



## Coogee Boys' Preparatory School Welfare and Discipline Table of Contents

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## Coogee Boys' Preparatory School Welfare and Discipline Policy and Procedures

### 1. Statement of Purpose

Coogee Prep has a duty of care to its students to provide a safe and supportive learning environment where students can develop their academic, physical and social skills.

Coogee Prep expects its students to display a high standard of personal and social behaviour. Students are encouraged to take responsibility for their behaviour and accept the consequences and outcomes of their decisions and actions.

The school community have the right to be safe and happy at school. They have a right to be treated fairly and with dignity. Boys are expected to act responsibly and cooperatively while at School, representing the school or interacting with the local community.

Our School Welfare and Discipline Policy sets reasonable limits in which students can work and play. It reinforces positive behaviour. It encompasses our school values, school rules, merit system, discipline policy and anti-bullying plan and the expectations of our parent community.

### 2. Principles

- Children take responsibility for their own actions.
- Acceptable student behaviour is expected.
- A standardised and consistent approach will be used by staff to promote and reward positive behaviour and resolve conflicts and problems that may arise. Implicit within this, procedures to manage school wide behaviour are based on principles of procedural fairness.
- All children will be taught social skills.

### 3. Procedural Fairness

Students have a right to procedural fairness when they are involved in any incidents.

The principals of procedural fairness include the right to:

Know what the expectations are, and what behaviour is expected of students;

Know the allegations that have been made, and be able to respond to them;  
Have the right to seek a review of the decision made in response to the allegation;  
Have the right to be supported throughout the process;  
Have decisions determined by the Executive Team.

An unbiased decision includes the right to impartiality in an investigation and decision making and an absence of bias by the decision maker.

If a Coogee Prep student feels uncomfortable in any situation, he is encouraged to speak to his class teacher or another member of staff he feels comfortable with. If he is still concerned or considers the situation threatening then he should speak to the Head of School or Deputy Head.

Coogee Prep students are encouraged to use this process as soon as a situation arises because it can be dealt with the same day. Allowing a problem to develop does not help the victim or perpetrator to understand and resolve the situation. Parents are encouraged to support the School by encouraging their son to speak to the Head of School or Staff when a situation arises.

#### **4. Rights of the students**

The fundamental goal of the policy is to ensure that all students feel happy and safe within the school environment, including the playground and when on camps or excursions.

**Therefore, every student within our Community:**

- Has the right to feel safe
- Has the right to feel valued and respected
- Has the right to work and learn in an environment that encourages understanding, acceptance and is inclusive
- Has the right to privacy and protection of their property and person
- Has the right to feel free from harassment and bullying.

Our policies and guidelines are designed to assist in the smooth operations of the School and the maintenance of personal and social behaviour. Acceptable standards of behaviour are expected from all students at all times. They are required to act responsibly and cooperatively whilst at school and within the local community.

In order to encourage a positive attitude to School and behaviour every staff member should ensure that all students are given the opportunity to learn and understand classroom and school rules/expectations. Teachers should regularly reinforce the School's Codes of Conduct

and Anti-bullying principles and strategies.

A copy of classroom expectations and rules are to be displayed in each classroom and around the school, so that students have ready access to this information. The class teacher must ensure that parents receive a copy of class rules, procedures and expectations at the Parent Information Evening in Term One.

#### **5. Our Student Welfare Policy aims to**

- Instill and promote self-discipline within each boy
- Encourage tolerance and understanding of other's individual needs and differences
- Promote understanding of the values and ethos of the school in fostering the development of one's character
- Positively influence the choices an individual can make.

*This is achieved by:*

- Catering for the individual educational needs of each child by promoting self-confidence, self-esteem, understanding and respect for others
- Promoting a happy, safe and inclusive learning environment
- Encouraging self-reliance and acceptance of responsibility for one's actions
- Including the values and ethos of the School throughout the curriculum
- Fostering in students a strong sense of pride in their School
- Encouraging each child to strive for personal excellence in every aspect of his education
- Developing a three way partnership between the school, parents and students.

