STUDENT WELFARE

BOWRAL PUBLIC SCHOOL

Revised 2014
Student Welfare Policy

Includes the following school developed policies;

- Discipline policy
- Anti-bullying policy
- Playground Supervision policy
- Homework policy
- Sunsmart policy
- School uniform policy
- Mobile phone policy
- School attendance
- Enrolment policy
- Excursion policy

And is developed in consideration of the following DEC Directorates and related policies.

2. Student Welfare Directorate
   - drug prevention
   - school attendance
   - child protection (annual update)
   - anti racism (2009)
4. Safety and Security Directorate
5. OH&S Directorate (2006)
8. Excursions Policy Implementation Procedures
9. Internet Usage policy for school students
10. Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities. (2011)
STUDENT WELFARE

DISCIPLINE POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
The school will provide a safe and ordered environment within which all students can learn effectively and behave responsibly.

The school will foster in students a feeling of belonging to the school and its community.

Students will be encouraged to value personal dignity and worth for themselves and others.

Students will be encouraged to develop self-discipline by accepting responsibility for their own behaviour.

The school will promote a respect for the values and laws which underpin our society.

The school will create and maintain positive relationships within the school community.

The principal will provide strong and effective leadership of the school staff, students and wider community in establishing and maintaining the highest tone and direction for the school.

The school will promote national pride and inspire in students a common purpose.
RIGHTS AND RESPONSIBILITIES

Parents enrolling their children at Bowral Public School enter into a partnership including themselves, their children and the school staff. This partnership is based on shared responsibilities, expectations and mutual respect. Rights and responsibilities of each partner are listed below.

Parents

Rights
- To be treated fairly and with respect
- To feel welcome
- To be informed
- To know that their children work, play and learn in a friendly, safe and helpful school environment

Responsibilities
- To ensure that children attend school punctually and regularly
- To understand and support the Bowral Public School Student Welfare and Discipline Policy.
- To ensure children are aware of their own responsibilities
- To ensure children wear the school uniform, as agreed by the whole school community
- To enter into a positive partnership with teachers so that there is support for each child to achieve optimum progress
- To maintain open communications with all partners – children and school staff
- To assume responsibility for getting children to and from school

Staff

Rights
- To be treated fairly and with respect
- To teach in a friendly, safe and co-operative environment which is supported by the whole community.
- To be informed

Responsibilities
- To care for all children
- To provide a learning environment that will allow children to work, play and learn in a friendly, safe and helpful school setting.
- To provide the best possible educational program to meet the needs, capacities and aspirations of each child
- To enter into a positive partnership with parents so that there is support for each child to achieve optimum progress
- To maintain open communications with all partners – children and parents
- To fully implement and support the Bowral Public School Student Welfare and Discipline Policy.
Visitors

Rights
- To be treated fairly and with respect
- To feel welcome
- To be treated with good manners
- To be informed

Responsibilities
- To care for all children
- To interact positively with school staff and children
- To maintain open communications
- To sign on and off at the front office and to wear a visitor badge at all times while on school grounds
- To support a learning environment that will allow children to work, play and learn in a friendly, safe and helpful school environment

Students

Rights
- To be treated fairly and with respect
- To achieve to the best of their ability
- To be happy
- To be treated with understanding
- To expect the local community to support, respect and have pride in the school
- To work, play and learn in a friendly, safe and helpful school environment

To help protect rights and to follow school rules, the students’ responsibilities are:
- To attend school punctually and regularly
- To care for the school environment by keeping it neat and clean
- To apply themselves to learning
- To strive to establish positive working relationships with adults
- To support, respect and take pride in the school by complying with transport rules, uniform and homework requirements
- To act thoughtfully in and out of school and aim to bring credit to the school
- To avoid being disruptive in the classroom environment

SCHOOL RULES
1. BE SAFE
2. BE FAIR
3. BE KIND
4. BE COOPERATIVE
### BE SAFE

**At our school “Be Safe” means:**

- Move carefully around the school and classroom
- Play safe, sensible, no-contact games
- Play in an area where you can see the teacher
- Sit down while eating
- Remain within the school boundaries
- Only enter a building with a teacher’s permission
- Follow lining up routines
- Sit safely on chairs and seats
- Play by the rules
- Look after school property
- Look after other people’s property
- Wear school uniform
- Cross the road safely
- Don’t talk to strangers
- Always ask a teacher for help if you are hurt or unsure of what to do

