



Gentleman • Scholar • Sportsman

COOGEE BOYS' PREPARATORY SCHOOL

STUDENT WELFARE POLICY AND PROCEDURES

STATEMENT OF PURPOSE

Coogee Boys' Preparatory School (the School) 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.

The School expects 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.

The School reinforces positive and pro-social behaviour, encompassing our School values, rules, merit system, and expectations of our School community.

PRINCIPLES

- Students take responsibility for their own actions.
- Students are expected to uphold the behaviour standards described in this document.
- School staff will be consistent in promoting and rewarding positive behaviour, resolving conflicts and problems that may arise. Implicit within this, procedures to manage School wide behaviour are based on principles of procedural fairness.
- All students will be taught social skills.

PROCEDURAL FAIRNESS

The School promotes procedural fairness in its engagement with the community.

The principles of procedural fairness include the right to be heard and the right to an unbiased decision.

If a 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 or Deputy Head of School.

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 his teacher, the Deputy Head or the Head of School when a situation arises.

RIGHTS OF THE STUDENTS

The School takes measures to support students feeling happy and safe within the School environment, including the on the playground and when on camps or excursions.

Therefore, every student has the right to:

- feel safe
- feel valued and respected
- work and learn in an inclusive environment that encourages understanding and acceptance
- privacy and protection of their property and person

- feel free from harassment and bullying.

The School expects students to behave in a manner that upholds the rights of students at all times. Students 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 pro-social behaviours, every staff member offers students the opportunity to learn and understand classroom and School rules/expectations. Teachers regularly reinforce this policy and promote behaviours that reduce the likelihood of bullying.

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. Class teachers must ensure that parents receive a copy of class rules, procedures and expectations at the Parent Information Evening in Term One.

THIS 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 student 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 student 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 the School 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.

THE SCHOOL'S POSITION ON BULLYING

- All students have the right to be free from bullying
- Any form of bullying is contrary to School policy and will not be tolerated
- A student has the right to seek assistance from a staff member if being bullied or threatened
- Bullying is regarded as a serious offence and therefore ongoing or violent actions may lead to suspension, or expulsion may result

Definition of bullying:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying in any form or for any reason can have immediate, medium and long term effects on those involved, including bystanders.

The following examples of bullying behaviour are unacceptable at School:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting;
- social/indirect e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- psychological e.g. spreading rumours, looks, hiding or damaging possessions; and
- cyber-bullying e.g. malicious SMS and email messages, inappropriate use of phones, inappropriate use of social media.

What bullying is not

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. There are many negative situations students can face in a school scenario which may be potentially upsetting but do not normally constitute bullying. These include:

- One off scenarios- aggression, thoughtlessness, inappropriate jokes or humour, shouting or swearing, loss of temper, carelessness, exclusion.
- Mutual conflict scenarios- This occurs when there is a disagreement between students but not an imbalance of power in the relationship. Mutual conflict scenarios need to be closely monitored as they may evolve into a bullying situation.

If a student, teacher, staff member or parent believes bullying may be occurring, they should raise their concern with the class teacher, the Deputy Head or the Head of School.

Upon receipt of a concern in relation to bullying, the Deputy Head or Head of School will determine the next steps in response. The School's response may include implementing other relevant policies such as the Suspension policy.

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.

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

The School implements a positive process which enables students to participate as productive, responsible members of the community. The School assists 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. Teacher's role to ensure that they:

- Maintain an appropriate and positive relationship with 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
- 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 student's play/learning
- Rough play
- One off bad language.

Staff may take the following actions to address 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 unacceptable 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.
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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 Deputy Head or Head of School .
- Specialist Teachers should discuss the issues with the Class Teacher first.
- Contact the parents/guardians and request an interview to discuss relevant concerns.
- During interviews with parents, the teacher will keep notes and store them on the student's file.
- Discuss the interview and outcomes with the Deputy Head or Head of School. If necessary, a further meeting between the parents/guardians, Head of School, Class Teacher and student may be needed
- Staff will remain calm, relay the facts and the need to find an agreed outcome.

If a resolution is not agreed, or the unacceptable behaviour continues the School reserves the right to seek additional advice for example, from a counsellor or health professional. This will be discussed with a student's parents and the Head of School prior to any such advice been sought.