There is no place at Coogee Prep for any form of negative behaviour, which causes distress and anxiety to another person. Any negative behaviour, intentional or unintentional, which causes distress to another student, is unacceptable.

#### **Such negative behaviour includes:**

- Intimidation: which includes physical, emotional, verbal, written and internet harassment
- Racial and/or Religious: based on a student's ethnic origin, language, religion or culture

- Physical or mental disabilities: where a student's differing abilities (physical, emotional or mental) is used as a basis for discrimination or humiliation.

***At Coogee Prep under no circumstances will corporal punishment, or any form of physical violence be used as discipline by a staff member, visitor, itinerant tutor, external provider, parent or volunteer. The School has a policy that does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.***

**Instead, the following disciplinary steps will be used:**

**Discussion** - to try to discover the cause of the behaviour and to effect a remedy using achievable strategies.

**Detention or Time-out** - Either at recess or second half of lunch – where a reflective written piece of work is given.

**In-school Suspension** - Separation from peers for a specified amount of time. The isolation period is spent in the staff room or designated area near the Head of School's office. Isolation, as a disciplinary action, undertaken after discussion between the boys' Parents/ Guardians, the Head of School/Deputy and Class Teacher.

**Home Suspension** - Where a boy continually flaunts the school rules or compromises the welfare of his fellow students or members of staff by his actions, either verbally or physically. The period of time could be one or two days, longer if deemed necessary (taken under advice from the AIS).

**Expulsion** - For extremely serious incidents that affect student or staff welfare and after all appropriate actions and behavioural strategies have been implemented, expulsion of a boy becomes will become a reality (taken under advice from the AIS and notification to The Board of Studies).

However, the use of positive reinforcement and encouragement are to be the priority of our Welfare Policy. The House and Class Point Systems, Principal's Awards, Class Captains are used to reward positive behaviour and to help achieve positive outcomes.

All students are expected to follow the School's Discipline Code and to comply with staff directions regarding appropriate behaviour.

If a child misbehaves in class or in the playground, the staff member who witnessed this behaviour must discuss what happened with the student, taking care to explain to the student why the behaviour is unacceptable. If there are additional students involved in this behaviour, then all must be interviewed. If necessary a record of the interview should be kept (Incident

Report). As a result of the interview, disciplinary action may or may not be warranted.

If the behaviour warrants more than one day's detention, then parents must be notified and the reasons for the action to be taken discussed. If a child is injured (physically or emotionally) as a result of another's behaviour, then parents/guardians must be notified.

Staff have a Duty of Care towards all students, not only those in their class. Therefore, adherence to duty times is paramount. The safety, health and well-being of every student should be the concern and focus of all staff.

## **6. Staff Implemented Behaviour Management Policy & Guidelines for Students**

The Behaviour Management Policy is a positive process which enables students to participate as productive, responsible members of Coogee Prep. Our aim at Coogee Prep is to assist all members of our community to develop self-discipline and to take responsibility for their actions, so that they may behave in a manner which is safe, considerate of others and within the law.

**The school believes that it is crucial that we seek to influence and guide the development of the whole child, not merely his academic performance. It is therefore, the teacher's role to ensure that the following occurs:**

- Maintain an appropriate and positive relationship with the students
- Focus on the positive aspects of life, learning and relationships
- Teach and reinforce acceptable social values and behaviours to avoid personal/social conflict
- Model acceptable and professional behaviour for students to emulate
- Take immediate, effective and /or remedial action whenever it is deemed necessary or appropriate within the classroom, School or the community.

**Within the classroom, teachers should ensure that each student understands the School and Class Rules and the consequences for breaking them. Usually, breaking of school or classroom rules is derived from four causes:**

1. The student does not know/understand the rule/s
2. Staff interpret rules or expectations differently
3. Rules are forgotten in the heat of the moment
4. Rules are deliberately ignored.

Staff should ask for an explanation or clarification by the students involved as to why rules were broken, or why a particular incident occurred.

