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# **SHELL COVE PUBLIC SCHOOL**

## **Student Wellbeing Policy**

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### **OVERVIEW**

This policy outlines the importance of positive student behaviour to provide a conducive learning environment for all students who attend Shell Cove Public School (SCPS). The SCPS Student Wellbeing Policy outlines a balanced approach, celebrating student achievement and dealing with unacceptable behaviour fairly. It is based on developing student responsibilities, encouraging respect and creating a positive school environment for effective teaching and learning.

As a staff, Shell Cove Public School has developed this policy in reflection of our school values and community needs. In 2019, each stage group nominated one member to establish the Welfare Team. The aim of this team was to review the current policy and coordinate the distribution of a survey to all staff. The information from the survey was used to inform our policy and practice and identify the individual strengths and needs of our school. The team evaluated the current policy and drew on ideas from the survey to develop a draft policy, completed in Term 4, 2019.

This draft policy was presented to a consultative committee (consisting of parents, staff and community members) with any recommended amendments to the plan taken on board. The school community was then informed of the new policy via a P&C meeting and publication on the school website.

This Policy was implemented in 2020 and reviewed in 2021. Further reviews will occur on a 3-year cycle. We will provide opportunities for all members of the school community to offer feedback during this review process.

### **PURPOSE**

As a school community, we work together to provide a quality learning environment which is inclusive, safe and secure - free from bullying, harassment, intimidation and victimisation. All students, staff and community members have the right to be treated fairly and with dignity.

When parents enrol their children at Shell Cove Public School they enter into a partnership. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school staff, students and parents/carers is an important feature of student welfare at Shell Cove Public School.

### **RATIONALE**

Student welfare:

- Encompasses everything that the school community does to meet the personal, social and learning needs of students and to enhance their well-being.
- Is reflected in the way a school community demonstrates care, ensures security and provides opportunities for students to enjoy success and recognition, make a useful contribution to the life of the school and derive enjoyment from their learning.
- Is achieved through the total school curriculum and the way it is delivered.
- Focuses on development and preventative strategies in all areas of student need and ensures that students with special needs have the support they require.

### **IMPLEMENTATION**

- Individual policies will be adhered to and formulated in related areas of Student Welfare. Policies such as Child Protection, Every Student Every School, Drug Education, Year 6 Leadership Team, Gifted and Talented Education, Anti-Racism, Fair Discipline and Award Procedures, Anti-Bullying Plan, Integration etc.
- Adequate funds will be allocated to meet Student Welfare needs as identified in the school's Strategic Directions and School Plan.

### **OUTCOMES**

#### **Teaching and Learning**

- Students progress through levels of achievement leading to identified competency in all learning areas.
- The needs of students and those of the wider community are reflected in the learning goals of Shell Cove Public School.

## **Students are respected and supported in all aspects of their schooling**

- The welfare of students is a priority in all school policies, programs and practices.
- Shell Cove Public School adopts structures and procedures that enhance relationships and demonstrate commitment to the principles of social equity.

## **Community Involvement**

- A strong partnership exists between students, staff and the community, which shapes the identity of Shell Cove Public School.
- Parents and community members participate in all aspects of life at Shell Cove Public School.

## **Evaluation**

- The Student Wellbeing Committee will evaluate and analyse all aspects of Student Welfare in accordance with the Annual Management Plan.
- Cost effectiveness of Student Wellbeing programs will be assessed as part of the evaluation process.
- Interviews, data, questionnaires and anecdotal records will be used as evaluation tools where deemed appropriate. These procedures may be undertaken with students, staff, parents and the wider community.

## **THE BEHAVIOUR CODE**

At Shell Cove Public School high standards of behaviour and conduct are expected. There are rewards for positive and consequences for negative behaviour. There are levels of discipline and a standardised approach that is used by staff to reward positive behaviour and resolve problems when they arise.

The behaviour code in action includes:

- Following the school values of **“Care for Ourselves”, “Care for Others”** and **“Care for our School”**.
- Displaying expected standards of behaviour in the classroom, in the playground and while travelling to and from school.
- Being safe in and around the school and at all school activities.
- Demonstrating high standards of positive behaviour while on excursions and participating in extracurricular activities such as sporting and other activities.
- Respectful responses to requests from staff and others in positions of authority.
- Adherence to the school's policies.
- Positive and respectful relationships between all members of the school community.

## **Strategies to Promote Positive Behaviour and Effective Learning**

To encourage the highest levels of student behaviour Shell Cove Public School will:

- Display the Shell Cove Public School *“Surfing the wave of Success”* chart and values visuals in classrooms. Class teachers are to explicitly teach and constantly refer to these expectations.
- Consistently reward positive behaviour using care cards.
- Reward students with *‘Surfing the wave of Success’* levelled awards as they progressively earn care cards.
- Provide an appropriate and differentiated curriculum to meet the needs of each student.
- Discuss with parents/carers their role in promoting acceptable student behaviour.
- Provide appropriate support programs e.g. counselling, remediation.
- Implement school programs that develop self-discipline, self-evaluation, resilience, communication and conflict resolution skills. For example: Buddies program, anti-bullying program, Life Education, Child Protection and Learning Habits.