### BE FAIR

**At our school “Be Fair” means:**

- Tell the truth
- Apologise if you do something wrong
- Take turns
- Let others join your game
- Keep hands and feet to yourself
- Share equipment fairly
- Share the teacher’s time fairly
- Tell an adult when you can’t solve the problem yourself
- Let others tell their side of the story
- Clean up your mess
- Care for toilet areas

### BE KIND

**At our school “Be Kind” means:**

- Speak politely
- Use good manners
- No swearing
- No put downs
- Consider the feelings of others
- Make people feel welcome
- Pay attention
- Treat people the way you want to be treated
- Listen to others
- Show respect to adults

### BE COOPERATIVE

**At our school “Be Cooperative” means:**

- Work together
- Give others a chance to have a go
- Share equipment, time and space in groups
- Take turns in groups
- Help each other
- Follow class rules
- Tell the teacher if you need help
- Listen to and follow teacher instructions
- Listen to and work with visiting adult helpers
BEHAVIOURAL MANAGEMENT PRACTICES

1. Providing opportunities for students to contribute positively to school/classroom decisions
   For example:
   - Class discussion
   - Negotiation of classroom rules and consequences for breaking of class rules

2. Classroom teaching and learning activities designed to promote healthy life choices, self esteem and community spirit
   - Teaching of the relevant content strands from the Personal Development, Health and Physical Education K-6 Syllabus:
     - Active Lifestyle
     - Growth and Development
     - Interpersonal Relationships
     - Personal Health Choices which includes drug education
     - Safe Living which includes child protection
   - Buddy class activities
   - Programs to teach and opportunities to practise such things as social skills, decision making, problem solving, critical thinking and cooperative learning skills
   - Self Help days
   - Provide a learning environment that values and encourages open communication between – students, teachers, parents and community helpers.
   - Crunch’n Sip

3. Making expectations explicit
   - Teaching and displaying school rules and class rules
   - Role playing and discussions
   - Teacher provides clear instructions, provides support and gives constructive feedback to student/s.
   - Consistent and fair teacher response to a student making a poor behavioural choice

4. Ensuring all relevant people are familiar with school rules and the processes and procedures to guide and support positive student behavioural choices
   - Educating casual teachers
   - Educating parents
   - Ongoing monitoring of the system
   - Regular class discussion
   - Feedback on meetings to teachers, students and parents
   - Review Student Welfare Policies with staff
   - Behavioural records to be kept by the deputy
   - Statement of expected behaviour on excursions
PRACTICES RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT

Encouraging and assisting students to realise their potential is the main purpose of education. Each student is an individual and each individual has different abilities and interests. Schools should recognise these differences and encourage students in these areas.

At Bowral Public School we:
- motivate children to achieve their best
- acknowledge achievement of children
- encourage children to take responsibility for their own learning and behaviour

in:
- the classroom
- the playground
- any aspect of school life

so that each child’s good behaviour, work and application is recognised and acknowledged.

Practices to recognise and reinforce student achievement

Practices that recognise and reinforce student achievement are an essential part of good discipline and effective learning. Practices can be formal or informal and adapted by the teacher according to the situation and to what is appropriate for the individual student. The following practices are part of the school policy and should be used when appropriate to reinforce achievement.

1. Awards
   - Class awards, stickers, certificates, classroom privileges
   - Praise and display of good work

2. Contact with parents to advise and commend student achievement
   - Letters sent home to parents
   - Use of parent/teacher interviews to report on achievement
   - Recognition through weekly newsletter
   - Informal meetings with parents

3. Commendations at assemblies and special school occasions
   - Verbal recognition and commendation at assemblies – individual, group and class
   - Presentation of awards, certificates, etc.
   - Display of work at assemblies, special school events and at venues outside the school.
   - Annual awards at presentation assemblies.

4. Local Media
   - Utilisation of local media to recognise student achievement

5. Modelling of consistent and caring behaviour by staff
Procedures for dealing with students who make poor behavioural choices

To enable the system to function in an effective, planned way there are set procedures which are activated after a student’s poor choice of behaviour has been identified through the classroom, the playground or from the school community.

