HOXTON PARK
PUBLIC SCHOOL

Student Welfare Policy

Knowledge is Strength

Revised August 2005
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Rationale

Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self discipline and the ability to distinguish right from wrong.

Students learn most effectively in a secure ordered and well disciplined environment in which both staff and students take pride in achievement.

A well disciplined environment provides a system of relationships, rules, rewards and punishments designed to promote effective learning. A strong emphasis on the use of positive practices will assist students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.

Fair Discipline Code
page 2, 1989
Introduction

The public schools of New South Wales exist to provide a first class education for all young people.

The public school system has three overriding priorities:

* raising educational standards and levels of educational achievement
* the provision of quality education for all, and
* the care and safety of the students in its charge.

In achieving these priorities, it provides young people with their foundation for life.

The quality of this foundation is of the utmost importance to each individual. If a child does not do well at school, the prospects for a fulfilling life as an adult are significantly reduced.

When parents enrol their children at public schools they enter into a partnership with the school staff.

This partnership is based on shared responsibility and mutual respect. It should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The partnership must strive to create in children an understanding of appropriate public behaviour.

Such understanding should lead the student to develop a responsibility for his or her own behaviour.

The precise character of this partnership will be unique to each student. There are, however, certain expectations in common to all such partnerships.
Fair Discipline Code

Students and teachers have a right to work in a safe ordered environment. Students have a right to learn. Teachers have a right to teach.

The following principles are basic to fair discipline at our school:

1. Hoxton Park Primary School aims to provide a stable, safe and ordered environment in and around the school and at all school activities within which students can learn effectively and behave responsibly.

2. Hoxton Park Primary School promotes national pride and inspires in students a sense of common purpose.

3. The principal of Hoxton Park Primary School provides strong and effective leadership of the school staff, students and wider community by establishing and maintaining positive tone and clear direction for the school.

4. Hoxton Park Primary School staff contributes with enthusiasm to establishing and maintaining the desirable tone and direction of the school.

5. Hoxton Park Primary School creates and maintains positive relationships within the school community.

6. Students are encouraged to develop self discipline by accepting responsibility for their own behaviour.

7. Hoxton Park Primary School insists on responsible student behaviour in the classroom, in the playground, travelling to and from school, on excursions and participating in, or attending sporting and other activities.

8. Hoxton Park Primary School develops practices which prevent irresponsible behaviour.

9. Hoxton Park Primary School fosters in students a feeling of belonging to and pride in the school and its community. It expects students to adhere to the standards of dress determined by the school community.

10. Students are encouraged to value the personal dignity and worth of themselves and others.

11. Hoxton Park Primary School promotes in students a respect for the values that underpin our society and its laws.
Rights and Responsibilities

Student Rights

Children at Hoxton Park Public School have the right to:

* a classroom free of disruption, harassment and discrimination
* learning programs catering to their needs
* be recognised for their academic, sporting, civic and social achievements
* be treated with respect and dignity at all times
* a safe playground free of harassment and discrimination
* be a part of the decision making processes in the school
* expect that their belongings are safe and cared for
* be well informed and a participant in their assessment
* work with teachers in following the agreed behaviour management program

Student Responsibilities

Children at Hoxton Park Public School have the responsibility to:

* work and learn to the best of their ability without causing disruptions in the classrooms
* respect and care for school property
* play safely and fairly with each other in the playground
* respect other students and their belongings
* travel to and from school in a sensible and safe manner
* take pride in their school by displaying exemplary behaviour whilst representing our school on excursions and whilst attending sporting activities.
* Co-operate with all school staff by obeying requests in a respectful manner
* complete set homework in compliance with School Homework Policy
* wear our school uniform with pride
* be punctual to all school activities
* not bring illegal substances, alcohol, tobacco or weapons to school
* follow school rules
Staff Rights

Teachers and staff at Hoxton Park Public School have the right to: -
* be treated with respect and dignity by all members of our school community
* work in an environment free of harassment, discrimination and intimidation
* expect parents to work with their children to develop socially acceptable
  behaviour in partnership with teachers
* expect support from all members of the school community
* teach in happy and safe classrooms
* make decisions on dealing with inappropriate behaviours as they occur

