise playground rules with their class in Week 2, Term 1.
- ❖ If a child breaks a rule, the teacher on duty is to follow procedures outlined in the Safe, Respectful Learners matrix. It is most important to discuss with the child what rule has been broken and what is the most appropriate, preventative action to avoid breaking the rule. The aim is to change the behaviour.
- ❖ The teacher in charge of the playground discipline policy is to regularly check that dates of detentions have been entered onto class lists at the back of the Red Book.

Detention procedures – undertaken by staff

- ❖ The teacher in charge of PDP is to ensure that the Red Book folder is set up – including copies of detention notes, counselling sheets and the notes for 3 detentions in one month.
- ❖ If a child has broken a rule that will result in detention, the child is to report to the teacher in charge of the PDP.
- ❖ The teacher who takes detention is to follow the counselling procedures contained in the Red Book folder.
- ❖ Students who fail to turn up to detention, or who are late, are to attend detention for 2 days (the full 20 minutes).
- ❖ Students who do not return detention notes the following day are to attend detention again to write another note (they may leave when the note is completed).
- ❖ The teacher in charge of PDP is to follow up that all detention notes are returned.

Detention procedures for students

If a child's behaviour falls into the serious offence category, follow the procedures detailed below.

The child involved reports to a specified class room at the next available lunch time (Monday-Friday 1:15pm).

- ❖ The child must not go to the canteen first
- ❖ The child is to write the broken rule on a detention letter
- ❖ Discuss this with the child
- ❖ Write guidelines for more appropriate behaviour
- ❖ The letter is to be taken home for the parents/guardian to sign
- ❖ Letter is then returned to the teacher in charge of PDP

Summary of responsibilities for the teacher in charge of the Playground Discipline Policy

- ❖ Organise Orange and Red books
- ❖ Distribute playground rules and consequences to all staff
- ❖ Regularly check that dates of detentions have been entered onto class lists in the red book
- ❖ Distribute class lists photocopied from the Red Book to class teachers at the end of each term
- ❖ Follow up that all detention notes are returned the following day

- ❖ Complete notes home to parents/guardians for students who have had 3 detentions in one month
- ❖ Organise an interview book if required (for Principal)
- ❖ Enter details of all detentions into the interview book for a child with 3 detentions in one month and whose parents are requested to attend an interview with the principal
- ❖ Give the completed interview book for the principal prior to the interview
- ❖ Evaluate the effectiveness of the PDP & calculate the percentage of students who have not had their names in the red book at the end of each term.
- ❖ Monitor playground on a regular basis

Examples of playground behaviour to include in the **Red Book** (For something serious.)

Positive behaviour at Emu Heights	Red Book Examples	Was that safe?	Was that respectful?
Follow teacher's directions.	Disobeying or being disrespectful to teachers, answering back.	✘	✘
Observe and stay within boundary areas.	Leaving school grounds.	✘	
Leave rocks and sticks on the ground.	Throwing sticks or stones.	✘	
Cooperate with others.	Fighting. Biting. Spitting on others. Kicking. Physically hurting others.	✘	✘
Say no to bullying.	Bullying.	✘	✘
Care for people and property.	Damage to property or stealing.		✘

Action taken by teacher on playground duty:

- ❖ In the playground, discussion about behaviour. Was that safe? Was that respectful?
- ❖ Record details on the Red Book page as soon as possible after the event.
- ❖ Send completed Red Book page to the teacher in charge of the Red Book.

Action taken by teacher in charge of the Red Book:

- ❖ Name and details are entered in "Red Book".
- ❖ The logical consequence is carried out at the time of the incident.
- ❖ This is followed up by detention, either the same day or following day.

Detention Procedures:

- ❖ Report to teacher in charge of the Red Books room at 1:15pm. Students must NOT go to the canteen first.
- ❖ Students write out broken rule on letter.
- ❖ "How will I stop myself from breaking this rule again?" discussion.
- ❖ Write guidelines for more appropriate behaviour.
- ❖ Take letter home for parent's signature. Letter is to be returned, signed, the next day and given to the teacher in charge of the Red Book.
- ❖ In the event of a detention letter not being returned the next day, this letter is re-written by the child concerned during the next lunch break.

Following three detentions in the period of one month:

- ❖ The child will be interviewed by the Student Welfare Committee who will consider the appropriate withdrawal of privileges.

Misdemeanours (examples) – Orange Book

All misdemeanours are dealt with by following the logical consequence by the teacher who was on duty at the time.

- ❖ Teacher records details of the incident onto an orange slip (readily available in Staff Playground bags)
- ❖ Orange slips are sent to the class teacher concerned
- ❖ Orange slip is retained by the class teacher with the date of the offence recorded on a class list
- ❖ If the child receives 3 orange slips within a month the child is then sent to the teacher in charge of the Red Book.

Examples of playground behaviour to include in the Orange Book (For something minor.)