## **Positive Behaviour**

### Rationale

The expectation at Shell Cove Public School is that the school, staff and families work together to teach and support positive behaviour. To do this a whole-school approach is implemented to create a positive, safe and supportive environment in which all the students, including students with additional needs, can learn and develop. Every part of the school, including the classrooms, playground and extracurricular activities, are considered integral parts of the total learning environment. The expected outcome is that the school creates and the staff deliver instruction in a set of behaviour expectations, providing consistent positive feedback to students.

The overarching focus of the Student Wellbeing Policy is to recognise and reward the positive behaviour of the students. At Shell Cove Public School, we establish and maintain a positive ethos focusing and building on student strengths. Teachers and support staff recognise and acknowledge positive student behaviour and learning. This fosters an optimistic school environment conducive to student learning and appropriate social behaviours.

The students will be recognised and celebrated in the following ways:

- Surfing the wave of Success awards (Shallows, Red Sands, Mystics and Farm certificates and Farm badge) presented at assemblies.
- Foyer, hall, library, playground and communal area displays.
- Spotlight on Classes in the school newsletter.
- Presentation Day awards.
- Attendance at special events.
- Presentation of focus value presented at whole-school assemblies.

#### Rewarding Positive Behaviour

At Shell Cove Public School positive behaviour is expected and rewarded through the 'Surfing the Waves of Success' whole-school reward system consisting of Care Cards and awards. These rewards support the principle of students being responsible for and reflecting appropriately on their own behaviour. Awards are presented at assemblies.

- Classroom behaviour = Sea Award, worth 10 care cards (2 per class weekly)
  - 30 Care Cards = Shallows Award (Term 1)
  - 70 Care Cards = Red Sands Award (Term 2)
  - 120 Care Cards = Mystics Award (Term 3)
- 180 Care Cards = The Farm Award and Medallion (Term 4)
  - In correlation of our school values, students may be rewarded with Care Cards for displaying the following behaviours:
- **Caring for self:** trying your best, enthusiastic participation, maintaining on-task behaviour, displaying a growth mindset, resilience, persevering with learning goals, applying feedback etc.
- **Caring for others:** respectful interactions, positive communication, being an up-stander, sharing etc.
- **Caring for our school:** looking after our playground, returning equipment, using facilities appropriately etc.

The aim of the 'Surfing the wave of Success' rewards system is for students who are consistently displaying positive behaviour to progress through each level termly. Children who achieve the focus level per term will be celebrated by the school community by being listed in the school newsletter and receiving their award at an assembly.

Students achieving 'The Farm' will receive an annually dated medallion in addition to the Farm Award. These medallions are encouraged to be proudly worn as part of the student's school uniform.

#### Student Rights and Responsibilities

The following is a list of the rights, and the responsibilities involved in maintaining those rights, for all students at Shell Cove Public School.

RIGHTS	RESPONSIBILITIES
Students have:	
1. The right to be treated with courtesy and respect.	<ul style="list-style-type: none"> <li>➤ To treat all teachers, scripture teachers, learning support officers, office staff, parents and volunteers and visitors with respect.</li> <li>➤ To be honest and truthful.</li> <li>➤ To be fair in dealings with others during play.</li> <li>➤ To speak politely.</li> </ul>
2. The right to learn in an organised, well maintained and supportive environment	<ul style="list-style-type: none"> <li>➤ To care for and maintain the environment and resources.</li> </ul>
3. The right to be safe and secure	<ul style="list-style-type: none"> <li>➤ To obey school rules</li> <li>➤ To play safely with other students.</li> <li>➤ To be tolerant and considerate of others.</li> </ul>
4. The right to be able to learn without interference from others.	<ul style="list-style-type: none"> <li>➤ To allow others to learn without being interrupted.</li> </ul>
5. The right to have personal property treated by others with care.	<ul style="list-style-type: none"> <li>➤ To hand in all lost property.</li> <li>➤ To seek permission before borrowing equipment.</li> <li>➤ To return equipment in good condition and on time.</li> <li>➤ To stay out of classrooms unless supervised by a teacher.</li> <li>➤ To label and maintain all property.</li> </ul>
6. The right to develop their potential to the fullest.	<ul style="list-style-type: none"> <li>➤ To do their best times, including keeping up to date with work, co-operating with teachers and class members, ensuring they are adequately prepared and organised each school day.</li> <li>➤ To take responsibility for their own learning.</li> </ul>



## Responsibilities of Teachers

Teachers will:

- Model respect at all times in their dealings with others.
- Provide feedback on student behaviour using correct language in accordance with the school values of care for self, care for others, care for our school.
- Provide a challenging and differentiated curriculum.
- Teach the students the school values, behaviour expectations and the consequences of any misbehaviour.
- Regularly reinforce the importance of school values to ensure the safety of all school community members.
- Reward students who demonstrate positive behaviours.
- Follow the agreed procedures of this policy.

## Responsibilities of Parents/Carers

Parents and carers will:

- Accept shared responsibility for student discipline.
- Support the school in the implementation of the Student Wellbeing Policy and reinforce respect for others at school and at home.
- Communicate with school staff regarding their child's behaviour and circumstances that may influence this behaviour.
- Provide restitution to the school where their child has wilfully or recklessly caused damage to school property or the property of others.
- Ensure children attend school punctually each day in accordance with the NSW Department of Education attendance policy.
- Expect children to take responsibility for their own actions and accept consequences of poor decision making.