**Unacceptable, disruptive or inappropriate behaviours may include:**

- Not following instructions
- One-off rudeness or teasing
- Interfering with other children's play/learning
- Rough play
- One off bad language.

**The following is a list of Staff actions addressing a student's unacceptable, disruptive or inappropriate behaviour:**

- Verbal reminder of the protocols. Sarcasm, ridicule and contempt should never be used as they are destructive and unlikely to promote any improvement in behaviour or encourage a relationship between the student and staff member
- Withdrawal of privilege
- Withdrawal of group/game interaction
- Withdrawal from use of facility/equipment
- Individual Detention – withdrawal from class
- Apology

**If the above behaviours continue or there is:**

Ignoring staff or others in charge

Dangerous play

Swearing

Students will have time out of the classroom or off the playground.

For continued disruptive behaviour the school will follow the protocols set out in our 'Strategies for managing inappropriate student behaviour' flowchart.

**If a Teacher is having a particular concern regarding a student's general behaviour and the effect this is having on other students within the class/school, he or she should complete the following steps:**

- Counsel the student on an individual basis
- Discuss issues with the Head of School and Deputy Head and ask for their advice. Specialist Teachers should discuss the issues with the Class Teacher first and then complete the additional steps in consultation with them
- Contact the parents/guardians and request an interview to discuss relevant concerns. During the interview take notes if possible. A transcript of the interview should be kept in the student's file
- Discuss the interview and outcomes with the Head of School and Deputy Head. If necessary, a further meeting between the parents/guardians, Head of School, Class Teacher and student may be needed
- During an interview, it is important to remain calm, speak in an even tone, relaying the facts and the need to find an agreed outcome. It is also important to convey to the parents that the most important person to assist in this meeting is their child.

After discussing the interview with the **Head of School and Deputy Head**, it may be necessary to review the outcomes of the interview. If professional advice is needed to assist with the outcomes, then this should be discussed with the student's parents and the Head of School. ***A record of the conversation including outcomes and action is to be documented and stored in the child's student file.***

The School aims to implement strategies which proactively deal with issues of violence, intimidation, harassment and bullying. All School Community members have a responsibility to work together to create an environment free from bullying.

## **7. Current Initiative**

The School has employed various strategies that are age and stage appropriate ways to instill a positive approach to behaviour and as a significant anti-bullying measure. The 'Wow chart' system is just one way for the school to manage behaviour.

The Bounce Back program is also taught so that students can respond appropriately and confidently when they feel that they are being bullied. A five point plan can be followed to assist with these matters.



**The five point plan for infants is as follows:**

1. Ignore
2. Walk away
3. Ask them to stop
4. Repeat 'STOP' loudly if needed
5. Tell a teacher

**The five point plan for Primary is as follows:**

1. Be proactive – try to avoid confrontation
2. Ask them to stop
3. Walk away
4. Repeat process if necessary
5. Tell a teacher

## 8. School Expectations

Coogee Boys' Preparatory School has 3 expectations that reflect our 'Core Values'

<p><b>Be safe</b></p> <p><b>Be respectful and fair</b></p> <p><b>Be an active learner</b></p>
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The core values that underpin these expectations include;

- Respect
- Responsibility
- Honesty
- Perseverance
- Inclusivity

*See Appendix 1 for an explanation of how student behaviours reflect the Core Values*

Be safe	Be respectful and fair	Be an active learner
<ul style="list-style-type: none"> <li>• Class Expectation 1</li> <li>• Class Expectation 2</li> </ul>	<ul style="list-style-type: none"> <li>• Class Expectation 3</li> <li>• Class Expectation 4</li> </ul>	<ul style="list-style-type: none"> <li>• Class Expectation 5</li> <li>• Class Expectation 6</li> </ul>

Each year, school expectations are revisited in classes. Each class devises six classroom expectations based on the school expectations. Students decide how they will display the school expectations in the classroom.