Positive behaviour at Emu Heights	Orange Book Examples	Was that safe?	Was that respectful?
Wear a school hat.	Playing with no hat.	x	
Sit down to eat in designated areas.	Eating while playing.	x	
Place rubbish in the bin.	Littering.		x
Observe and stay within boundary areas.	Playing in the gardens or toilets. Climbing trees. Being in an out of bounds area.	x	x
Leave rocks and sticks on the ground.	Playing with sticks and stones.	x	
Play safe games.	Rough play.	x	x
Respect and care for people and property.	Teasing or goading others. Swearing. Spitting on the ground. Rough play.	x	x
Move sensibly and directly to and from destination.	Running on hard surfaces.	x	
Walk your bike/scooter when in the school grounds.	Riding bike/scooter etc in the school grounds.	x	

Action taken by teacher on playground duty:

- ❖ In the playground, discussion about behaviour. Was that safe? Was that respectful?
- ❖ Record details on Orange Book slip, then send completed slip to class teacher.

Action taken by the classroom teacher:

- ❖ Class teacher records date of unsafe/disrespectful behaviour in Orange Book.
- ❖ 3 dates recorded the Orange Book in a period of a month = Red Book. Send child with Orange Book slips to the teacher in charge of the Red Book at 1.15pm next lunchtime.
- ❖ Dates are recorded for each term.
- ❖ Start every new term with a “clean slate” for each child.

Other actions that may be taken in the playground include:

- ❖ Restricted play area/activities on the playground
- ❖ ‘Time out’ area in the playground
- ❖ Removal from playground
- ❖ Support of a Student Learning Support Officer when on the playground to ensure the safety of all students

SERIOUS MISBEHAVIOUR - SUSPENSION AND EXPULSION

Suspension highlights for the student and the parents, the unacceptability of the student's behaviour and the parent's responsibility for remediation of that behaviour.

The school and the DEC will work in partnership with parents in assisting the student to re-join the school community.

This will include the provision of counselling and access to special behaviour programs.

As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

Principals of public schools will suspend, consistent with the procedures, any student who commits the following offences:

The document, "Suspension and Expulsion of School Students—Procedures" outlines consequences of serious misbehaviour. Some excerpts of this document that will be considered when there is evidence of serious misbehavior include:

5.1 Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies.

6.1.3 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

6.1.4 With consideration having been given to the factors outlined (including age, individual needs, any disability and developmental level of students), Principals must suspend immediately any student who::

- ❖ Is physically violent, resulting in injury
- ❖ Is in possession of a firearm, prohibited weapon or knife (without reasonable cause);
- ❖ Uses, supplies or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance;
- ❖ engages in serious criminal behaviour related to the school.

6.2.1 Short suspensions may be imposed for the following reasons and will be reported in the following categories: Continued disobedience. This includes but is not limited to, breaches of school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco. Aggressive behaviour. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons..., bullying (including cyberbullying), verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

6.3.1 If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:

- ❖ the safety of students and staff
- ❖ the merit and circumstances of the particular case
- ❖ factors such as the age, individual needs, any disability and developmental level of students.

5.7. These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the

school and the conduct of students. These include the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

VIOLENCE

Any student who intentionally causes injury or threatening serious violence against another student, teacher or staff member will be suspended immediately.

WEAPONS

Possession of a weapon

Any student in possession of a prohibited weapon, or is using or threatening to use any item or instrument as a weapon is to be suspended immediately

View Suspension and Expulsion of School Students – Procedures

https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Student Discipline in Government Schools Policy

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

POSSESSION OF A SUSPECTED ILLEGAL SUBSTANCE

The Government firmly states that schools must be places which are absolutely free of illegal drugs.

Suspension is to occur immediately if the substance is being touted, held out or passed off by the student as an illegal substance or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal.

Under arrangements made with the NSW Police Service, the substance will be identified within 48 hours of the material being handed to the police by the school principal. The cost of the identification is to be charged to the Department of Education & Communities; the Police Service will withhold the substance pending any legal action.

See Drugs in Schools: Procedures for managing drug related incidents (Drugs in Schools Policy PD20020040)

<https://education.nsw.gov.au/policy-library/policies/drugs-in-schools-policy?refid=285776>

Emu Heights PS School Matrix Positive Behaviour – Safe

At Emu Heights we are	All settings	Classroom	Playground	Canteen	Toilet	Office
S A F E	Look	Walk	Wear a school hat	Wait and take turns	Make sensible choices	Knock and wait your turn
	Think	Line up and sit quietly outside classroom or designated area	Sit down to eat in designated area	Join the end of the line	Wash hands	Enter and exit by the correct door
	Listen		Consider other people's space and property	Sit down and eat food	Use own cubicle	Walk
	Move calmly	Wait for the teacher before entering the room	Listen to others	Take care with hot food	Leave food outside	Have permission to be there
	Observe and stay within boundary areas	Actively listen	Follow teacher's directions		Keep area clean	
	Tell the teacher if there is a problem	Follow teacher's directions	Dispose of rubbish correctly		Keep entry clear	
	Keep hands and feet to yourself	Use equipment appropriately	Observe and stay within boundary areas		If appropriate take a buddy	
	Move sensibly and directly to and from destination	All visitors to adhere to DEC Policy of Prohibited Employment Check	Leave rocks and sticks on the ground			
	Obey school bells and music		Play safe games			
	Walk your bike / scooter etc. when in school grounds – place in bike racks provided	Follow Emergency Procedures	Report danger to a teacher			