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.

PROACTIVE INITIATIVES

The School employs 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 to negative behaviours and/or incidents. 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

SCHOOL EXPECTATIONS AND CORE VALUES

The School has 3 expectations that reflect our 'Core Values'

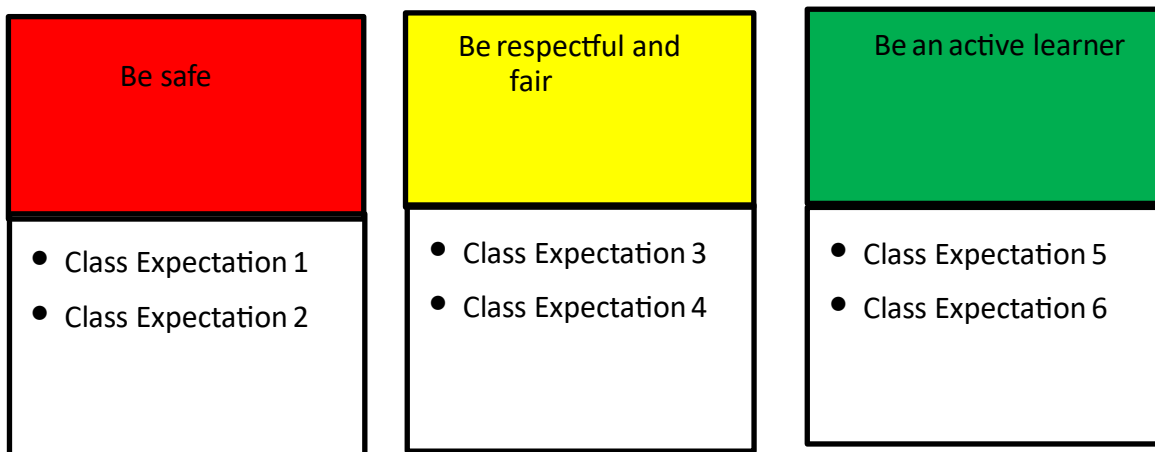
1. BE SAFE
2. BE RESPECTFUL AND FAIR
3. BE AN ACTIVE LEARNER

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

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.



EXPECTATIONS AND RESPONSIBILITIES

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

PROMOTING AND REINFORCING POSITIVE 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.

Primary students earn merits to attend a rewards afternoon on the merit bus. The top 3 merit recipients from each primary class at the end of term attend.

Classroom Award

K-6 Star of the week awarded to one boy in each class each week for positive behaviour.