Staff Responsibilities

All staff at Hoxton Park Public School has the responsibility to: -
* treat all members of our school community with respect and dignity
* provide learning programs that cater to the needs of the students in their care
* communicate effectively and sensitively with parents on matters relating to their
  child's welfare
* provide a happy, safe and motivating learning environment free of disruption,
  harassment and discrimination
* follow the school behaviour management procedures
* recognise and reward children for their achievements and endeavours across all
  areas of the school curricula
* keep accurate records of discipline incidents in which they are involved
* provide a happy and safe playground free of harassment and discrimination
* try a wide range of strategies to deal with children displaying inappropriate
  behaviour
* display class rules and ensure that they are adhered to.
Parents / Carers Rights

Parents and carers at Hoxton Park Public School have the right to: -

* have their children safe and happy at school
* be treated with respect and dignity by all members of the school community
* be well informed concerning their child's welfare
* work in partnership and their child and teacher to promote responsible behaviour
* expect the school to link parents and children with appropriate community agencies
* committed teachers who provide learning programs that cater for their child
* expect that their child's learning will not be disrupted by the actions of other students
* be informed in writing when their child seriously breaches school rules
* access to support agencies such as school counsellor when requested
* discuss freely, criticise or challenge without discrimination or loss of service

Parents / Carers Responsibilities

Parents and carers at Hoxton Park Public School have the responsibility to:-

* share a commitment with their child's teacher to provide opportunities for students
* take responsibility for their actions
* support the School Discipline Code and the behaviour management procedures employed
* ensure that their child attends school
* assume the greater responsibility for their child's behaviour as their child travels to and from school
* ensure that children arrive at school with the necessary equipment, suitable clothing and sustenance
* work in partnership with the school staff
* monitor the completion of homework
* encourage their child to wear their school uniform with pride
* ensure that children and parents are punctual to all school activities
* treat all members of the school community with respect and dignity
* be positive in all dealings with the school
* ensure that no illegal substances, alcohol, tobacco or weapons are brought to school
Inappropriate Classroom Behaviour

Problem Behaviours
* calling out
* touching others
* going to toilet frequently in class time
* talking / off task / disrupting

Desired Behaviours
* putting hand up
* keeping hands & feet to self
* going to toilet during recess / lunch break
* concentrating, finishing, following instructions

Positively stated personal / class rules which counteract misbehaviour:
1. put young hand up before speaking
2. keep hands and feet to yourself
3. listen with your whole body
4. always try your best
5. listen to and follow teachers' instructions
6. only leave the room once during class time to visit the toilet.

CONSEQUENCES OF:

following rules
step 1 nod / smile
step 2 verbal praise
step 3 share success
step 4 *token economy* - stickers, food, table points, free time, computer time
step 5 merit award
step 6 Principal's award

breaking rules
step 1 ignore
step 2 verbalise rule, interrupt behaviour, second chance
step 3 verbal reprimand
step 4 loss of privileges
step 5 time out
step 6 refer to supervisor
step 7 placed on behaviour program
## Rules to behaviours