## 9. Expectations and Responsibilities

	<b>Students will</b>	<b>Staff will</b>	<b>Parents will</b>
<b>Be safe</b>	<ul style="list-style-type: none"> <li>• Be in the right place at the right time.</li> <li>• Work and play in a safe manner</li> <li>• Follow teacher instructions</li> <li>• Use school technology appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor classroom safety</li> <li>• Ensure the playground rules are adhered to</li> <li>• Follow Work Health Safety policies, reporting hazards and ensuring they work in a safe manner</li> <li>• Respond to any cyber safety issues</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to follow school rules</li> <li>• Support school policies and procedures</li> <li>• Monitor use of the Internet at home</li> <li>• Ensure students arrive at school on time and are collected promptly at the end of the day</li> </ul>
<b>Be respectful and fair</b>	<ul style="list-style-type: none"> <li>• Be respectful of others and their personal space and belongings</li> <li>• Use appropriate language</li> <li>• Keep the environment clean and tidy</li> <li>• Wear school uniform hat included</li> <li>• Be responsible</li> <li>• Be inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in extracurricular events</li> <li>• Recognise student achievement fairly and consistently</li> <li>• Follow and support school policies and procedure</li> <li>• Communicate openly and honestly.</li> <li>• Be aware of and follow the Coogee Prep Code of Conduct.</li> <li>• Staff reflect upon and model the school's core values (Appendix 1)</li> <li>• Implement the Wellbeing Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Value school uniforms</li> <li>• Attend P&amp;F Meetings and events, assemblies and excursions where possible.</li> <li>• Maintain appropriate communication channels with teachers</li> <li>• Provide for the physical, medical and emotional needs of their child</li> <li>• Support school policies and procedure</li> <li>• Encourage students to wear correct uniform</li> </ul>
<b>Be an active learner</b>	<ul style="list-style-type: none"> <li>• Try their best at school at all times.</li> <li>• Evaluate and reflect upon their learning</li> <li>• Participate in school activities</li> <li>• demonstrate behaviours that reflect the school rules in class and playground</li> </ul>	<ul style="list-style-type: none"> <li>• Give lessons that are needs driven and relevant</li> <li>• Evaluate and reflect upon their teaching</li> <li>• Encourage students to be actively involved in their learning</li> <li>• Be innovative and resourceful</li> <li>• Foster positive contact with parents</li> <li>• Model positive attitudes to school</li> </ul>	<ul style="list-style-type: none"> <li>• Model positive attitudes to school</li> <li>• Ensure regular student attendance</li> <li>• Attend parent /teacher interviews</li> <li>• Encourage students to complete homework</li> <li>• Support the school's welfare and discipline policy</li> </ul>

See appendix 2 for further examples.

## **10. Strategies for Promoting Positive Behaviour and Recognising and Reinforcing Student Behaviour**

### School Awards

At the end of each year, three certificates and a banner for participation in sport are presented to each boy. Certificates are given for being a Gentleman, Scholar and Sportsman. Academic and sporting trophies are also awarded. These awards are presented at Speech Day.

### Merits

Students can receive Merit awards for showing respectful and positive behaviour around the school. Bronze, Silver and Gold certificates are awarded over the year.