To understand Student Welfare and Discipline System please refer to the flow charts, the appendices and the glossary on the following pages.

FLOW CHART
School Community (p.10)
Playground (p.11)
Classroom (p.12)

GLOSSARY (p.13)

APPENDICES
Appendix 1 – timeout letter of notification to parent
Appendix 2 – A sample page from a playground behaviour book
Appendix 3 – Class monitoring sheet
Appendix 4 – Playground red card
Appendix 5 – Crisis card—green—classroom/playground
Appendix 6 – Traffic lights
Appendix 7 – Flow chart
Appendix 8 – Anti Bullying Policy
Appendix 9 - Playground Supervision Policy
PROCEDURE FOR DEALING WITH A STUDENT WHO CHOOSES TO DISOBEY OUR SCHOOL RULES:
BE KIND, BE SAFE, BE FAIR, BE COOPERATIVE

SCHOOL COMMUNITY

- Students
- Parents
- School visitors
- Bus personnel
- Community members
- Staff

PROBLEM ARISES

CLASS TEACHER

INVESTIGATIONS

YES

IS PROBLEM CLASS / GRADE OR FRIEND RELATED?

PRINCIPAL / DEPUTY PRINCIPAL

TIMEOUT, NEGOTIATED CONSEQUENCES AND NOTIFICATION POSTED TO PARENTS

REPEAT MISCONDUCT WITHIN TWO WEEKS

RESOLUTION IN DISCUSSION WITH APPROPRIATE MEMBERS OF SCHOOL COMMUNITY.

Individual strategies for student:

- Immediate meeting with Deputy Principal / Principal and / or Stage Leader
- Discussion in Learning support meeting may lead to:
  - parent interview
  - referral to school counsellor
  - support for teacher
  - individual behaviour management strategies (classroom / playground monitoring)
  - in-school timeout
  - short suspension
  - long suspension
  - application/s for Regional Office / Integration resources
  - assistance from L&ST
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  • short suspension
  • long suspension
  • application/s for Regional Office / Integration resources
  • assistance from L&ST
PROCEDURE FOR DEALING WITH A STUDENT NEEDING MEDICAL ASSISTANCE

PLAYGROUND (MEDICAL/ASSISTANCE)

GREEN CRISIS CARD (ASSISTANCE)

CARD 1   CARD 2

OFFICE

OFFICE STAFF PRINCIPAL DEPUTY PRINCIPAL EXECUTIVE INTERVENTION

PROBLEM RESOLVED EG MEDICAL

CLASSROOM (MEDICAL/ASSISTANCE)

GREEN CRISIS CARD

CARD 1

BUDDY CLASS TEACHER (CLOSE PHYSICAL PROXIMITY NEARBY)

APPROPRIATE RESPONSE TO NEED

IN THE EVENT OF A MEDICAL EMERGENCY

CARD 2

OFFICE

OFFICE STAFF PRINCIPAL DEPUTY PRINCIPAL EXECUTIVE INTERVENTION

PROBLEM RESOLVED
## Glossary

**Crisis**
A situation involving student behaviour which the teacher is unable to deal with alone.

**Green Crisis Card**
Playground and classroom. A distinctive card which immediately alerts the recipient of a crisis so that planned management procedures can commence. (Assistance required immediately)

**Individual Strategies**
When student behaviour shows no positive response through the initial steps of the process, a range of individual strategies may be discussed by the LST and implemented to manage the student’s behaviour at school.

**LST**
The Learning Support Team consists of the Learning and Support Teacher, School Counsellor, staff members involved with special student support programmes and executive staff.

**Playground books**
Each playground area has a designated book carried by the teacher on duty in that area. The teacher records behaviour of a targeted minor nature that if repeated, over time, would result in timeout.

**Red Card**
When a student exhibits behaviour that is considered to warrant immediate removal from playground they are sent or escorted to the timeout room with a red card. The card indicates this to the teacher on duty in the timeout room.

**Referral to School Counsellor**
When student behaviour shows little or no response to initial strategies they may be referred to the School Counsellor for assessment and assistance. Parent permission is necessary and sought in these instances.