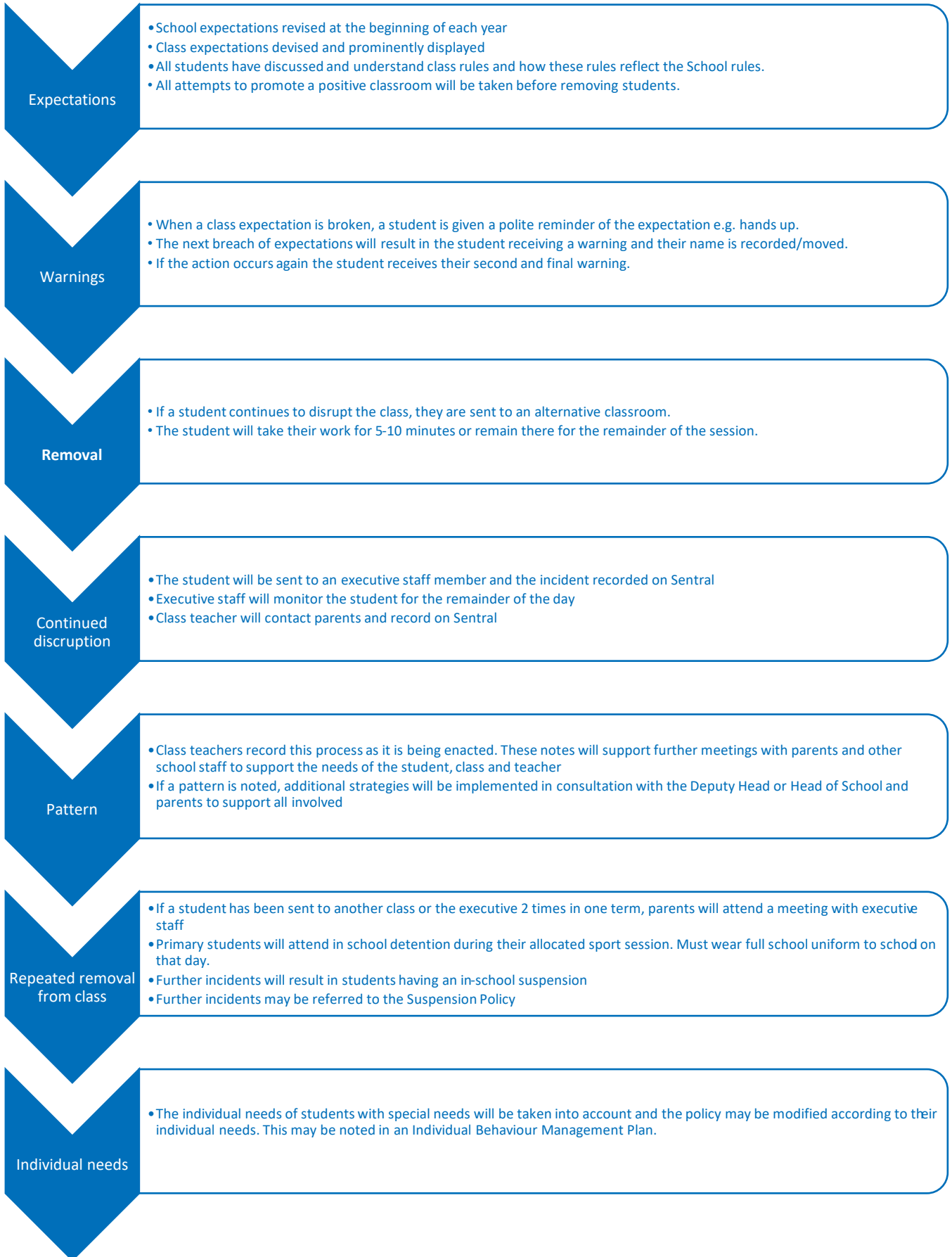
Principal's Award

Students are presented with a Principal's Award for displaying the School Core Values.