<table>
<thead>
<tr>
<th>rule</th>
<th>minor behaviour</th>
<th>medium behaviour</th>
<th>serious behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>follow teachers' instructions</td>
<td>* not listening to instructions closely * day dreaming - not paying attention</td>
<td>* distracting others * calling out * making errors due to inattentive listening</td>
<td>* displaying defiant or rude behaviour * refusing completely to follow instructions * causing serious injury or an accident</td>
</tr>
<tr>
<td>stay in bounds</td>
<td>* getting out of seat without permission</td>
<td>* consistently wandering around the classroom * arriving late to class</td>
<td>* leaving the room without permission</td>
</tr>
<tr>
<td>behave safely and cooperatively</td>
<td>* not sharing * being uncooperative in groups during activities * swinging on chair</td>
<td>* arguing with others * causing injury or disruption through inappropriate behaviour * teasing or annoying peers</td>
<td>* using equipment unsafely * running around the room * fighting violently * uttering racial slurs * deliberately causing injury to others * bullying * blaming / ridiculing others</td>
</tr>
<tr>
<td>be polite at all times</td>
<td>* not listening * not using manners * grabbing / snatching * calling out * displaying socially unacceptable behaviour</td>
<td>* interrupting * not addressing teachers / adults * persistent calling out</td>
<td>* being rude * swearing * back chatting adults * making racist taunts or slurs</td>
</tr>
<tr>
<td>respect the property of others</td>
<td>* failing to return items to their correct place</td>
<td>* damaging equipment or property</td>
<td>* borrowing items without permission * stealing * defacing property * deliberately destroying the property of others</td>
</tr>
<tr>
<td>care for the school environment - keep the classroom tidy</td>
<td>* littering the classroom * not returning items to their correct place * leaving desks untidy</td>
<td>* refusing to clean up * deliberately making a mess * throwing things around the classroom</td>
<td>* defacing school property * recording graffiti * vandalising the room</td>
</tr>
<tr>
<td>consequences</td>
<td>warning</td>
<td>5 - 10 minutes time out loss of privilege/s</td>
<td>send student to supervisor contact parent / carer refer student to LST</td>
</tr>
</tbody>
</table>

Please note that repeated minor behaviour may be reclassified as a medium behaviour and repeated medium behaviours may be reclassified as serious behaviours.

### Severe clause
A single behaviour may be so unacceptable or serious that it warrants immediate referral to the principal.
Positive Climate and Good Discipline

Effective learning and teaching will be enhanced 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
* providing resources and opportunities for students to gain leadership experience and participate in decision making through class meetings, peer mediation and the School Parliament.
School Rules

All students will:

1. follow teachers’ instructions
2. stay in bounds
3. behave cooperatively and safely
4. be polite at all times
5. respect the property of others
6. care for the school environment

Making Rules Meaningful

Teachers should

* Explain the rules and their purpose in relation to the rights of all students and teachers.
* Refer to the rules at times other than when they are broken.
* Focus upon one rule each week. Publish it in the newsletter, talk about it at morning lines and at assemblies.
* Be a good role model as much behaviour is learnt through imitation.
* Make students aware of the consequences of breaking the rules when they are being taught.

Consequences for Appropriate Behaviour

Behaviours need to be reinforced so they will continue.

* praise
* tokens
* awards and certificates
* privileges
* recognition in the school newsletter
* recognition at assemblies
How the Reinforcement Systems Work

* Teachers continually provide verbal praise for pleasing behaviour and keep parents informed.

* Teachers are encouraged to develop class incentive schemes for appropriate behaviour.

* Two small school merit cards are awarded weekly by classroom teachers.

* Each classroom teacher will present a quality award each week at assembly.

* Individual teachers may award up to two school sport cards each week.

* A large (A5) school certificate of excellence is exchanged for five small school merit cards.

* Each week, three students are voted by the staff to be Student of the Week and receive a large (A4) school certificate. All students of the week are then invited to attend a special morning tea members of staff in December.

* Public recognition is provided through acknowledgment in the school newsletter, at weekly assemblies, at presentation assemblies and during 3 way interviews.
Consequences for Inappropriate Playground Behaviour

Consequences for breaking the school rules are in order of priority.

* Student verbalises the rule and a caution is issued.
* Student is reminded of the rule and a caution is issued.
* Student is required to walk with the teacher on the playground.
* Student is counselled individually.
* Student is placed in a time out situation for five to fifteen minutes.
* Student is placed in the Playground behaviour book.
* Student is referred to the assistant principal.
* Student is placed on detention (by member of the school executive team).
* A parent interview is arranged.
* Student is suspended from school (by principal)

More than one consequence may apply to each incident or the seriousness of the incident may warrant an immediate escalation in consequences

Intervention Strategies

Playground Detention:-

* Following consultation with the teacher, the supervisor may complete the details for a particular student in the detention folder.

* The student takes home a letter outlining the incident and consequence for the parents to sign, comment on and return to school (refer to page 16)

* The Learning Support Team will monitor the detention records, follow up teacher concerns and make appropriate recommendations. This may include referral to the Playground project or the District Behaviour Team.