### Classroom Award

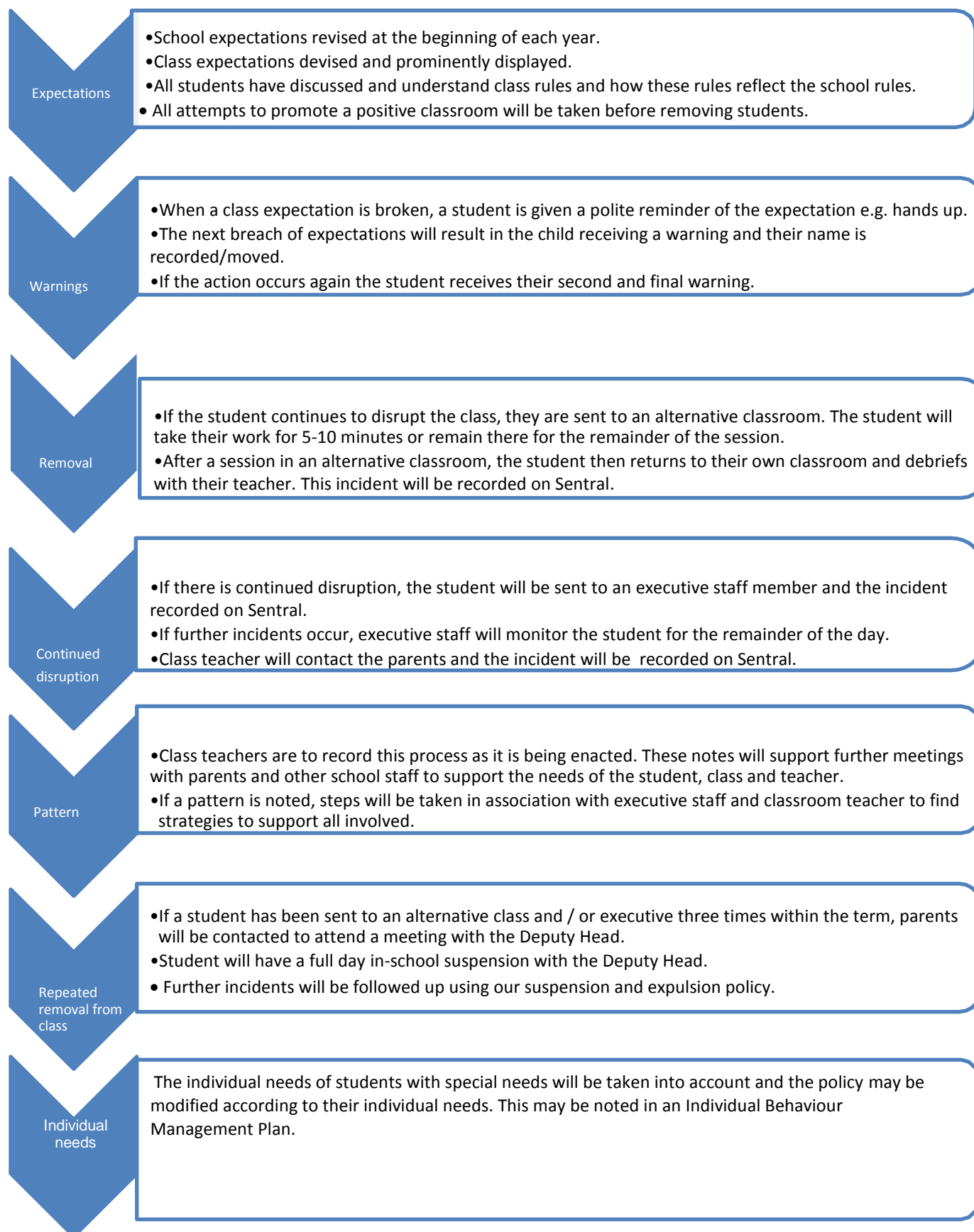
K-2 Star of the week awarded to one boy in each class each week for positive behaviour.

3-6 Boys enter a class raffle each week for positive behaviour. One student from each grade is drawn.

### Principal's Award

Students are presented with a Principal's Award for displaying the school values. These certificates are presented at K-6 Assemblies. A maximum of four awards will be awarded to each class every term.

## 11. Strategies for Managing Inappropriate Classroom Behaviour



## 12. Playground Behaviour Management Flowchart



- School based system only.

Please refer to [https://education.nsw.gov.au/policy-library/associated-documents/leaflet\\_1.pdf](https://education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf) for the DEC Suspension guidelines

### 13. Playground Procedures

Before  
8.10am

- Students are not to be at school before 8:00am unless involved in a school activity with specific teachers. Students wait on the steps outside the main school door. Students must remain seated.
- Teachers begin duty at 8:10am daily.

Eating Time

- Students eat their lunch supervised by the teacher in the hall. Rubbish is disposed of prior to departure to the playground.
- K-6 walk to Alison Park with teachers on duty.