Emu Heights PS School Matrix Positive Behaviour – Respectful

At Emu Heights we are	All settings	Classroom	Playground	Canteen	Toilet	Office
R E S P E C T F U L	<p>Speak politely</p> <p>Care for people and property</p> <p>Accept others</p> <p>Follow staff and approved adult direction</p> <p>Wear school uniform</p> <p>Use manners and wait for your turn</p> <p>Cooperate with others</p>	<p>Listen to others</p> <p>Consider other people's personal space and property</p> <p>Put equipment away in the correct place</p> <p>Follow staff and approved adult direction</p> <p>Respect the learning time of others</p>	<p>Respect and care for other people's personal space, feelings and property</p> <p>Listen to others</p> <p>Follow teacher's direction</p> <p>Allow space for those who need to solve problems</p> <p>Place rubbish in the bin</p> <p>Say no to bullying</p>	<p>Respect other people's personal space</p> <p>Join the end of the line</p> <p>Speak politely to our parents who volunteer</p> <p>Use your best manners</p>	<p>Respect other people's privacy</p> <p>Maintain cleanliness of all areas</p> <p>Use facilities correctly</p> <p>Be considerate of other classes</p>	<p>Knock and come in</p> <p>Enter and exit by the correct door</p>

Emu Heights PS School Matrix Positive Behaviour – Learning

At Emu Heights we are	All settings	Classroom	Playground	Canteen	Toilet	Office
L E A R N E R S	Always do your best Actively listen Share ideas Learn from each other Pay attention Join in activities Be persistent	Complete all work to the best of your ability Be punctual to class activities Work as a team Share ideas appropriately Be prepared – start your work quickly and stay on task – Primary should have their pencil cases ready	Be willing to learn new games and activities Play fairly / take turns Include others in your games Share school equipment Help others make good choices	Display patience while you are waiting your turn Use your manners Make healthy choices Be ready to order	Display hygienic behaviour Turn off taps to save water Return to class as soon as possible Use bathroom quietly	Display patience while you are waiting your turn Speak clearly and listen carefully Follow office instructions Use appropriate manners

ACHIEVEMENT AND RECOGNITION

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

At Emu Heights Public School, we believe in a holistic approach to student welfare.

The reward and award systems used at Emu Heights Public School provide opportunities to recognise students for their achievements, and responding positively to student learning and behaviour. The range of strategies used to recognise and reinforce student achievement may include:

- ❖ Principal's morning tea - two awards for each class are given out in terms 2 and 4
- ❖ Recognition at school assemblies of:
 - Student's outstanding efforts
 - Student's outstanding behaviour
 - Outstanding class efforts
 - Outstanding improvements
- ❖ Student of the week awards and responsibilities
- ❖ Class reward systems (stamps, competitions, merit cards etc.) used in individual classrooms as an immediate indication of effort, to acknowledge a pleasing standard of work or positive behaviour
- ❖ Table points – used in some individual classes to respond to effort or cooperation and to acknowledge a pleasing standard of work or positive behaviour
- ❖ Class Dojos – given by some teachers who use the program within our school to reinforce positive behaviour in the classroom.
- ❖ House Points – given to students to reward positive behaviour in the classroom or on the playground. These are added together to determine the winning 'Tribe of the Week' that is announced at primary assembly each week
- ❖ Verbal recognition (social praise and encouragement)
- ❖ Feedback – formal and informal feedback is provided by all teachers to their students throughout day-to-day class activities
- ❖ Non-verbal recognition (smiles, nods, look of approval)
- ❖ Displaying best class efforts in the school administration block, hall and library
- ❖ Education week and local shopping centre displays
- ❖ Displaying work to others within class and grade
- ❖ Presentation night and sporting awards - these awards are presented for academic and sporting achievements throughout the year.

It is expected that pupils will become progressively aware that correct behaviour and attitudes are a reward in themselves. Highest expectations will be maintained and self-direction and discipline encouraged at all times. Rewards and recognition will progress to the personal satisfaction of a job well done by the individual.

CATERING FOR INDIVIDUAL NEEDS

1. In accordance with our GAT (*Gifted & Talented*) Policy, classes are formed to provide extension programs for those students who are designated as Gifted and Talented, wherever possible.
2. Where possible, students are placed in classes where both their needs are met and the expertise of staff is best utilised.
3. Teachers and supervisors organise class and grade programs to cater for different learning styles and abilities
4. The LAST (*Learning & Support Teacher*) program has been established to support students are experiencing difficulties. Students who are identified as experiencing difficulties in achieving grade outcomes may be supported by Support Teaching Staff, SLSO's or visiting school professionals (e.g. occupational therapists). Individual Learning Plans will be negotiated, written and implemented as the need arises to address specific learning outcomes. It is the student's class teacher's responsibility to ensure these programs are documented and filed in the students Student Welfare Folder, kept in the principal's office.
5. If funding and resources permit, a Reading Recovery Program will be offered to Year 1 students who have been designated through assessment in Reading by their teacher to be 'at risk'. Students will work for an intensive ½ hour each day with a specialised Reading Recovery Teacher. This program is continued from between 12-20 weeks.
6. After all alternatives have been considered by classroom teachers, school counsellor intervention will be used for students who continue to experience difficulties either within the class, playground or both.
7. Students with special needs will be enrolled under the Special Needs Integration Policy and intervention from outside agencies will be sought where required. E.g. vision, hearing and integration support. Class support may be provided by SLSO's (*School Learning Support Officers*) where appropriate and funding is made available.
8. Extra-curricular programs will be implemented which promote excellence throughout different K.L.A's and student's interest. Examples:
 - ❖ Dance group
 - ❖ Choir
 - ❖ Recorder group
 - ❖ Penrith Cup
 - ❖ Talent Quest
 - ❖ Gross Motor
 - ❖ Maths, English, Science and writing competitions
 - ❖ Inter school enrichment programs
 - ❖ Debating and Public Speaking competitions
 - ❖ Operation Art
 - ❖ Music Tuition (Before School Lessons)