* For any student at risk, there will be regular meetings with the class teacher, student, parent and supervisor.

Playground book:-

* Students are placed in the Playground book for offences that are not violent in nature (refer to page 15).
* Three listings in the playground book in a term leads to a detention and the above procedures are followed.
* All students not listed in the playground book at the end of the term receive a merit card.
Offences to be recorded in the playground book

A - Littering
B - Late to Lines
C - Disobedience
D - Swearing
E - Spitting
F - Playing in the Toilets
G - Interfering with the games of others
H - Out of bounds
I - Teasing
J - Playing with sticks / stones
K - Bullying (name calling, pushing)
L - Running on the concrete

Filling in book
1. Find class & child
2. Mark A - L for offence
3. Write the date
4. Initial, not sign  eg. John Smith  I  23/3  DL

Serious Offences (Refer to executive teacher for further action)
Fighting
Bullying (hitting, intimidation)
Throwing sticks / stones towards others
Leaving the school grounds
Disrespectful to teachers
Damaging property
Hoxton Park Public School
School discipline Form

Name: ____________________
Class: ____________________
Date: _____ / _____ / _____

_____________ has been placed on detention for the following reason:-

☐ Three (3) entries in the playground book.
  __/__/____ - ________________ - ________________
  __/__/____ - ________________ - ________________
  __/__/____ - ________________ - ________________

☐ Three (3) extra entries in the playground book, totalling six (6).

☐ Three (3) class referrals in a single day.

☐ Playground or classroom violence (detailed below).

☐ Playground or classroom offence (detailed below).

The HPPS Welfare Policy states the procedure to be followed for this situation is: -

  o One (1) day lunchtime detention and monitoring of student behaviour.
  o Two (2) days lunchtime detention and monitoring of student behaviour.
  o Five (5) days lunchtime detention and monitoring of student behaviour.
  o Playground behaviour sheet (___ week/s).
  o Parent interview.
  o Playground suspension (___ days).
  o School suspension (___ days).

Teacher Comment (as necessary)
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student Explanation: - ____________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student consequences (changes needed, apologies to who?): - _________________________
________________________________________________________________________________
________________________________________________________________________________

Parent Comment:_______________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Teacher’s signature            Student’s signature            Parent/ Carer’s signature
school rules

All students will:

1. follow teachers' instructions
2. stay in bounds
3. behave cooperatively and safely
4. be polite at all times
5. respect the property of others
6. care for the school environment.
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers, please sign and comment on the student’s behaviour as necessary.
Guidelines for Teachers

If urgent assistance in the playground is required, use the red card system. Send a student with a red card to the administration block immediately. Red cards are located in the playground bags along with a small first aid kit and sickbay passes.

Playground

* Move around the area you are supervising and make sure you are visible to the students.

* Focus on how the student's behaviour has led to the consequence that you will apply. This will enable the student to make the connection between the causes and effects of his/her behaviour.

* Be firm, low key, rational and pleasant. Where possible counsel the student individually.

* When applying a consequence try not to
  - be sidetracked
  - accept excuses or ask for them
  - put the student down or take sides
  - ignore misbehaviour (as appropriate)

* Be consistent and predictable. Ensure the consequence matches the behaviour.

Classroom

* Negotiate class rules, which should be based on the school rules, with the students at the beginning of the year.

* Display the rules in the classroom.

* Teach the rules and consequences (positive and negative).

* Revisit the rules regularly.

* Reduce the amount of talking by keeping interaction short, simple and very clear.