Long Break

- Teachers are on duty in all areas and actively supervise the areas, ensuring rubbish is disposed of appropriately.
- Students without hats must remain seated in the No Hat area.

8.10- 8.30am

- Students play in Alison Park, supervised by the teachers on duty.
- Students place their bags in the hall before going outside unless on assembly days where they are placed in their classrooms - no student should visit their classroom unless accompanied by a teacher or parent.

8.30-8:35am

- K-2 students line up in the hall and wait for their teacher.
- 3-6 Students move to their rooms to meet their teacher.

Recess  
10:45-11:10am

- K-6 students walk to the hall with their teacher. Teachers on duty walk students across to Alison Park.
- Teachers are on duty in all areas and actively supervise the areas, ensuring rubbish is disposed of appropriately.
- Students line up when the whistle blows. Line monitors help walk students back to school. K-2 students line up in the hall and wait for their teacher. 3-6 students walk up to their classrooms with their teacher.

End of lunch

- Students collect their belongings and return to their class line up area. Students walk back to school with teachers on duty. K-2 Students sit quietly until they are collected by their teacher. 3-6 Students walk back to their classrooms with their teacher as soon as the whole class is ready.
- Classes ensure the hall is tidy before returning to the classroom.

END OF DAY  
3pm

- Students are dismissed by the teacher between 2:40pm and 3pm. Teachers escort their students to the car line to meet their parents. Teachers remain on duty until 3:15pm when students are then sent to after school care. Bus students are walked across to the bus stop by a teacher on duty.
- Executive teachers are also on duty to ensure students are collected safely.
- Executive teacher will call parents if the bus does not arrive to arrange collection.

## **14. Playground routines**

At Coogee Boys' Preparatory School students are provided with the following to support the effective running of our playgrounds;

- 10 minute eating time at the beginning of each lunch session with the teacher
- designated play areas for particular grades and games (handball, K-2 play equipment, quiet games areas)
- in class programs teaching socialisation and problem solving skills including anti-bullying to be employed on the playground
- Alternative indoor activities that include, chess, Peer Support groups, drawing.

### **Teacher Strategies whilst on playground duty**

- Assess each incident
- Reinforce appropriate play
- Be active - walk around, this helps to reduce the hidden elements of playground confrontations
- Be an active listener - Avoid quick judgements or directing blame by listening to both sides of an issue
- Respond in a way that brings about change for the students
- Model appropriate approaches to behaviour management (clear but firm)
- Give a clear message about what behaviour is acceptable.

### **Time Out**

If students are not playing appropriately on the playground the following procedures are to be followed.

#### ***Teachers' Responsibilities:***

Children are to be seated in a designated time out area. Duration of time out is at teacher's discretion, usually 5 minutes. Day to day casuals should consult with the executive about playground problems.

Examples of behaviours for time out (dependent on teacher's discretion)

- |                                       |                               |
|---------------------------------------|-------------------------------|
| • toilet loitering or misbehaviour    | • arguing with peers          |
| • interfering with games              | • kicking balls away          |
| • pushing/shoving                     | • not wearing a hat           |
| • running through established gardens | • swearing                    |
| • playing in trees or on fences       | • ignoring teacher directions |



## **15. Detention (for students 2 – 6)**

If students are not behaving appropriately on the playground the following procedures are to be followed. Detention misdemeanours may include (any behaviour endangering another person or themselves)

- playing behind bushes
- leaving the school grounds
- throwing objects
- hitting or hitting with objects
- disobeying teacher direction
- abuse of equipment
- punching or kicking
- late return to class after break
- teasing verified by teacher
- racism
- stealing
- unsafe play to self and others
- graffiti
- spitting or biting

Please Note: For safety reasons, going inside buildings during recess or lunch is considered being out of bounds.

### ***Teachers' Responsibilities:***

Teachers may use timeout in conjunction with detention for the remainder of the current duty. Teacher on duty will need to enter name of child into Sentral along with the reason.