PROMOTING CITIZENSHIP AND INVOLVEMENT IN DECISION MAKING

1. The S.R.C (*Student Representative Council*) is a group of students who are elected by their peers to represent the student body in the school and who organise ways for students to participate in school life. The S.R.C works democratically to represent the student body in school decision-making. Students work together, with help from a staff member, to improve school life and to contribute students' ideas.
2. Our S.R.C group comprises the school captains, prefects and elected class members from years 1-6. The S.R.C will be allocated a budget and they vote on proposals from their members. These proposals will be ones that have already been discussed and voted on within each individual class, before they are presented at S.R.C meetings, which are held twice a term.
3. At the beginning of each year, students will be provided with the opportunity to formulate Class Rules in keeping with the Safe, Respectful Learners document included in this policy.

PARENTAL SUPPORT

Parental support is welcomed and their involvement and assistance as reading helpers etc. is sought and encouraged.

The school also supports parents through feedback in meetings, formal and informal interviews, half yearly & yearly reports and semester outlines of class events (both in K.L.A's and socially).

Our school newsletter and eNews app also provide information on school events each week.

STAFF PROFESSIONAL DEVELOPMENT

School, inter-school in service and online TPL (Teacher Professional Learning) courses are to be used to familiarise staff with the school approach to discipline. Training will also be used to keep thinking and teaching methods up to date with new ideas, which are trialled where appropriate. The extent of inter-school and in-service training is determined by funding from the Department of Education and Communities. Each year, TPL courses aim to refresh staff in student welfare practices. As the Department of Education and Communities releases support material meetings will be held where necessary to introduce these and to incorporate their use in this policy.

COMMUNITY RELATIONS

STRATEGIES WE USE TO COMMUNICATE WITH PARENTS

1. School Website and eNews
2. Newsletters
3. Meet Teacher Nights
4. Kindergarten Orientation;
 - i. Morning – Students
 - ii. Evening – Parents
5. High School Orientation
 - i. Morning – Students
 - ii. Evening – Parents
6. Half Yearly and Yearly Reports
7. Interviews;
 - i. All year as required or requested
 - ii. Either face to face or via phone
 - iii. Parents informed where meetings are appropriate
8. Community Class Notice Board
9. Homework Sheets and Diaries
10. Reports to P & C
11. Student's books being sent home (as determined)
12. Open Day
13. Special school events (e.g. Easter, Anzac Day, Christmas)
14. Sending home of Playground Rules
15. Parent Helpers in Classrooms
16. Morning Assemblies
17. Communication Books
18. Telephone
19. Letter
20. Class Dojo, Seesaw or similiar

CONCLUDING STATEMENT

At Emu Heights we strive to provide a safe and respectful learning environment. Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning.

It is important to note that the school is not, by itself, responsible for, or equipped to develop socially acceptable behaviour by students. This is a shared responsibility of parents, students and the community in partnership with teachers.

Through our Parents & Citizens Association (P & C), parents will be encouraged to contribute to the development of the school discipline policy. As the policy is revised, playground rules will be sent home and parents asked to discuss these with their child/ to ensure that all are aware of the expected code of behaviour at Emu Heights Public School.

Thus, student welfare, good discipline and effective learning will continue to be maintained at Emu Heights Public School.



Behaviour code for students

Behaviour code for students

Information for parents/carers and students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools, students are expected to:

- ❖ Respect other students, their teachers and school staff and community members.
- ❖ Follow school and class rules and follow the directions of their teachers.
- ❖ Strive for the highest standards in learning.
- ❖ Respect all members of the school community and show courtesy to all students, teachers and community members.
- ❖ Resolve conflict respectfully, calmly and fairly.
- ❖ Comply with the school's uniform policy or dress code.
- ❖ Attend school every day (unless legally excused).
- ❖ Respect all property.
- ❖ Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- ❖ Not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

I have read and understand the Behaviour Code. I have discussed the Code with my parents / Carers. As a student of Emu Heights Public School, I agree to behave at all times according to the code. As a parent / carer of a student who attends Emu Heights Public School, I agree to support my child to comply with the code.

Parent / Carer Signature

Student Signature

Date

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- ❖ Treat one another with dignity.
- ❖ Speak and behave courteously.
- ❖ Cooperate with others.
- ❖ Develop positive and respectful relationships and think about the effect on relationships before acting.
- ❖ Value the interests, ability and culture of others.
- ❖ Dress appropriately by complying with the school uniform or dress code.
- ❖ Take care with property.

Safety

- ❖ Model and follow departmental, school and/or class codes of behaviour and conduct.
- ❖ Negotiate and resolve conflict with empathy.
- ❖ Take personal responsibility for behaviour and actions.
- ❖ Care for self and others.
- ❖ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- ❖ Attend school every day (unless legally excused).
- ❖ Arrive at school and class on time.
- ❖ Be prepared for every lesson.
- ❖ Actively participate in learning.
- ❖ Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff

in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Emu Heights Public School

Medication: Short Term Request

Dear Parent/Caregiver

The Department of Education & Communities does not encourage students to take medication at school. However, if your doctor feels that your child is well enough to attend school but requires some form of medication whilst at school, the school will keep the medication at the office. Students must come to the office to take the medication. A nominated staff member who is trained in first aid will administer medication. Please advise our staff as to the best time to administer your child's medication.