## Responsibilities of School Leaders (Executive Staff)

School's leaders will:

- Provide professional training and development of staff in the areas of welfare, discipline and behaviour management.
- Liaise with parents regarding the behaviour of their child.
- Regularly communicate the school's welfare and discipline expectations to parents, staff and students.
- Monitor and review welfare and discipline policies in the school.

## Responsibilities of Student Leaders

Student leaders will:

- Exhibit the ability to make decisions by themselves.
- Lead by example and be a role model for other students.
- Demonstrate exemplary behaviour at all times – acting with integrity, honesty and respect.
- Display initiative.
- Work well as a team member.
- Possess sound communication skills

Should any student leader be unable to fulfill their role or whose behaviour is deemed to be inappropriate then he/she may be withdrawn from their elected position and replaced by another student. This would be dependent on the severity of the behavior.

Action that may be taken could include:

- Warning and counselling by supervisor/principal.
- Discussion with parents.
- Loss of position for part or perhaps entire year.

The Principal will determine the decision in consultation with staff and parents. Appropriate communication will advise parents of issues of concern.

## The Discipline Code

Shell Cove Public School's Discipline Code is designed to support the Shell Cove School Community to deal consistently and equitably with negative behaviours.

There are four levels in the school's Discipline Code. Commencing with Level A and ending at Level 2. The school expects that a vast majority of students will remain on Level A throughout their schooling at Shell Cove Public School.

The Discipline Code focuses on students taking responsibility for their own behaviour.

<b>Level A</b>	Acceptable behaviour.
<b>Reflection</b>	A consequence for unsatisfactory behavior (see pages 5-6).
<b>Level 1</b>	Continual unsatisfactory behavior and multiple reflection visits or a major behavior (see page 6).
<b>Level 2</b>	Aggressive, unsafe behaviour or continued negative behaviour whilst on Level 1 (page 7).

Each level has a list of types of inappropriate behaviours and consequences. It is possible to move more than one level at a time, depending on the seriousness of the behaviour displayed.

Once a student has successfully completed the monitoring period on a level, the child will conference with the Principal or Deputy Principal and return to Level A.

In the classroom, teachers will implement a 3-step warning system for minor behaviours.

- **Warning 1** - behaviour is acknowledged and students reminded of behaviour expectations.
- **Warning 2** - teachers make changes to the child's immediate learning environment e.g. move to alternate learning space.
- **Warning 3** – student's behaviour is documented on SENTRAL and the stage supervisor is notified.

In the playground, major or minor negative behaviours will be noted by the on-duty teacher and added to SENTRAL at their earliest convenience. These behaviours could include:

- being out of bounds
- swearing
- disobedience
- interfering with the play of others
- violent behaviour
- bullying
- teasing
- stealing

### Reflection – Consequence for negative behaviour

Behaviours that may result in reflection include, but are not limited to:

- Disrupting lessons or not listening to teacher directions
- Being late to class from break times
- Being out of bounds
- Playing in the toilets
- Playing dangerously
- Speaking ill of others
- Lying
- Spreading rumours or gossiping
- Misuse of technology including online bullying and not adhering to the BYOD code of conduct etc.
- Rudeness, teasing and inappropriate language
- Cruelty
- Aggression
- Being a bystander

- Disrespect for property
- Intentional interference with others' games or activities
- Racist, sexist or inappropriate comments

The Assistant Principal, in conjunction with the classroom or witnessing teacher, will determine reflection as a consequence. The Assistant Principal will determine the total reflection days the student is to attend. Failure to attend a reflection may result in additional reflection sessions.

### The Reflection Process

If it is determined that a child is placed on a reflection then the student will complete a *behaviour think sheet* with an executive staff member during play time. The *behaviour think sheet* provides students with the opportunity to work with a teacher to reflect on their behaviour choices and discuss future behaviour expectations.

The number of reflection sessions may be extended in response to the quality of the *behaviour think sheet*, for example, the child's ability to identify or agree with the negative behaviour choice and willingness to discuss replacement behaviours.

### LEVEL 1 – UNSATISFACTORY BEHAVIOUR

Students will be placed on Level 1 if they;

- require additional support to improve their behaviour
- are displaying continual negative behaviours
- may have consistently attended reflection sessions.
- has displayed a major behavior listed below.

Behaviours that may result in being placed on a Level 1 include, but are not limited to:

- repeated minor behaviours (see pages 5-6)
- breaking or vandalising property or equipment
- theft- knowingly taking another students, teachers or school property
- forgery- knowingly forges parent's signature, uses another student's login details
- bullying (ongoing harassment, teasing, violent behaviour, excluding others) – please refer to the Shell Cove Public School Anti-Bullying Policy for further information.
- aggressive swearing or threatening behaviour
- deliberate dangerous play
- targeted racial or discriminatory remarks
- violence or aggression
- inappropriate behaviour whilst representing the school at sport or excursions.

The Principal/supervisor in consultation with teacher(s) involved will approve the placement of a student on Level 1.

### Consequences

When a child is placed on Level 1, a student will face a combination of the procedures listed below:

- Partial removal from play for up to a week (5 days).
- A behaviour card to monitor behaviour over the duration of the level period (5 days).
- Parents are notified through written note and/or by phone.
- If necessary, take part in behaviour modification activities with possible referral to Departmental Support such as School Counsellor.