**Suspension**
In-School timeout
- Short Suspension - up to and including four days
- Long Suspension - up to and including twenty days

**Teacher Strategies**
Teachers have individual behaviour management strategies which are implemented in their classroom. Class rules should be clearly displayed in the classroom. These are usually explained to parents at parent/teacher information night and in various ways throughout the year.

**Timeout Room**
Timeout Room is a designated classroom that is supervised at lunch time by executive teachers. It is quiet thinking time. Students undertake appropriate restorative activities.
TIMEOUT NOTIFICATION TO PARENT

CHILD:                                                          CLASS:                                            DATE:

Dear Parent,

The school community is not prepared to accept any behaviour which breaks the school’s rules: ‘Be Kind’, ‘Be Fair’, ‘Be Cooperative’, ‘Be Safe’.

Unfortunately your child has behaved in a way that has led staff to send him/her to ‘timeout’ during lunchtime/s. Your child has been sent to ‘timeout’ for the following reason/s:

____ violence towards another student / staff member
____ verbal bullying
____ physical bullying
____ being out-of-bounds repeatedly
____ failing to follow staff instructions
____ backchatting staff
____ inappropriate play / behavior in classroom / playground
____ disruptive behavior in classroom / playground
____ inappropriate play / behaviour during a school excursion
____ damaging school property
____ damaging student property
____ stealing
____ throwing rocks / stones / sticks / other items
____ inappropriate behaviour during ‘timeout’ / failing to arrive at ‘timeout’ despite being instructed to do so
____ other: ………………………………………………………………………………………………………

Your child has been sent to timeout for .............. day/s. Further consequences of your child’s behaviour beyond timeout are: …………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………

Please work with us. Talk to your child and help him/her understand the importance of making good behaviour choices.

We do not consider it necessary to speak with you at present but we will request an interview if and when it is needed. You are welcome to arrange an interview through the office on 4861 1086 if you wish.

Thank you,
### Appendix 2

<table>
<thead>
<tr>
<th>PLAYGROUND BEHAVIOUR</th>
<th>Location ........................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time &amp; Date</td>
<td>Name &amp; Class</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Behaviour &amp; Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time &amp; Date</th>
<th>Name &amp; Class</th>
<th>Teacher</th>
<th>Behaviour &amp; Action</th>
</tr>
</thead>
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<tr>
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</tbody>
</table>

16
### CLASSROOM BEHAVIOUR MONITORING SHEET

<table>
<thead>
<tr>
<th>DATE</th>
<th>STUDENT</th>
<th>INCIDENT</th>
<th>CONSEQUENCE</th>
<th>TEACHER</th>
</tr>
</thead>
</table>

---

Appendix 3
## Appendix 4  Red Playground Card

**RED CARD**
- immediate removal from playground.

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Physical abuse (fighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Extreme verbal abuse</td>
</tr>
<tr>
<td>Date</td>
<td>Serious damage to property</td>
</tr>
<tr>
<td>Place</td>
<td>Dangerous play</td>
</tr>
<tr>
<td>Time</td>
<td>Repeated refusal to co-operate</td>
</tr>
</tbody>
</table>

# Tick appropriate descriptor on back

<table>
<thead>
<tr>
<th>Reporting Teacher</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
</tbody>
</table>

## Appendix 5  Green Crisis Card

**CRISIS CARD**

Teacher ___________  Class ______

Playground __________

COME QUICKLY - HELP!
Appendix 6

Behavior / Consequence Chart

- Red Card: Immediate removal from classroom for very significant misconduct or for continued unacceptable behavior.
- Directly to timeout room, Deputy Principal or Principal. Possible further consequences.
- Parents contacted by Teacher and/or Stage Leader. (personal contact or letter) (copy to be kept by deputy)
- In class consequence if behaviour not rectified.
- Teacher Strategies Examples
  - Clear rules and expectations
  - Ignore inconsequential behaviour
  - Stop and redirect inappropriate behaviour by restating rules either to class or the individual
**Appendix 7**