* Emphasise that misbehaviour is a choice and discuss the effects of the choice.
Conflict Resolution

_Fighting Fair_

How you can both win:

* be willing to fix the problem
* say what the problem is for you
* listen to what the problem is for them
* attack the problem, not the person
* look for an answer so everyone gets what s/he needs

_Fouls_

* name calling
* putting the person down
* sneering - blaming
* making threats - hitting
* bringing up the past
* making excuses and not listening
* getting even
**Intervention Flowchart**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal reprimand</td>
<td>verbal reprimand</td>
</tr>
<tr>
<td>logical consequence</td>
<td>logical consequence</td>
</tr>
<tr>
<td>in class isolation</td>
<td>Playground Book Entry</td>
</tr>
<tr>
<td>class detention (responsibility of the class teacher)</td>
<td>refer to assistant principal or executive teacher</td>
</tr>
<tr>
<td>refer to supervisor</td>
<td>detention</td>
</tr>
<tr>
<td>short term removal from class</td>
<td>parental referral</td>
</tr>
<tr>
<td>referral to Learning Support Team</td>
<td></td>
</tr>
<tr>
<td>development of a behavioural plan</td>
<td></td>
</tr>
<tr>
<td>referral to the principal</td>
<td></td>
</tr>
<tr>
<td>DET support sought</td>
<td>suspension or exclusion</td>
</tr>
</tbody>
</table>

HPPS Student Welfare Policy
**Behaviour Management Checklist**

Systematic behaviour management plays an important role and serves the following purposes:

1. to motivate the students to respond
2. to manage students' behaviour effectively.

The following questions are seen as vital program components:

Do I have a no fail program?

Are students experiencing success?

Am I motivating students?

Are the students interested?

Do I try to catch students being good?

Do students feel happy about themselves?

Am I having sufficient contact with students' parents?

Am I aware of all the things going on in the room?

Do I encourage students to take responsibility for their actions?

Does the room have structure?

* routine
* limit setting
* physical structure
* cueing / prompting

Am I increasing appropriate behaviour?

* praise
* modelling
* token economy
* shaping

Am I decreasing inappropriate behaviour?

* ignoring
* time out
* alternate behaviour
* soft reprimand
* response cost
* over correction
* punishment
Anti-bullying Policy

What is Bullying?

Bullying is ‘repeated intimidation of a person, using actions or words’.

Bullying occurs when there is an imbalance in power between people. This imbalance is sometimes very obvious, as when a person bullies a much smaller, weaker person, or when a group combines to terrorise an individual. But often it is much less obvious, as when the difference in power is psychological.

There are many different types of bullying:
- physical
- verbal
- gesture
- deliberate exclusion
- cyber
- emotional torment
- sexual and racial taunts
- threatening behaviour

At Hoxton Park Public School we believe that all students have the right to be happy and feel safe. A person who bullies is denying another person that right and will not be tolerated. We acknowledge that bullying in any form is unacceptable.

What isn’t Bullying?

‘One off’ incidents between students involving teasing, name calling or fighting are not classified as bullying. In general, bullying involves ongoing and repeated behaviour where a person develops fear of someone else.

Signs of Bullying

Bullying may be very hard to detect as perpetrators rarely “perform” in front of staff. The people who are most likely to know what is going on first hand are other children. Here are some general behavioural signs that parents and staff should look for:

- an unwillingness or refusal to go to school
- feeling ill in the mornings (headaches, stomach aches and other aches that the child may not be able to explain)
- crying at night or having nightmares (unexplained tears or depression)
- a decline in quality of school work
- asking for money or stealing (to pay the bully)
- refusing to talk about what is wrong / unusual outbursts of temper
- having unexplained bruises, cuts or scratches
- not socialising with peers
- bullying others
Children who are bullied are often initially reluctant to speak out for fear that staff or parents may make the issue worse. Victims also fear retribution from the perpetrator. This situation gives the perpetrator the confidence to continue the actions undetected, creating a no-win downward spiral for the victim.

Children need to:
- feel believed and listened to
- develop trust in how staff and parents will handle issues
- be encouraged to talk about what has happened

Parents need to:
- listen to what their children say
- involve their children in decision making
- support the school in dealing with the issues
- discourage children from retaliating physically or verbally

**Initiatives for Dealing with Bullying**

Hoxton Park Public School promotes a proactive approach to the issue of bullying, implementing our anti-bullying by:
- protecting and supporting victims
- investigating all bullying incidents
- implementing social skills and bullying programs in the classroom
- using the current welfare system to modify unwanted behaviours
- promoting a school culture that values cooperation, learning and participation
- continuing the Peer Mediation program
- keeping adequate behaviour records
- assisting bullies to change their behaviour
- involving the Ant-Racism Officer when necessary
- explicitly teaching school rules and promoting school values
- involving parents in the strategies to improving the situation for the bully and the victim