### Returning to LEVEL A

- Students will return to Level A if they display consistent positive behaviour throughout the 5-day period and be signed off by the Principal at the completion.

Shell Cove Public School

### Behaviour Think Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Reflection session 1 2 3 (please circle)

This Behaviour Think Sheet will be filled out at Reflection in consultation with the reflection duty teacher. The purpose of the think sheet is for students to reflect on their choices and discuss future behaviour expectations.

**WALT:** *Reflect on my behaviour.*

**TIB:** *It is important to reflect on my choices and ways of improving them.*

**WILF:** *I can reflect on my choices to improve my future behaviour.*

I have NOT:

Cared for Myself	Cared for Others	Cared for my School
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1. I am in Reflection because I \_\_\_\_\_  
\_\_\_\_\_
2. I made this choice because \_\_\_\_\_  
\_\_\_\_\_
3. My behaviour made others \_\_\_\_\_  
\_\_\_\_\_
4. I will improve my behaviour by \_\_\_\_\_  
\_\_\_\_\_
5. I need to apologise to \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

## LEVEL 2 – AGGRESSIVE, UNSAFE OR CONTINUAL UNSATISFACTORY BEHAVIOUR

Students will be placed on Level 2 for behaviours such as:

- continued negative behaviour whilst on Level 1
- fighting, physical violence
- bullying
- sexual harassment
- bringing/using drugs at school
- bringing, using or threatening to use a prohibited weapon at school.

### Consequences

When a child is placed on Level 2, a student will face a combination of the procedures listed below:

- Partial or complete removal from playground for up to two weeks (10 days).
- Participation in excursions (including representative sport) and special events whilst on the level may be reconsidered.
- Parents are notified through written note and/or by phone.
- If necessary, take part in behaviour modification activities with possible referral to Departmental support such as School Counsellor.
- A daily behaviour report may be implemented to communicate student behaviour to parents/carers.

In addition to the Discipline Code, students who have demonstrated serious negative behaviours may face suspension or in extreme cases an expulsion. In these cases, the Department of Education Suspension and Expulsion policy will be adhered to.

### Returning to LEVEL A

- Students will return to Level A if they display consistent positive behaviour throughout the 10-day period and be signed off by the principal at the completion.

### **Behaviour Card**

A Behaviour Card will be implemented to monitor behaviour throughout the level period for students on Level 1 (5 days) and Level 2 (10 days).

### Student responsibilities

- Students are responsible for their Behaviour Card at all times. This includes:
  - Taking the card home each afternoon and bringing it back each morning.
  - Handing the card to the classroom teacher at the beginning of each session and collecting it at the end of the session.
  - If applicable, handing the card to the duty teacher in the agreed upon playground location at the beginning of each break time and collecting it at the end.
- If applicable, students will conference with the classroom teacher and/or stage supervisor to determine an appropriate play area for the duration of the level period.

### Teacher responsibilities

- Classroom teachers will document student behaviour during all learning times and provide students with a score (see page 8).
- If applicable, teachers will conference with the child and/or stage supervisor to determine an appropriate play area for the duration of the level period.
- If applicable, duty teachers will monitor and document playground behaviour during break times using a numerical score (see page 8). Duty teachers will pass on the behaviour card to the next duty teacher during the handover from first to second half.
- If a student is only partially attending play time, the stage supervisor or other executive staff member will document this on the behaviour card accordingly.

### Principal/Deputy Principal responsibilities

- The Principal or Deputy Principal will engage in a conference with the student at the conclusion of level one, or at the end of each 5-day cycle of level two.

### Parent responsibilities


- Parents must review and sign off on the Behaviour Card daily for the duration of the level period.



### Scoring System

Please circle the appropriate score for each session and record your initials next to the score.


- 3** Student followed school rules at all times.
- 2** Student needed reminders to follow school rules.
- 1** Student has repeatedly broken school rules, disobeyed teacher instructions or demonstrated aggressive behaviour.

Shell Cove Public School  
 **Behaviour Card - Level 1**  
 Week Term

Students are responsible for this card for the duration of their level period. Teachers hold the card during class times and sign off at the completion of the learning session. At break times, students take this card to the agreed upon play area and hand the card to the duty teacher.

Day						
Morning						
Recess						
Middle						
Lunch						
Afternoon						
Teacher						
Parent						
Principal						


The Behaviour Card must be signed off by the parent and teacher each day. On the final day of the level period, the student will conference with the Principal or Deputy Principal to reflect on the week and discuss future behaviour expectations.

Shell Cove Public School  
 **Behaviour Card - Level 2 (Day 1-5)**  
 Week Term

Students are responsible for this card for the duration of their level period. Teachers hold the card during class times and sign off at the completion of the learning session. At break times, students take this card to the agreed upon play area and hand the card to the duty teacher.

Day						
Morning						
Recess						
Middle						
Lunch						
Afternoon						
Teacher						
Parent						
Principal						

The Behaviour Card must be signed off by the parent and teacher each day. At the end of each 5 day period, the student will conference with the Principal or Deputy Principal to reflect on the week and discuss future behaviour expectations.

Shell Cove Public School  
 **Behaviour Card - Level 2 (Day 6-10)**  
 Week Term

Students are responsible for this card for the duration of their level period. Teachers hold the card during class times and sign off at the completion of the learning session. At break times, students take this card to the agreed upon play area and hand the card to the duty teacher.