<table>
<thead>
<tr>
<th>BE KIND</th>
<th>At our school “Be Kind” means:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Speak politely</td>
<td></td>
</tr>
<tr>
<td>- Use good manners</td>
<td></td>
</tr>
<tr>
<td>- No swearing</td>
<td></td>
</tr>
<tr>
<td>- No put downs</td>
<td></td>
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<tr>
<td>- Consider the feelings of others</td>
<td></td>
</tr>
<tr>
<td>- Make people feel welcome</td>
<td></td>
</tr>
<tr>
<td>- Pay attention</td>
<td></td>
</tr>
<tr>
<td>- Treat people the way you want to be treated</td>
<td></td>
</tr>
<tr>
<td>- Listen to others</td>
<td></td>
</tr>
<tr>
<td>- Show respect to adults</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER STRATEGIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Clear rules and expectations</td>
<td></td>
</tr>
<tr>
<td>- Ignore inconsequential behaviour</td>
<td></td>
</tr>
<tr>
<td>- Selectively reinforce appropriate behaviour</td>
<td></td>
</tr>
<tr>
<td>- Stop and redirect inappropriate behaviour by restarting rules either to class or the individual.</td>
<td></td>
</tr>
</tbody>
</table>

When INAPPROPRIATE BEHAVIOUR occurs ....

<table>
<thead>
<tr>
<th>WARNING</th>
<th>Yellow</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>REPEAT BEHAVIOUR</th>
<th>Yellow</th>
</tr>
</thead>
</table>

Move to TIME OUT DESK IN CLASS - Yellow

<table>
<thead>
<tr>
<th>REPEAT MISCONDUCT WITHIN A SHORT PERIOD</th>
<th>Orange</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SENT TO STAGE LEADER</th>
<th>CONTACT PARENT</th>
<th>Orange</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MISCONDUCT WITHIN ONE WEEK</th>
<th>Orange</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TIMEOUT</th>
<th>Red</th>
</tr>
</thead>
</table>

Negotiated consequences. Letter sent home to parent.

<table>
<thead>
<tr>
<th>REPEAT MISCONDUCT WITHIN TWO WEEKS</th>
<th>Red</th>
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</table>

<table>
<thead>
<tr>
<th>Individual Strategies for student:</th>
</tr>
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<tbody>
<tr>
<td>* Immediate meeting with Deputy, Principal, &amp;/or Stage Leader</td>
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<tr>
<td>* Discussion in LST meeting may lead to:</td>
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<tr>
<td>- Parent Interview</td>
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<td>- Referral to school counsellor</td>
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<td>- Support for teacher</td>
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<th>At our school “Be Fair” means:</th>
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<td>- Tell the truth</td>
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<td>- Take turns</td>
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<td>- Keep hands and feet to yourself</td>
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<td>- Share equipment fairly</td>
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<td>- Remain within the school boundaries</td>
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<td>- Only enter a building with a teacher’s permission</td>
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<tr>
<td>- Follow lining up routines</td>
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<td>- Sit safely on chairs and seats</td>
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<td>- Play by the rules</td>
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<tr>
<td>- Look after school property</td>
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<tr>
<td>- Look after other people’s property</td>
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</tr>
<tr>
<td>- Wear school uniform</td>
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<tr>
<td>- Cross the road safely</td>
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<td>- Don’t talk to strangers</td>
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<td>- Always ask a teacher for help if you are hurt or unsure of what to do</td>
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<tr>
<th>BE COOPERATIVE</th>
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<td>- Work together</td>
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<td>- Take turns in groups</td>
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<tr>
<td>- Help each other</td>
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<tr>
<td>- Follow class rules</td>
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<tr>
<td>- Tell the teacher if you need help</td>
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<tr>
<td>- Listen to and follow teacher instructions</td>
<td></td>
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STUDENT WELFARE

ANTI BULLYING POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
Appendix 8

BOWRAL PUBLIC SCHOOL
ANTI-BULLYING POLICY

Definition of Bullying

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, online bullying through the use of social media applications.

Definition from: Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities. (2011)

At Bowral Public School we believe that all students have the right to be happy and feel safe. A person who bullies is denying another person that right. Bullying will not be tolerated at Bowral Public School.

To reduce bullying there must be:

- Strong commitment from staff, students and parents
- The development of social skills and cooperation amongst students
- Staff role models in both word and action
- Active implementation of school discipline and welfare policies
- The development of students’ online skills and positive behaviour to become responsible digital citizens
Objectives
1. For staff, students and parents to recognise bullying as it exists in the school.
2. To minimise bullying behaviour by using a whole school approach.
3. To use the school’s current behavioural management system as the framework for supporting bullies and victims. A framework that encourages victims and observers to report bullies without fear of further aggression or retaliation and supports bullies to change their bullying behaviour.
4. To teach students in an explicit and systematic manner both in the content of what is taught and the manner in which learning is encouraged.
5. To encourage parents to support the school’s approach to bullying.