**Protocol for dealing with incidents of Bullying and Harassment**

At Hoxton Park Public School we acknowledge that to reduce bullying there must be:
- a strong commitment from staff, students and parents
- the development of social skills and cooperation amongst students
- staff role models
- active patrolling during supervised duty
Procedures for dealing with Bullying

Once an incident has been determined by staff, parents or self reported as ‘bullying’:

1 – Incident is investigated by the Assistant Principal

2 – Student is placed on detention. Parents of both parties informed. A plan of action is formulated involving the two parties.

3 – Monitoring of the two parties involved by Assistant Principal.

4 – Review of situation after two weeks.

5 – If bullying stops, no further action required. If bullying is found to be continuing, the matter is referred to the school Principal. Parents are formally notified.
(If incidents appear to be repeating, the cycle continues with increased sanctions and involvement of parents and Principal and Executive)
Protocol Flowchart

**Incident**

- Reported by Staff
- Self Report
- Parent’s Report

**Executive (AP’s)**

- Detention
- Parents informed
- Form plan involving 2 parties

**Monitor**

**Reviewed**

- Bullying Stops
- Bullying Continues

**If the incident is not bullying**

the incident will be dealt with according to welfare policy

Dealt with as repeated incident. Principal to formally notify parent/s.

If incidents continue to be repeated the cycle continues with increased sanctions and involvement of parents and Principal and Executive.
Care and Supervision of Students

Supervision before School

1. Formal supervision begins at 8.30am when two rostered teacher supervises the quadrangle area, COLA, canteen, Basketball court and adjacent toilet area.

2. Students are not permitted to be in other areas before school or inside classrooms without a teacher being present.

3. Students are regularly reminded of procedures and school rules in their classrooms, at mid morning lines, at assemblies and through the newsletter.

4. Lessons begin at 9.00am. A warning bell sounds at 8.55am and students and staff move to their classrooms.

Supervision during Recess

1. Supervision begins at 11.00am and concludes at 11.20am.

2. Students are permitted to play on the oval (Areas B, C1 and C2) and on the quadrangle (area A). No big ball games or dangerous running games are permitted on the quadrangle.

3. Students are not permitted to be inside classrooms without a teacher present.

4. Teachers are rostered on supervision duty in these areas. Area A includes the toilet blocks.

Supervision during Lunch

1. Students eat lunch under the supervision of their classroom teachers from 1.10pm until 1.20pm.

2. Students may then move to the oval, the quadrangle, the canteen to the passive areas.

3. Teachers are rostered on supervision duty in all areas. The first lunch duty commences at 1.20pm and concludes at 1.40pm.

4. Teachers are rostered on the second lunch duty which commences at 1.40pm and concludes at 2.00pm.
5. The teachers rostered on first lunch duty are not to leave their designated areas until the rostered teachers on second lunch duty arrive.

6. Students visiting the library may do so from 1.40pm and are supervised directly by the Teacher / Librarian.

7. Students are not permitted to be in classrooms without a teacher.

8. Students are not permitted to play in the sand pit, it is for use during class time only.

**Supervision after School**

1. Students catching the bus move immediately at 3.00pm to the bus lines on the quadrangle. Members of the school executive are rostered on supervision duty.

2. Students who are not picked report to the main office and a School Assistant or a Teacher will attempt to make contact with a parent or caregiver.

**Conclusion**

Staff review procedures at the beginning of each school year and regularly throughout the year at administration meetings.

The Executive Teacher has oversight of the playground areas and supervision rosters.

Parents are kept informed of times and supervision procedures through the school *Information Booklet* (which is provided to each new family upon enrolment) and through regular bulletins in the school newsletter.
Fair Discipline Code

The following principles are basic to fair discipline:

1. Hoxton Park Primary School aims to provide a stable, safe and ordered environment within which students can learn effectively and behave responsibly.

2. Hoxton Park Primary School promotes national pride and inspires in students a sense of common purpose.

3. The Principal of Hoxton Park Primary School provides strong and effective leadership of the school staff, students and wider community by establishing and maintaining positive tone and clear direction for the school.