Day						
Morning						
Recess						
Middle						
Lunch						
Afternoon						
Teacher						
Parent						
Principal						

The Behaviour Card must be signed off by the parent and teacher each day. At the end of each 5 day period, the student will conference with the Principal or Deputy Principal to reflect on the week and discuss future behaviour expectations.



## Outside School Hours

A student may be subject to discipline procedures for misbehaviour at school, at sporting events, excursions, on the way to and from school, or for actions out of school that directly affect students or staff in the school. Examples include:

- Violence or threats of violence.
- Misbehaviour at sports carnivals or representative fixtures.
- Negative behaviour at bus stops, on the bus or when walking/riding to and from school.
- Any form of cyber bullying, texting or messaging which is considered harassment.
- Harassment of a staff member outside of school.

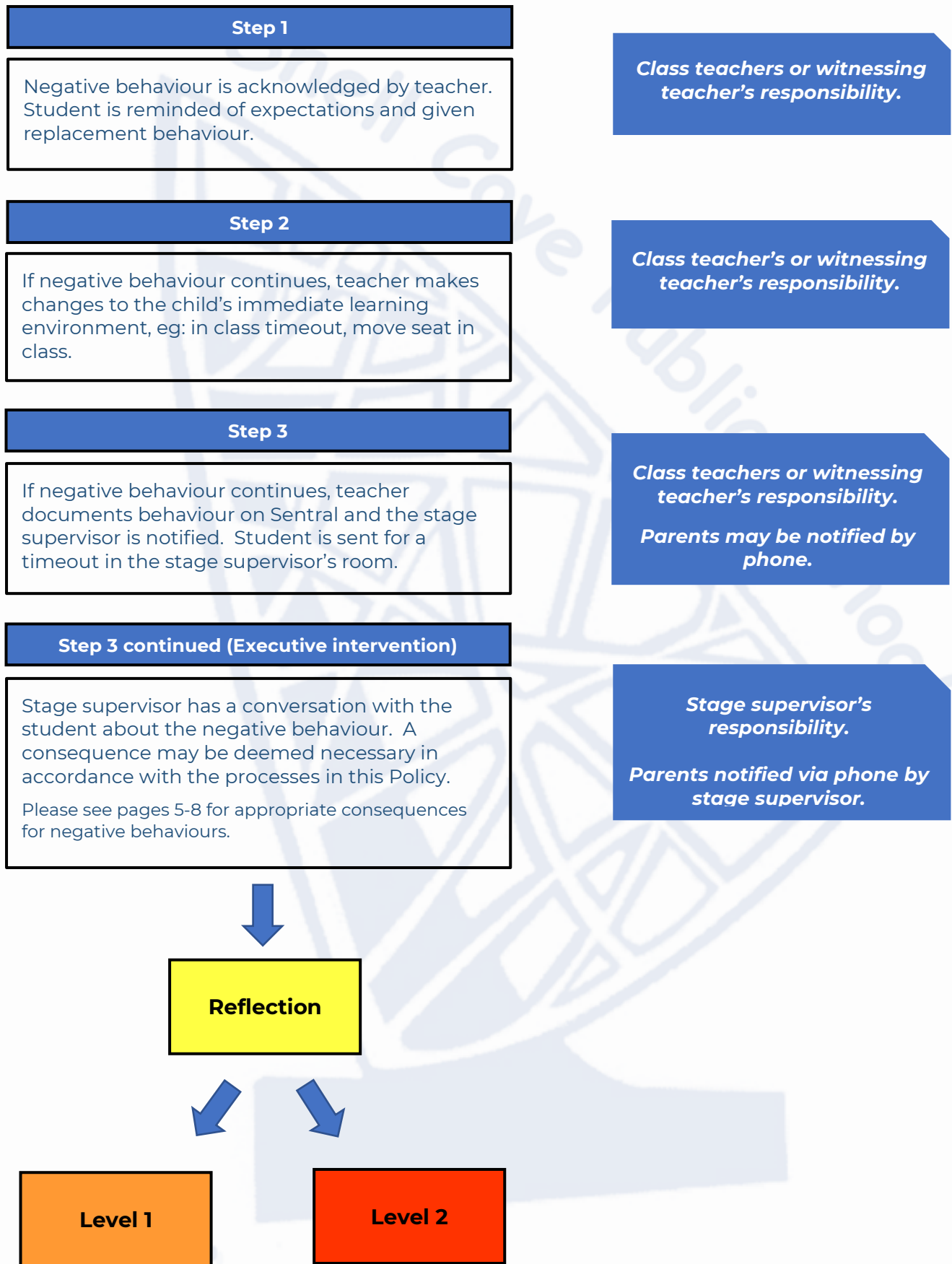
## Excursions/Extra-Curricular Activities

With the added responsibility on teachers organising and attending excursions and extra-curricular activities, ensuring the safety and welfare of both students and staff is a high priority. Students on the levels system may not be included in excursions where they represent the school.