If your child requires medication on a long term or emergency basis, could you please complete the form below and return it to the school.

Emu Heights Public School

Long Term and/or Emergency Medication Request

The Principal,
Emu Heights Public School

I request that my child _____, be permitted to
(child's full name)

take _____, which has been prescribed by
(name of medication)

Dr _____ . (Name of child's doctor).

The dosage and time to be taken are clearly marked on the container.

She/he is to take the dose at _____ (time). I understand that my child will come to the office for the dosage.

Deed of Indemnity

In consideration of the members of staff at Emu Heights Public School administering medication of my son/daughter/guardian, as requested by me, I hereby indemnify and keep indemnified Her Majesty the Queen, her Heirs and Successors, the Minister for School Education and the Government of New South Wales and the Department of School Education with its officers, servants and agents against all actions, suits, claims, demands, proceedings, losses, damages, compensation, costs, charges and any expenses whatsoever in respect of any personal injury or of any infringement, disturbance or destruction of any rights of any person including myself and my son/daughter/guardian arising directly or indirectly out of the aforementioned administration of medication.

Signed, sealed and delivered by the said _____

In the presence of _____

Date _____



Emu Heights Public School

Wedmore Road,
Emu Heights. NSW. 2750
Telephone: (02) 4735 1290
(02) 4735 1077
Fax: (02) 4735 6374

Dear Mr /Mrs _____

Our record of absences shows that _____ was absent on the following days for which no explanation has been received.

We are required by law to keep a record of absences and reasons for those absences. It would therefore be appreciated if you could write, on the back of this letter, the reason(s) for

_____ 's absence(s) so that our records can be up to date.

If you would like to discuss your child's attendance, please contact on the above number.

Yours sincerely

Principal

/ /

I have received the letter regarding _____ 's attendance.

(Parent/guardian signature)

Date / /



Emu Heights Public School

Wedmore Road,
Emu Heights. NSW. 2750
Telephone: (02) 4735 1290
(02) 4735 1077
Fax: (02) 4735 6374

Dear _____

We haven't received a note from you regarding your child's absence on the following dates:

Would you be kind enough to send a note explaining the reason for the above absence/s?

Yours sincerely

Principal

/ /

Date

Emu Heights Public School



Wedmore Road,
Emu Heights. NSW. 2750
Telephone: (02) 4735 1290
(02) 4735 1077
Fax: (02) 4735 6374

Copy of detention letter

Dear Mum & /or Dad

I have been placed on detention because I broke a school rule which was:

So that I will not break this rule again I will:

Signed _____

Please tear off and return to school

Dear _____

I have seen the detention letter written by my child _____

We have discussed this and the various ways of avoiding breaking school rules in the future.

Yours faithfully,

(Parent / Guardian)

(Date)

EMU HEIGHTS PUBLIC SCHOOL



Wedmore Road,
Emu Heights. NSW. 2750
Telephone: (02) 4735 1290
(02) 4735 1077
Fax: (02) 4735 6374

Copy of letter for interview with principal

Dear Mr and Mrs _____

Your child _____ has been placed on detention three times for breaking the following school rules:

1.

2.

3.

In accordance with our new School Discipline Policy, you are requested to attend an interview with the Principal to discuss ways of improving the behaviour of _____

Would you please return the slip below, or phone the school to make an appointment for this interview.

Yours faithfully

Principal

/ /

Dear _____

I have read your letter and would like an appointment on _____

at _____ to discuss ways of improving _____

behaviour.

Signed _____

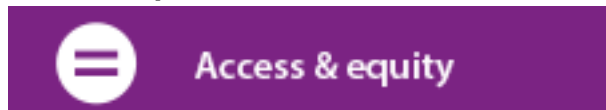
Date _____

Please note that current DEC policies are available on request or via the DEC intranet @ <https://education.nsw.gov.au/policy-library>

Documents related to student welfare include:

- ❖ The Student Well-Being Framework
- ❖ The School Excellence Framework V2

School topics



[Aboriginal education](#)

[Disabilities](#)

[Gifted & talented](#)

[Homosexuality](#)

[Learning difficulties](#)

[Multicultural](#)

[Out of home care](#)

[Racism](#)



[Electronic communication devices](#)

[Internet & online communication services \(students\)](#)

[Online communication services](#)

[Podcasting](#)

[Student mobile device policy](#)



[Assessment & school reports](#)

[Curriculum requirements](#)

[Driver education & road safety](#)

[Environmental education](#)

[Homework](#)

[Literacy & numeracy](#)

[Religion](#)

[Technology](#)

[Values](#)

[Vocational education](#)



[Complaints & conduct](#)

[Pay](#)

[Professional development](#)

[Requirements & qualifications](#)



School activities

Community activities

Excursions

Screening dvds & videos

Sport



Student administration

Assistance for students

Attendance

Counselling

Discipline & behaviour

Enrolment

Parent guides

Student records

Transport

Uniforms



Wellbeing

Accidents

Behaviour & discipline

Child protection

Drugs

Health

Safety

Supervision



EMU HEIGHTS PUBLIC SCHOOL

UNIFORM POLICY

November 2017

STATEMENT OF PURPOSE

Emu Heights Public School supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The selection of our school uniform contributes to the health and safety of students when engaged in school activities, and reflects the school community standards and expectations. The whole school community has a role to play in encouraging the meeting of these standards.