4. Hoxton Park Primary School staff contributes with enthusiasm to establishing and maintaining the desirable tone and direction of the school.

5. Hoxton Park Primary School creates and maintains positive relationships within the school community and with the wider community.

6. Students are encouraged to develop self discipline by accepting responsibility for their own behaviour.

7. Hoxton Park Primary School insists on responsible student behaviour and develops practices which prevent irresponsible behaviour.

8. Hoxton Park Primary School fosters in students a feeling of belonging to and pride in the school and its community. This is partly achieved by the wearing of full school uniform.

9. Students are encouraged to value the personal dignity and worth of themselves and others.

10. Hoxton Park Primary School promotes in students a respect for the values that underpin our society and its laws.
Medications / Sickbay Policy

1. **Student Health: Administration of Prescribed Medications in Schools**

   This memorandums to Principals (95/078) and (96/031) apply to all cases of prescribed medications and will be fully implemented in this school.

2. **Prescribed Medicines: Enrolment of Students with Continuing Need**

   This memorandum (5.8.86) will be fully implemented in this school as applicable.

3. **Students Requiring Drugs (with the exception of analgesic substances 89/206) of a Non prescribed Nature**

   The Principal is to be informed in all cases of students bringing substances to school. The principal should assure herself that this is necessary and that parental consent has been given and that the student should be encouraged to bring only one day’s supply, as applicable (Teachers’ Handbook 3.2.17). The student record card and emergency card is to be noted per the parent's consent.

4. **Sick Bay Referrals**

   The school proforma is to be used by teaching staff and administration staff when dealing with students who present as being ill or requiring first aid assistance. Agreed procedures are to be implemented (refer to page 29).
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<th>Sick Bay referral</th>
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Sun Protection Policy

The increasing occurrence of skin cancer in Australia is a matter of concern for the whole community, especially schools. Australia has the highest incidence of skin cancer in the world and there are five major factors that contribute:

* a large proportion of the population has fair skin
* ultraviolet radiation (UVR) from the sun is of high intensity
* people's lifestyle, work, school and recreational practices may expose them to the sun frequently and for long periods
* a suntan has often been viewed as healthy and attractive
* exposure of the skin to the sun is common during peak UVR times.

Skin cancer and related skin damage are the result of frequent and unprotected exposure to the sun. This school has a responsibility to provide a safe environment for students and staff and this responsibility includes the provision of protection from the sun throughout the year.

Strategies

* effective teaching and learning about the need for sun protection at all times - not just during school hours
* information published in the school newsletter to further increase the awareness of parents and caregivers
* promotion of sun protection as a health and safety issue (rather than as a matter of discipline) through reminders at morning lines and at assemblies
* positive role modelling by staff and all members of the school community
* provision of shaded areas (trees, verandahs, etc) especially during terms one and four
* the extension of existing shade areas
* timetabling of sport and physical fitness activities during the morning sessions, especially during terms one and four
* protection from UVR for all outdoor activities including swimming carnivals and excursions
* the wearing of school caps and collared shirts and dresses
Learning Support Team Process

The Team
Rhonda Pastor  STLA
Jillian Crosby  School Counsellor
David Leydon  Deputy Principal
Vivien Ngo  ESL team member
Jodi Majetic  Reading Recovery
Steve Cooper  Principal
Robert Francis  Assistant Principal (Coordinator)

Meetings
Each Thursday 1.20pm - 2.00pm

Venue
STLA 2 room

Steps
1. Student identified with a problem – any problem.
2. Student profile read to check for previous LST referral.
3. If the student has been referred previously, speak to Rhonda about follow up procedures.
4. If the student has not been referred to LST previously follow these steps:
5. Discuss concerns / issues with the supervisor.
6. Make contact with the parent/s.
7. Complete a LST referral form (kept in the staffroom). The supervisor MUST sign the referral before being placed into Rhonda’s pigeonhole.
8. You will be scheduled to attend a LST meeting and will need to bring evidence (as appropriate) to support the case.

February 2005