Dealing with bullying behaviour.

Bowral Public School will:
- Gather information about bullying behaviours through surveys, class meetings, parent interviews, teacher observation, student reports and SRC meetings. Analyse and use information to support identified bullies and victims.
- Use the current Behavioural Management System to:
  - protect and support victims
  - assist bullies to change their bullying behaviours
- Keep adequate records
- Use a range of teaching and learning strategies designed to reduce bullying behaviours.
  - teaching of social skills and cooperative learning skills
  - promoting moral values and social sensitivity
  - explicitly teaching school rules and how the behavioural management system works
  - providing all parents with a copy of the school discipline policy (bullying policy is only one component of this policy)
  - including regular articles re bullying in the weekly newsletter
  - teaching of playground games to students
  - conducting a safe and happy playground day
  - raising staff awareness and knowledge of “Procedures for Resolving Complaints about Discrimination Against Students”
  - providing staff ‘restitution’ training
  - promoting a school culture that values cooperation, learning and participation
  - class meetings, stage and whole school assemblies
  - buddy classes
  - visiting presenters and performances

NB. To keep the focus on reducing bullying we use a variety of the above strategies. The aim is to maintain interest. The mix of strategies varies across time.

At Bowral Public School we measure success of our bullying program through:
- information gathered through surveys, observation and reporting
- feedback from classes
- number of reports of bullying and other incidents through the playground book, parent and staff meetings
- general school ethos
- evaluation of specific programs
STUDENT WELFARE

PLAYGROUND SUPERVISION POLICY & PROCEDURES

BOWRAL PUBLIC SCHOOL

Revised 2014
Bowral Public School

PLAYGROUND POLICY
2013

RATIONALE
Teachers have a duty of care to ensure the safety of all students at school, at all times. Teachers are responsible for carrying out their supervisory duties in such a way, that students, as far as can reasonably be expected, are protected from harm.

GENERAL UNDERSTANDINGS / EXPECTATIONS

Role of the Playground Duty Teacher
- All teachers are prompt in arrival at a duty both to ensure that adequate supervision is provided and out of consideration for colleagues.
- Teachers are pro-active in playground supervision.
- Consistent expectations and procedures are followed by all teachers during playground supervision. (See Procedures Document-Appendix 1 and Discipline Policy)
- Immediate action is taken to assist student needing medical assistance. (See Discipline Policy and Sick Bay Procedure – Sickness & Injury)

Role of Classroom teachers
- School and playground rules are known and understood by every student. (See Procedures Document-Appendix 1 and Discipline Policy)
- Classes should not be released before the bell as it may create a significant number of children in the playground unsupervised.
- Students are actively encouraged to wear hats whenever they are outside (Sun Smart Policy Appendix)

AREAS AND TIMES OF PLAYGROUND DUTY (See map- Appendix 4- for areas)

Before School 8:40am – 8:55am & 8:55am – 9:10am
- Top Playground

Before School 8:55am – 9:10am
- Bottom Playground
- Library (Tuesday and Thursday. Borrowing sessions only)

Recess 11:10am – 11:30am
- Top Playground
- Lower Playground
- Banyette Street

Lunchtime eating 1:00pm – 1:10pm (10 minutes)
- Teachers supervise students in designated areas.
- Internal grade or stage rosters organised.

Canteen Duty
- Teachers supervise students in lines outside of canteen at lunchtime.
First half lunch 1:10pm – 1:30pm
- Top Playground
- Lower Playground
- Equipment
- Library (Monday, Wednesday and Friday for specific grades).

Second Half Lunch 1:30pm – 1:50pm
- Top Playground
- Lower Playground
- Equipment
- Computer Room (Monday, Wednesday and Friday for specific grades)

Extended Lunch Duties 1:15pm – 1:50pm
- Banyette Street
- Grass playground

There will be intermittent periods when playground grassed areas are being rested, at these times alternative playground arrangements will be made. These will be communicated to staff at a weekly communication meeting and via The Bugle. Staff will then inform students of the changes.