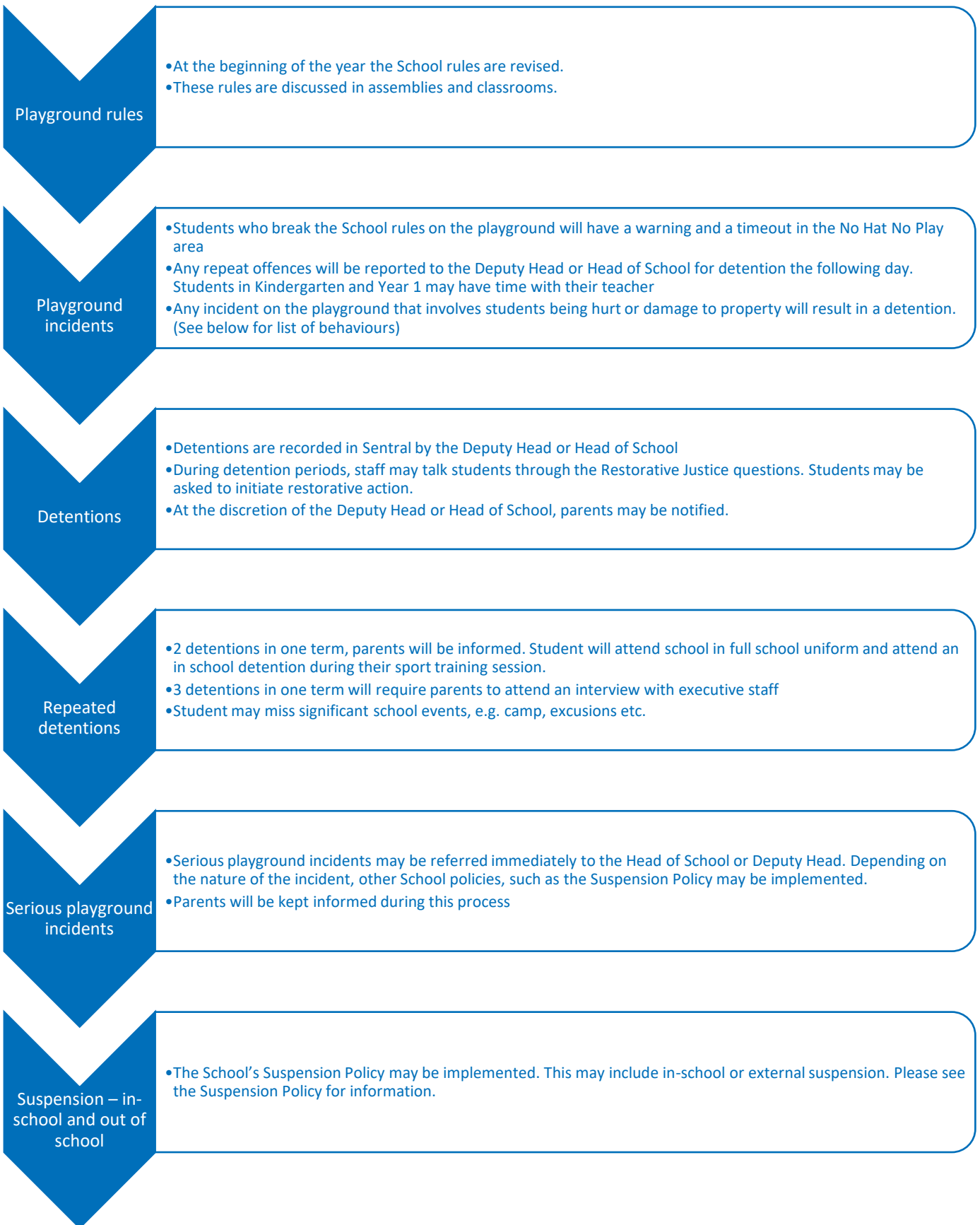
These certificates are presented at K-6 Assemblies.

A maximum of four awards will be awarded to each class every term.