CONTEXT

The Department of Education supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The department recognises that NSW has a long history of school uniforms or dress codes being decided by the local school community.

POLICY STATEMENT

Emu Heights Public School's uniform consists of a limited range of clothing, including footwear and headwear. It identifies students as belonging to our school. It is expected that students will wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours with the exception of activities such as special days, camps, dance, choir and recorder performances where the school has approved alternate dress.

REVIEW PROCESS

The school uniform should be developed in consultation with and agreed upon by the school community. Decisions about school uniforms should be consistent with work health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, e.g. safe footwear, eye protection and hats, will need to be enforced as appropriate. When reviewing the uniform, consideration should be given to the diverse nature of the student population in the school and should not disadvantage any student. The school's uniform policy and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly or issues arise.

IMPLEMENTING SCHOOL UNIFORM REQUIREMENTS

Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring that students wear the school uniform.

Suspension or expulsion solely for non-compliance with uniform requirements will not occur. Student enrolment will not be contingent upon adherence to school uniform policy.

Students should not be disadvantaged where required uniform items are not available because of circumstances beyond their control.

Responses to students who do not wear uniform will be appropriate and may include: notifying parents, exclusion from optional activities such as competitive sport. These responses have been agreed upon by the school community through the P&C and documented. Responses will not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities must be provided.

All parents or carers and, as far as is practicable, all retailers concerned, will be notified when a

change to the uniform is made. Up to three years will be allowed for change, to enable families and school uniform suppliers to prepare for the change.

RESPONSIBILITIES AND DELEGATIONS

It is the responsibility of the principal to ensure that the school uniform policy is developed and reviewed collaboratively with the school community.

The Principal oversees the shared responsibility for ensuring that students are encouraged to wear school uniforms that meet agreed community standards and adhere to legislative requirements.

The Principal will provide parents or carers with the school's uniform policy and school uniform requirements.

Where temporary circumstances prevent the wearing of school uniform, a note of explanation should be provided to the classroom teacher. A short term or informal exemption may be granted.

Parents should ensure that all items of their child's clothing are labelled with the current owner's name.

APPENDIX 1 - UNIFORM GUIDELINES

School uniforms are available from the School Uniform shop which is located next to the Library

SUMMER UNIFORM

Summer uniform will be worn in Terms 1 and 4, with variations permitted to accommodate unseasonal weather.

Boys

- ❖ Grey shorts
- ❖ Lemon short sleeved polo shirt
- ❖ Grey socks
- ❖ Black shoes

Girls

- ❖ Green and lemon checked uniform or bottle green skorts and lemon polo
- ❖ White socks
- ❖ Black shoes

SUMMER SPORT

Boys

- ❖ Bottle Green shorts
- ❖ School sport shirt - gold and green short sleeved polo shirt
- ❖ White sport socks
- ❖ Sports shoes

Girls

- ❖ Bottle green shorts, or bottle green netball skirt
- ❖ School sport shirt - gold and green short sleeved polo shirt
- ❖ White sports socks
- ❖ Sport shoes
- ❖ Black sports knickers are to be worn under netballs skirts

Please note

All polo shirts should have the EHPS insignia on the front left-hand side.
Students must wear a green hat with the EHPS insignia every day to school..
K-2 wide brimmed hat. 3-6 Bucket Hat - **No school hat means no play**

Official Summer Performances and School Functions

Boys – Lemon short sleeved polo shirt and grey shorts are expected.

Girls – Checked green and lemon dress, bottle green skorts and lemon polo are expected.

WINTER UNIFORM

Winter uniform will be worn in Terms 2 and 3, with variations permitted to accommodate unseasonal weather.

Boys

- ❖ Grey unisex pull on long pants
- ❖ Gold skivvy or lemon polo shirt
- ❖ Grey socks
- ❖ Black shoes
- ❖ Bottle green EHPS jacket or jumper

Girls

- ❖ Bottle green and lemon check A-line tunic or green unisex pull on long pants
- ❖ Gold skivvy or lemon polo shirt
- ❖ Short white socks or plain bottle green tights
- ❖ Black shoes
- ❖ Bottle green EHPS jacket or jumper

WINTER SPORT

Boys

- ❖ Bottle green track pants or knee-length shorts
- ❖ School sport shirt - gold and green short sleeved polo shirt
- ❖ White sports socks
- ❖ Sports shoes

Girls

- ❖ Bottle green trackpants or knee-length shorts
- ❖ Bottle Green Netball skirt or 'Skort' optional
- ❖ School sport shirt - gold and green short sleeved polo shirt
- ❖ White sports socks
- ❖ Sports shoes

Students must wear a bottle green school hat every day to and from school. Bottle green school beanies can be worn during play times in winter. A child without a EHPS school hat will be unable to play according to the school's 'no school hat, no play' rule.

Tracksuits and jumpers should be bottle green and have the EHPS insignia on the left front.