### ***Executive Responsibilities:***

During detention periods, staff may talk students through the Restorative Justice questions. Students may be asked to initiate some sort of restorative action. If executive staff deems the misdemeanour serious enough, parents will be notified immediately.

If students are placed on detention three times in one term parents will be notified by letter identifying the behaviours (Appendix 3) and informing them if another detention occurs they will need to attend an interview with the Deputy Head or Head of School.

If a child receives their third detention in one term then parents will be informed. They will be required to come to the school for an interview with the Deputy Head or Head of School. During this meeting, identified inappropriate behaviours will be discussed along with necessary methods to be used to modify these inappropriate behaviours to avoid more serious repercussions (e.g. extended period of removal from the playground).

## **16. Removal from Playground**

### ***Teachers' Responsibilities:***

Teachers need to send the child to an executive with information of the incident or send for an executive to assist with the removal of the child from the playground.

### ***Executive Responsibilities:***

Interview the teacher, child and witnesses to determine the reason for removal from playground and proceed with appropriate action. Appropriate action will include documentation of incident and actions including time away from playground for an extended period, parents informed or asked to attend an interview if needed.

Should the executive deem the offence to be serious enough or there has been a pattern of misbehaviour she/he will consult with the Headmaster about contacting the child's parents as soon as possible.

Behaviours for immediate removal from the playground

- any serious or violent behaviour.
- swearing at the teacher.

### **Please Note:**

Children are not to remain in classrooms unless a teacher is with them during breaks. Time out areas to be identified by teacher on duty for each playground area.

Students who are late to class may be placed on detention.

## **17. Wet Weather**

If it is raining at 8.10am, an executive teacher will announce that students will need to stay in the hall.

If it is raining during recess or lunch, students will stay in the hall. Students will remain inside, supervised by teachers. If the weather changes, teachers may take the students outside under supervision.

Guidelines for wet weather.

Students will:

During the day-

- Enter the hall quietly.
- Watch a movie quietly and sensibly.
- Put rubbish in bins
- Line up in an orderly fashion when instructed.

Home time-

- Wait in the hall in class lines until parents arrive to take students home.

Teachers will:

During the day-

- Be on time to duty.
- Set up video equipment.
- Monitor students behaviour.
- Pack up on time and arrange students in line awaiting their teachers.
- Ensure the hall is left clean and tidy.

Home time-

- Take their class downstairs to the hall and assist with monitoring students in the hall.

## **18. Sun Smart Strategies for Sun Protection**

**“No hat, no play”**

The aim of the Sun Smart Policy at Coogee Boys’ Preparatory School is to promote among students, staff and parents:

- positive attitudes towards skin protection,
- lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths,
- awareness of the need for environmental changes which will reduce the level of exposure to the sun,

- taking personal responsibility for, and decision making about, skin protection.

### **18.1 Student will:**

- Wear a school hat in order to protect their face, neck and ears whenever they are outside.
- Sit in the No Hat area during recess and lunch if they do not have an appropriate hat.
- Be encouraged to play in the shaded areas.
- Be encouraged to use sun screen before coming to school.

### **18.2 Teachers will**

- Schedule outdoors activities during suitable times, taking into account the season and weather conditions
- Wear protective hats and appropriate clothing for outdoor activities
- Encourage hats and use of sunscreen as students leave the classroom for outside play
- Whilst supervising during recess and lunch, ensure students sit in the No Hat area if they do not have a school hat.

### **18.3 The school will**

- Ensure uniforms and hats are appropriate and comply with Cancer Council regulations and DEC policy
- Ensure adequate shade is provided at sports carnivals and outdoor events
- Provide sheltered areas and trees in play areas
- Incorporate Sun Safe programs into the PDHPE program.
- Reinforce Sun Smart strategies through the Chronicle, parent meetings and other school activities.

### **18.4 Parents will**

- Be informed of the Sun Smart procedures
- Ensure their children have appropriate head wear at school each day
- Encourage student to wear sunscreen
- Act as positive role models for their children.