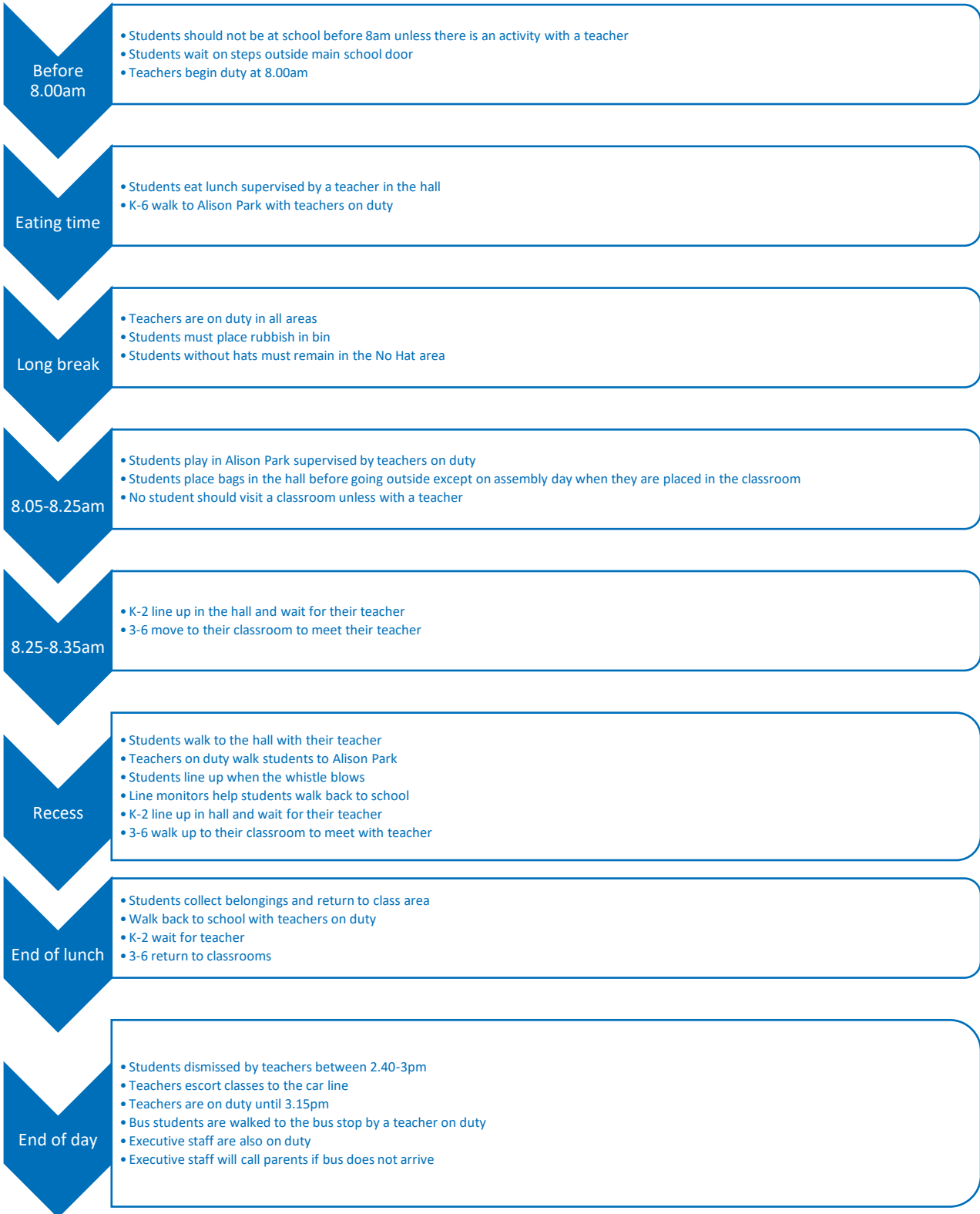
STRATEGIES USED TO PROMOTE POSITIVE CLASSROOM BEHAVIOUR



PROMOTING POSITIVE PLAYGROUND BEHAVIOUR



PLAYGROUND PROCEDURES



PLAYGROUND ROUTINES

Students are provided with the following to support the effective running of our playgrounds;

- 15-20 minutes 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 strategies 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.
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Time Out

If students are not playing appropriately on the playground, teachers will implement appropriate strategies. For example, students may be directed to be seated in a designated time out area for a length of time determined by the teachers.

Examples of behaviours that may result in a time out

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

DETENTION (FOR STUDENTS YEARS 2 – 6)

More serious incidents of inappropriate behaviour by students may result in a detention. Behaviour that may result in a detention include any behaviour endangering another person or themselves such as:

- 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

For serious incidents, a student may be removed from the playground and sent to the Deputy Head or Head of School immediately.

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

Teachers will record incidents in Sentral along with the reason.

Detention

The Deputy Head or Head of School supervise detention. The School implement Restorative Justice processes if deemed appropriate by the Deputy Head or Head of School. Students may be asked to initiate some sort of restorative action.

The Deputy Head or Head of School will notify parents of serious incidents.

If students are placed on detention two 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.

Please Note: students 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.

WET WEATHER

If it is raining at 8.05am, 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.

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 to the hall and assist with monitoring students in the hall

SUN SMART STRATEGIES FOR SUN PROTECTION

“No hat, no play”

The aim of the Sun Smart Policy 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.

Students 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.
- Play in the shaded areas.
- Use sun screen before coming to School.

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
- Send students to sit in the No Hat area if they do not have a School hat.

The School will:

- Ensure uniforms and hats are appropriate and comply with Cancer Council regulations
- 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 activities.

Parents will:

- Be informed of the Sun Smart procedures
- Ensure their children have appropriate head wear at School each day
- Encourage their child 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/>

STUDENT WELLBEING AND PASTORAL CARE

All teachers are responsible for the pastoral care of students. There may be incidents when class teachers need to discuss behaviours or observations of students with the Deputy Head or Head of School.

In such instances, the Deputy Head or Head of School will determine the appropriate strategies, which may include accessing counselling or specialist support, that the School will implement to cater for the wellbeing of the students. This will be done in partnership with parents.

APPENDIX 1:

Coogee Boys' Preparatory School

Core Values and behaviours

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
- Recognise that 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 play and activities

APPENDIX 2:

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.