## Shell Cove Positive Behaviour for Learning Matrix

LOCATION	CARE FOR YOURSELF	CARE FOR OTHERS	CARE FOR OUR SCHOOL
All areas	<ul style="list-style-type: none"> <li>➤ Listen</li> <li>➤ Follow teacher instructions</li> <li>➤ Stay in bounds</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speak politely - Hands and feet to yourself</li> <li>➤ Line up properly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look after school environment</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>➤ Stay on task</li> <li>➤ Be prepared to learn</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respect others</li> <li>➤ Be a respectful learner</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look after school equipment</li> </ul>
Grass Oval / Basketball Court	<ul style="list-style-type: none"> <li>➤ Walk on hard surfaces</li> <li>➤ Finish games when bell rings</li> <li>➤ Wear hat</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play by the rules - Non tackling games only</li> <li>➤ Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rubbish in bins</li> <li>➤ Return equipment</li> </ul>
COLA	<ul style="list-style-type: none"> <li>➤ Walk</li> <li>➤ Sit to eat only</li> <li>➤ under COLA</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wait patiently - Use good Manners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rubbish in bins</li> <li>➤ Follow the ball game rules</li> </ul>
Hall/Assemblies	<ul style="list-style-type: none"> <li>➤ Listen and wait quietly</li> <li>➤ Be proud of your achievements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enter and exit quietly in lines</li> <li>➤ Use good audience manners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leave it clean</li> <li>➤ Help pack up</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>➤ Use and leave</li> <li>➤ Use soap and</li> <li>➤ Water</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use toilet appropriately</li> <li>➤ Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flush</li> <li>➤ Keep toilets clean</li> </ul>
Aboriginal Garden	<ul style="list-style-type: none"> <li>➤ Safely play with sticks &amp; rocks.</li> <li>➤ Use sticks no bigger than your forearm</li> </ul>	<ul style="list-style-type: none"> <li>➤ Allow others to play</li> <li>➤ Respect built bases</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use sticks found on ground</li> <li>➤ Use only natural materials</li> </ul>

## Misbehaviour Flow Chart



## Student Supervision Plan

The school supervision plan recognises the duty of care to our students accounting for specific school conditions, including the size of the school, physical layout of the grounds and transport arrangements. The school's commitment to duty of care to our students begins at 8:30am each day until they safely depart the school grounds at 3:00pm when students are dismissed.

### Before School (8:30am-9:00am)

Any student who arrives at school before 8:30am is to sit quietly in the COLA. At 8:30am a supervising teacher will commence morning play supervision. At 8:55am the first bell will ring, which signifies that K-2 students are to walk to their classrooms. At 8:58am the second bell will ring, which signifies that 3-6 students are to walk to their classrooms. All students are to be sitting in their class lines for a 9:00am start.

### Session Breaks

Supervision of students begins:	8:30am
Start of school day:	9:00am
Recess eating time:	10:50-11:00am
Recess:	11:00-11:30am
Lunch eating time:	1:20-1:30pm
Lunch:	1:30-2:00pm
End of school day:	3:00pm

### **After School**

All students will be dismissed at 3:00pm. Students K-2 will be dismissed from the COLA by the classroom teacher. Students 3-6 will be dismissed from their classrooms. Students who are picked up from Kiss and Drop will meet the supervising teacher at the top gate and students catching the bus will wait inside the front gate with the supervising teacher.

Students who haven't been picked up must go to the front office and wait there for the family member who is picking them up.

### Playground Duty Guidelines for Teachers & School Learning Support Officers

Effective supervision of students is essential. As a general rule, it should correspond in effectiveness with that expected of a parent.

- Supervision of students is made easier and more effective if every teacher ensures the safety and discipline of students and the protection of the school grounds, buildings and property, not just the teacher on duty at the time.
- Accidents and conflicts involving students may be avoided if the teacher on duty **circulates and is visible** around the prescribed area whilst on duty. All inbounds areas are supervised during play times. These areas include the COLA, grass, playground and Aboriginal Garden.
- All teachers need to ensure they are out to collect their class as soon as possible, ready to receive their class after the bell rings. Teachers should assist by urging the students to line up sensibly. This helps to settle students before entering the classrooms.
- Check the playground roster regularly. Check the communication board for any daily changes.
- Know when you are on duty and **move on to the playground promptly**.
- Be familiar with playground behaviour expectations.
- Be visible to the students by continuously moving around the playground.
- Praise and reinforcement maintains a happy and settled playground.
- Deal with student problems and issues in a **calm and fair manner**.

## School Uniform Policy Overview

Our school uniform identifies our students as belonging to Shell Cove Public School. All students are expected to wear the full school uniform during school hours, while travelling to and from school and when engaged in school activities outside of school hours. The wearing of school uniforms by students assists in:

- defining an identity for the school within the community
- developing students' sense of belonging to the school community
- promoting a sense of inclusiveness, non-discrimination and equal opportunity
- reinforcing the perception of the school as an ordered and safe environment
- increasing the personal safety of students and staff by allowing easier recognition of visitors making school clothing more affordable for families.

Students at Shell Cove Public School are expected to be in full school uniform every day. The school colours are light blue and navy blue and these colours are reflected in the uniform. The school hat is also an integral part of the school's Sun Safety program and all students should wear their school hat every day. Students may wear their house coloured polo shirt on their allocated sports day. Year 6 students can wear their year 6 shirts from Monday to Thursday only.

We do not encourage the wearing of jewellery. Studs may be worn if your child has pierced ears. Religious/cultural necklaces need to be worn under the collar of the school uniform. To reduce the risk of injury, all jewellery is to be removed prior to competition sport.