Official Winter Performances and School Functions

Boys – Gold long sleeved polo shirt or short sleeved lemon polo and long grey pants are expected.

Girls – Bottle green and lemon check A-line tunic and gold or lemon skivvy or bottle green tracksuit pants polo shirt ARE expected.

Year 6 Uniform

Year 6 students may wear their Year 6 commemorative t-shirt in place of the lemon polo shirt, during summer or winter. All other items of the uniform must be worn as per the guidelines



EMU HEIGHTS PUBLIC SCHOOL

Health Care Policy And Procedures

November 2017

INTRODUCTION

Health care policy and procedures at Emu Heights Public School are informed by Department of Education policy. This policy and procedures can be accessed at:

<https://education.nsw.gov.au/policy-library/policies/student-health-in-nsw-public-schools-a-summary-and-consolidation-of-policy>

Parents have the prime responsibility for the health of their children. School staff have a duty to keep students safe while they are at school or involved in school events. The school encourages parents to provide information about their children's health on both enrolment and throughout their school years. When students need help with health issues at school, parents may need to consult with their medical practitioner about the implications of the child's health condition for their schooling. Parents may need to convey relevant information from the medical practitioner to the school. The school will arrange support for students to have their health needs met so that they can participate in learning programs.

Where student's health support needs are more complex or sensitive, a written individual health care plan is required. Parents need to provide prescribed medication or other consumables as agreed with the school prior to the plan commencing.

An individual health care plan must be developed for:

- ❖ Severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- ❖ Any students who is diagnosed as being at risk of an emergency reaction
- ❖ Any student who requires the administration of health care procedures

Care of Students Who Become Unwell at School

Students who become unwell at school are best transferred to the care of a parent or caregiver. The aim of care provided at school for such students is to make them comfortable in the interim. The school has identified staff members who will care for students who are unwell and the procedures that are to be followed. Parents are asked to ensure their contact numbers and emergency contact numbers are always current to assist the school in contacting them immediately if required.

Administering Prescribed Medication at School

The Department of Education does not require any staff member to administer medication. However, staff can volunteer to provide assistance to students where possible and must complete appropriate training. Ideally, children who are not well should not be attending school.

When a medical practitioner has prescribed medication that must be administered during the school day, parents are responsible for:

- ❖ bringing this need to the attention of the school

- ❖ collaborating with the school in working out arrangements for the supply and administration of the prescribed medication.
- ❖ ensuring that the information is updated if it changes
- ❖ asking the medical practitioner whether the medication is available in a form which minimizes or eliminates the need to provide the medication during the school day;
- ❖ completing a written request form (obtained from office);
- ❖ providing prescribed medication and 'consumables' for administration by the school in a timely way, clean and as agreed by the Principal;
- ❖ ensuring their child is not sent to school if they are unwell;

Administering prescribed medication at school

The administration of such medication forms part the Department's common law duty of care to take reasonable steps to keep students safe while they attend school. This duty of care is fulfilled through staff members.

The administration of prescribed medication in schools is carried out by staff who volunteer and who are trained.

Key points to remember:

- ❖ Parents of students who require prescribed medication to be administered at school must complete a written request. The principal will provide the necessary form (available on DEC website) to the parent. If parents have difficulty in completing the form they should ask the principal for assistance.
- ❖ Students must not carry medications unless there is a written agreement between the school and the student's parents that this is a planned part of the student's health care support.
- ❖ It is the principal's responsibility to fully inform relevant staff of the management implications of students requiring the administration of prescribed medication.
- ❖ Except in an emergency, only individual staff members who have volunteered and been trained, will administer prescribed medication to students.
- ❖ The principal will oversight implementation of the course of action that he or she has determined is necessary for the support of the student's health needs.
- ❖ It is the principal's responsibility to ensure that all copies of the written medical advice and any other relevant documentation are stored in a secure and confidential manner.

Within School Procedures:

- ❖ Staff should be careful in ensuring that the correct medication in the prescribed dosage is given to the student for whom it has been prescribed
- ❖ A formal schedule be kept for each student (using information provided in writing by parents), and the administration of each dose and receipt by the student be noted on that schedule.
- ❖ Students should proceed to a specified location to receive medication except where prevented by student disability. Such locations should be kept to a minimum and be adjacent to medication storage areas. The student's supervisor should ensure that students go to the specified location to receive their medication.
- ❖ An uninterrupted period of time should be organised for the administration of medication. Peak periods during the school routine should be avoided where possible.

Non-Prescribed Medications

NSW Health advises that “non-prescribed medications” – i.e. over-the-counter products like Panadol and cough medications, may also be potentially harmful to students and thereby require the same authority by a doctor before the school is able to administer such medications. If you do not have a letter from the doctor the school will not be able to administer this type of medication.

Consultation with Staff

As stated in the Department's policy on prescribed medications, the principal will ensure that consultation is carried out with the appropriate teaching and ancillary staff on the implications of the student's enrolment/continued enrolment, giving attention to:

- ❖ The exact nature of the student's medical condition and requirements
- ❖ A plan for meeting the student's requirements
- ❖ The resources, facilities and support services which are available and may be required to meet the student's needs; particularly in an emergency.

Storage of Prescribed Medicines

Prescribed medication will be stored in a secure and accessible location and only accessed by the delegated staff member/s administering medications, except in circumstances where students need to carry their prescribed medication for immediate access.