For more information about the Sun Smart Policy, please refer to;

<http://www.cancercouncil.com.au/reduce-risks/sun-protection/sunsmart-program-for-primary-schools/>

## **19. Welfare Team**

Co-Ordinator: Ryan Gowland (Deputy Head/ Head of Pastoral Care and Student Welfare)

Staff representatives: John Dicks, Kerry Gershon, Ryan Gowland

Principal: John Dicks

Please refer to the Pastoral Care Principles and Practices and Child Protection Policy for further information regarding our Safe and Supportive environment.

## **20. Extra Information**

**The policy will be reviewed every two years, earlier when necessary.**

Further support can be obtained at:

- Suspension Policy

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discp\\_gov/suspol\\_07.pdf](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discp_gov/suspol_07.pdf)

- Disability Standards for Education

<https://www.education.gov.au/disability-standards-education-2005>

- Disability Discrimination Act

[http://www.hreoc.gov.au/disability\\_rights/dda\\_guid/dda\\_guide.htm](http://www.hreoc.gov.au/disability_rights/dda_guid/dda_guide.htm)



## Coogee Boys' Preparatory School

### Staff and student behaviours and actions that reflect the school's Core Values

#### **Respect:**

- Accept the rights of others
- Show tolerance and understanding of difference
- Value ourselves, others and property
- Listen to others without interrupting
- Recognise others' strengths and abilities and work alongside them

#### **Responsibility:**

- Follow class and school expectations
- Support the decisions of the school
- For every action there is a consequence
- Display self-discipline
- Actively problem solve to avoid conflict

#### **Perseverance:**

- Strive for our personal best
- Set and meet high standards
- Persist through challenges and difficulties in learning and friendships

#### **Honesty:**

- Display open and transparent actions
- Be trustworthy and fair
- Be truthful

#### **Inclusivity:**

- Maintain friendly, positive and caring relationships
- Make constructive and encouraging comments about others
- Listen to others who may have different views to yourself
- Include others in our play and activities



## Coogee Boys' Preparatory School Student Behaviours that reflect the Rules

### Being Safe looks like:

- being in the right place at the right time.
- keeping hands and feet to self.
- moving sensibly and safely at all times.
- following teacher instructions at all times

### Being Respectful and Fair looks like:

- listening attentively.
- being kind to others.
- speaking politely to all and at all times.
- looking after our whole school environment.
- making good choices.

### Active learning looks like:

- showing pride in all you do.
- being an active participant.
- being a team player
- being prepared.
- always doing your best.



## **Coogee Boys' Preparatory School Orientation to New Policies**

When a new teacher arrives at CPS, the following procedures are adhered to:

- 1 The Deputy Head makes a time [preferably before the teacher begins the new term] to meet with the new teacher to outline the School's policies relevant to that teacher and his/her responsibilities. These policies are listed above
- 2 The Deputy Head will have a hard copy to give to the new staff member
- 3 The Deputy Head will also direct the new teacher to Sentral where all policies are online
- 4 It is the new teacher's responsibility to take the time to read the policies mentioned above and to discuss any questions or concerns with the Deputy Head.
- 5 The Deputy Head will meet with the teacher again and request that the teacher sign and date a Policy Register, acknowledging that he/she has read each policy and understood it and its consequences.
- 6 The Deputy Head will keep a hard copy of the Policy Register in his office, and also upload it to Sentral.

When a new policy is introduced at Coogee Prep:

1. The Principal will distribute a draft copy to the executive for consideration. This may come from NESA or the AIS.
2. The executive meet to discuss the policy and make any alterations and/or amendments.
3. The Principal presents the policy to the staff at the next available staff meeting.
4. The staff have time [ usually a week ] to read the policy before the next staff meeting where it will be discussed and they are able to make comment if needed.
5. The Principal amends the policy if required to do so, and prints out a final copy of the policy.
6. At the next staff meeting, the Principal distributes the updated policy to each staff member and also uploads the policy onto Sentral.