School uniforms can be purchased online from Brand Worx. Secondhand uniforms can be purchased from the front office on availability.

DoE policy on school uniforms can be found at:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/school-uniforms>

## Mandatory School Uniform Items

Boys' Uniform: Monday - Thursday	Girls' Uniform: Monday - Thursday
<p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>- Blue polo shirt with school logo</li> </ul> <p><i>[NOTE: Long sleeve garments worn under the school polo shirt are unacceptable – see adjustment notes]</i></p> <p><b>Jumper/Jacket</b></p> <ul style="list-style-type: none"> <li>- Polar fleece jacket with school logo</li> <li>- Training track jacket with school logo</li> </ul> <p><i>[NOTE: Hoodies are not acceptable]</i></p> <p><b>Bottoms</b></p> <ul style="list-style-type: none"> <li>- Plain navy blue shorts</li> <li>- Plain navy blue trousers</li> <li>- Plain navy blue track pants</li> </ul> <p><i>[NOTE: Bottoms with visible logo are not acceptable]</i></p> <p><b>Hats</b></p> <ul style="list-style-type: none"> <li>- Bucket hat with school logo</li> <li>- Cap with school logo</li> <li>- Wide brim hat with school logo</li> </ul> <p><b>Footwear</b></p> <ul style="list-style-type: none"> <li>- Plain black shoes or plain black joggers with no visible logo</li> <li>- Plain black or white socks</li> </ul> <p><i>[NOTE: Coloured socks or ones with a visible logo are not acceptable. Vans/Converse style shoes are not acceptable]</i></p>	<p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>- Blue polo shirt with school logo</li> </ul> <p><i>[NOTE: Long sleeve garments worn under the school polo shirt are unacceptable – see adjustment notes]</i></p> <p><b>Jumper/Jacket</b></p> <ul style="list-style-type: none"> <li>- Polar fleece jacket with school logo</li> <li>- Training track jacket with school logo</li> </ul> <p><i>[NOTE: Hoodies are not acceptable]</i></p> <p><b>Bottoms</b></p> <ul style="list-style-type: none"> <li>- Plain navy blue shorts/skorts</li> <li>- Plain navy blue trousers</li> <li>- Plain navy blue track pants</li> </ul> <p><i>[NOTE: Bottoms with visible logo are not acceptable]</i></p> <p><b>Dress</b></p> <ul style="list-style-type: none"> <li>- Shell Cove Public School tunic</li> <li>- Navy blue stockings can be worn underneath tunic</li> </ul> <p><b>Hats</b></p> <ul style="list-style-type: none"> <li>- Bucket hat with school logo</li> <li>- Cap with school logo</li> <li>- Wide brim hat with school logo</li> </ul> <p><b>Footwear</b></p> <ul style="list-style-type: none"> <li>- Plain black shoes or plain black joggers with no visible logo</li> <li>- Plain black or white socks</li> </ul> <p><i>[NOTE: Coloured socks or ones with a visible logo are not acceptable. Vans/Converse style shoes are not acceptable]</i></p>



Boys' Sports Uniform: Fridays only	Girls' Sports Uniform: Fridays only
<p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>- Sports polo shirt with school logo</li> <li>- Official PSSA representative shirt</li> </ul> <p><i>[NOTE: Long sleeve garments worn under the school polo or representative shirt are unacceptable]</i></p> <p><b>Jumper/Jacket</b></p> <ul style="list-style-type: none"> <li>- Polar fleece jacket with school logo</li> <li>- Training track jacket with school logo</li> <li>- Official PSSA representative jumper</li> </ul> <p><i>[NOTE: Hoodies are not acceptable]</i></p> <p><b>Bottoms</b></p> <ul style="list-style-type: none"> <li>- Plain navy blue shorts</li> <li>- Plain navy blue trousers</li> <li>- Plain navy blue track pants</li> </ul> <p><i>[NOTE: Bottoms with visible logo are not acceptable]</i></p> <p><b>Hats</b></p> <ul style="list-style-type: none"> <li>- Bucket hat with school logo</li> <li>- Cap with school logo</li> <li>- Wide brim hat with school logo</li> </ul> <p><b>Footwear</b></p> <ul style="list-style-type: none"> <li>- Plain black joggers with no visible logo</li> <li>- Plain black or white socks</li> </ul> <p><i>[NOTE: Coloured socks or ones with a visible logo are not acceptable. Vans/Converse style shoes are not acceptable]</i></p>	<p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>- Sports polo shirt with school logo</li> <li>- Official PSSA representative shirt</li> </ul> <p><i>[NOTE: Long sleeve garments worn under the school polo or representative shirt are unacceptable]</i></p> <p><b>Jumper/Jacket</b></p> <ul style="list-style-type: none"> <li>- Polar fleece jacket with school logo</li> <li>- Training track jacket with school logo</li> <li>- Official PSSA representative jumper</li> </ul> <p><i>[NOTE: Hoodies are not acceptable]</i></p> <p><b>Bottoms</b></p> <ul style="list-style-type: none"> <li>- Plain navy blue shorts/skorts</li> <li>- Plain navy blue trousers</li> <li>- Plain navy blue track pants</li> </ul> <p><i>[NOTE: Bottoms with visible logo are not acceptable]</i></p> <p><b>Hats</b></p> <ul style="list-style-type: none"> <li>- Bucket hat with school logo</li> <li>- Cap with school logo</li> <li>- Wide brim hat with school logo</li> </ul> <p><b>Footwear</b></p> <ul style="list-style-type: none"> <li>- Plain black joggers with no visible logo</li> <li>- Plain black or white socks</li> </ul> <p><i>[NOTE: Coloured socks or ones with a visible logo are not acceptable. Vans/Converse style shoes are not acceptable]</i></p>