A schedule 8 medication (also known as a controlled drug) must be stored in a locked repository separate from all other non-schedule 8 medications. Ritalin and Dexamphetamine are examples of Schedule 8 medications.

All prescribed medication needs to be available to be administered to the student when it is required.

Exceptions

For some conditions, prescribed medication and equipment may need to be accessible immediately.

For example, for asthma and anaphylaxis, prescribed medication such as asthma relievers (e.g. Ventolin) or adrenaline auto injectors (e.g. EpiPen) will need to be available immediately.

Other equipment such as meter/hypo kits and 'hypo' food may be needed immediately by students diagnosed with type 1 diabetes.

In these cases, arrangements for carrying the medication and equipment will be worked out by the school and documented. Arrangements may involve the student or a staff member who has volunteered, carrying the essential material depending on factors such as the age of the student.

Schools and parents have a role to play in regularly reminding students who carry their own medication with them to and at school of the agreed arrangements.

As applicable, the school still needs the parent / carer to provide at least one additional adrenaline auto injector and/or asthma reliever medication for the student in case it is needed in an emergency. This could happen, for example, if the student doesn't have theirs with them at school when it is needed.



Education & Communities

Public Schools NSW

EMU HEIGHTS PUBLIC SCHOOL



Dear

You have indicated <insert context e.g. on your child's enrolment form, on an excursion consent form or to your child's teacher> that your child has a health condition which may require support at school or when involved in school activities, for example, a school excursion While the main role of the school is to provide education, we want to work with you to keep your child healthy and safe at school.

Please complete the attached form *Request for support at school of a student's health condition*, on the basis of information provided by your medical practitioner and return it to me. (You may wish to discuss the information required with the medical practitioner.) The form includes sections where you can request the administration of prescribed medication and/or other assistance.

When I receive your request for support I will need to discuss it with relevant staff and I will then contact you again.

Please advise me at any time if there are changes in the information about your child's health care needs or if I can assist you.

Yours sincerely

Name of Principal.....

Signature of Principal.....

Date.....



Request for support at school of a student's health condition

This request form includes 4 sections:

1. Student details (page 1)
2. Request for administering prescribed medication (page 2)
3. Request for other support (page 4)
4. Parent and emergency contact details (page 5)

Please remember to sign and date the form on page 5 before returning it to the school.

1. Student details

First name: Last name:

Date of Birth:

Enrolled at this school Yes No *Class if currently enrolled:*

Current school if not enrolled:

Health/medical condition:

.....
.....

Could your child experience an emergency reaction in relation to this condition? (please tick)
Yes No

Doctor's name/medical centre:

Doctor's address:

Doctor's phone number:

Please provide the name, address and phone number of any other doctor or medical specialist who may currently be treating your child.

Allergy/medical condition	Doctor's name	Address	Telephone

. If your child has a documented plan to support any health or medical needs from a previous school or organisation (e.g. preschool, occasional care, etc) please provide it to the school as an attachment to this form



2. Request for administering prescribed medication to the student

Note: if your child is to take more than one prescribed medication, please attach a separate request for each medication.

Name of prescribed medication:.....

Prescribed for (name of medical condition):

Prescribed dosage:

What are you requesting the school to do?

.....

.....

Expiry date of the medication:

Note: if you can't provide this information now we will need to know the expiry date when the medication is given to the school.

Special storage requirements if any e.g. in refrigerator:

.....

Special instructions for administering the prescribed medication/s e.g. must be taken with food or with a glass of water:

.....

Through information you have obtained from your doctor or got yourself, are you aware of any likely side effects from the prescribed medication?

Yes No If Yes, please provide more information:

.....

If your child administers his or her own medication at home, do you request that he or she self-administers this medication at school?

Yes No

Note: The Principal needs to approve a decision for a student to self-administer.

If yes, please describe what support your child needs to administer the medication in a non-emergency situation at school. You may like to include information about how you support your child at home to administer their medication.

.....

.....



Secure delivery of prescribed medication is important for the safety of your child as well as for the safety of other students in the school.

Please name the person who will carry the medication to school:

.....

Note: if you are unable to deliver the medication to school, it is advisable that you nominate a responsible person, who is not a school staff member, to transport the medication to the school.

For some medications and some students, it can be appropriate for them to carry their own medication to and at school. For example, asthma reliever medication and pancreatic enzymes for cystic fibrosis. If your child is to carry their own medication we want to be able to support this and request some information so that we are well informed.

Note: The school may still need you to provide the school with an additional supply of the medication for storage in central location/s within the school and for use if your child needs the schools help.

Would you like the principal to consider a request for your child to carry their medication?

Yes No

Note: The Principal needs to approve a decision for a student to carry their own medication at school.

If yes, please describe where and how your child will carry this medication, for example, my child will carry it on their person in a medical pouch or bum bag.

.....
.....
.....

Note: Your child's medication should be clearly labelled with their name.



Parent or carer signature: Date:

Privacy notice

The information requested on the form is essential for assisting the school to plan for the support of your child's health needs. It will be used by the NSW Department of Education and Communities for the development of arrangements with you to support your child's health needs. Provision of this information is voluntary. If you do not provide all or any of this information, the school's capacity to support your child's health needs could be impaired. This information will be stored securely. You may correct any personal information provided at any time by contacting the Principal.