## Attendance Policy

In NSW, students must attend school regularly. Students of compulsory school age (6 – 17) are required to attend school every day unless they are sick or have another good reason for being absent. Parents are required to explain their children's absences within seven (7) days of the occurrence of an absence. Failure to explain an absence within this time will be recorded as an unjustified absence on the student's record. Reasons such as birthdays, helping with shopping or minding younger brothers or sisters are generally regarded as unsatisfactory reasons for an absence.

In line with Departmental policy, student attendance is constantly monitored at Shell Cove Public School. The school will inform parents by letter if a student is absent from school without explanation. Parents who have difficulty in ensuring the regular attendance of their children at school should contact their class teacher or the Principal.

Where a teacher has concerns regarding a student's attendance they will in the first instance contact the parents, discuss the issues and offer assistance. If the student's attendance continues to be of concern a Notification of Attendance Concerns form is completed by the teacher and submitted to the Principal who oversees attendance. Action taken from this point may include notification of concerns to the parent in writing, a formal parent interview to discuss and resolve the issue, referral to the school Learning Support Team, referral to the Home School Liaison Officer.

### School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending Shell Cove Public School. This is:

- committing to promoting the key message of 'Every day matters'
- believing all children should be enrolled at school and attend school all day, every school day
- monitoring, communicating and implementing strategies to improve regular school attendance
- deeming that truanting can place a student in unsafe situations and impact on their future employability and life choices
- recognising and promoting attendance at school is the responsibility of everyone in the community.

### Reporting and monitoring attendance

At Shell Cove Public School reports of absence are taken seriously. Parents and carers may report an absence in the following ways:

- phone the school
- contact the school via email
- provide a written explanation to the class teacher.

#### Teacher Responsibilities:

- monitor and record each student's attendance
- record absences daily and identify students at risk
- record any cases of lateness or absence
- contact home on third day of absence
- discuss and refer non-attendance to the Principal for follow up

#### Parent Responsibilities:

- ensure that their child attends school at all times when the school is open for instruction (see School Education Act, 1999)
- ensure that their child is on time for school each day – before 9:00am
- notify the school of their child's absence as soon as possible on the first day of the child's absence
- notify the school in advance if an absence of any period is planned
- ensure that contact details for the child are correct and up to date.

## Health Care Policy & Procedures

Health care policy and procedures at Shell Cove Public School are informed by DoE policy. The policy and procedures can be accessed at:

<https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/health-care-procedures>

Parents have the primary responsibility for the health of the children. School staff have a duty to keep students safe while they are at school or are involved in school activities. The school encourages parents to provide information about their children's health both on enrolment and on an ongoing basis. 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.

When a 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 when the plan commences.

Individual health care plan must be developed for:

- asthma, type 1 diabetes, epilepsy and anaphylaxis
- any student who is diagnosed as being at risk of an allergic 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 needed.

### Administering Prescribed Medication at School

Parents are asked to liaise with their doctor to request prescribed medication that can be administered outside school hours if possible. 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
- ensuring that the information is updated if it changes
- supplying the medication (in the original packaging from the chemist with the script sticker) and any 'consumables' necessary for its administration in a timely way, collaborating with the school in working out arrangements for the supply and administration of prescribed medication.

The administration of such medication forms part of the Department's common law duty of care to take reasonable steps to keep students safe while they attend school. The administration of prescribed medication in schools is carried out by staff who volunteer and who are trained. Parents of children who require prescribed medication to be administered at school must complete a written request.

### Non-Prescribed Medications

In general, schools do not administer medication that has not been specifically requested by a medical practitioner for an individual student for a specific condition. In some cases, the medical practitioner may not write a prescription for such medication because it may be available 'over the counter'. NSW Health advises that this does not mean that the medication is not potentially harmful and that schools should follow the same procedures for such medications as for 'prescribed medication'.

If your child requires a non-prescribed medication during school hours, parents must provide a letter from the doctor advising the type of medication, dosage and why the child requires this medication whilst at school. **ALL** medication **MUST** be taken to the office by an adult and stored at the office. No child is to have medication in their school bag. Should you wish your child to carry their own Epi-pen or Ventolin, a request form will need to be completed which is then given to the Principal for approval.

## Shell Cove Public School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school. It reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education.

At Shell Cove Public School we reject all forms of bullying. No one should experience bullying within the learning and working environments of our school.

Shell Cove Public School Anti-Bullying Plan can be accessed on the school website.

Student Wellbeing policy updated: February 2025

## USEFUL LINKS:

1. [Anti-Bullying Plan](#)
2. [Anti-Racism Policy](#)
3. [Attendance Policy](#)
4. [Class Placement Policy](#)
5. [School Uniform Policy](#)
6. [Student Use of Digital devices and Online Services Procedures](#)



Shell Cove Public School

Sailing the Sea of Excellence