EXECUTIVE DUTIES (see Appendix)

Bus Duty
- Bendooley Street (Lower and Upper gates)
- Boolwey Street

Back Gate (to Woolworth's Carpark)

Timeout Room
Executive staff are rostered on duty in the timeout room at lunchtime every day.

AREAS OUT OF BOUNDS BEFORE SCHOOL, DURING RECESS AND LUNCHTIME
- Classrooms, verandas and corridors- students are not permitted to return to classrooms or corridors without teacher supervision
- Hyde Park- this is a supervised eating area at lunchtime only. Out of bounds and unsupervised at other times.
- Wash sheds and toilets are no playing / no loitering areas.
- Any concrete areas marked as out of bounds or no play areas; eg
  Under library verandas (except for inclement weather)
  Walkways between top and bottom playgrounds.
  (See attached school map. Appendix)

WET WEATHER DUTY
- In the event of wet weather three bells will sound after normal bell (Deputy Principal)
- Children move to designated wet weather areas and wet weather supervision procedures apply. (See Procedures Document. Appendix)
## Grade/Stage/Cluster Groups Wet Weather Supervision Organisation

<table>
<thead>
<tr>
<th>Group (which classes)</th>
<th>Early Stage 1: All Kindergarten classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong> (Attached to this group for wet weather duties)</td>
<td>All Kindergarten teachers and RFF teacher</td>
</tr>
<tr>
<td><strong>Place</strong> (Where supervision takes place)</td>
<td>Eating: Own classrooms. Begin earlier than bell time at approx. 12:50pm 1:10pm: All children to kindergarten classroom for shared supervision.</td>
</tr>
<tr>
<td><strong>Arrangements</strong></td>
<td>As a general rule: Teachers who have a duty on the day, share wet weather duties. If a teacher has already done their rostered duty before wet weather is declared, the others will, as far as possible cover the duties. Where there are insufficient rostered staff to cover all duties, all staff attached to that wet weather supervision area will share the duties.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group (which classes)</th>
<th>Stage 1: All Year 1 &amp; 2 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong> (Attached to this group for wet weather duties)</td>
<td>All Stage 1 teachers and Mrs Henderson (Teacher Librarian).</td>
</tr>
<tr>
<td><strong>Place</strong> (Where supervision takes place)</td>
<td>Recess: Year 1: eat in classrooms. Year 1 teachers to share in classrooms Year 2: eat in classrooms. Year 2 teachers organise supervision. Lunch Eating: Own classrooms. (start at 12:55pm) 1:10pm: All Stage 1 to Library for video set up by TL. Children who are still eating sit on library verandah. Supervision roster organised by Stage Leader or designated person.</td>
</tr>
<tr>
<td><strong>Arrangements</strong></td>
<td>As a general rule: Teachers who have a duty on the day, share wet weather duties. If a teacher has already done their rostered duty before wet weather is declared, the others will, as far as possible cover the duties. Where there are insufficient rostered staff to cover all duties, all staff attached to that wet weather supervision area will share the duties.</td>
</tr>
</tbody>
</table>
### Stage 2

<table>
<thead>
<tr>
<th>Group (which classes)</th>
<th>Stage 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (Attached to this group for wet weather duties)</td>
<td>All Stage 2 teachers</td>
</tr>
</tbody>
</table>
| Place (Where supervision takes place) Dependent on location of Stage 2 classrooms | Recess: 11.10-11.30 - under COLA in top playground  
Lunch: 1.00-1.10 - Eat lunch in own classroom  
1.10 - 1.50 Either under COLAs in top playground or in basement |
| Arrangements | As a general rule:  
- Teachers who have a duty on the day, share wet weather duties.  
- If a teacher has already done their rostered duty before wet weather is declared, the others will, as far as possible, cover the duties.  
- Where there are insufficient rostered staff to cover all duties, all staff attached to that wet weather supervision area will share the duties. |

### Stage 3

<table>
<thead>
<tr>
<th>Group (which classes)</th>
<th>Stage 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (Attached to this group for wet weather duties)</td>
<td>All Stage 3 teachers</td>
</tr>
</tbody>
</table>
| Place (Where supervision takes place) Dependent on location of Stage 3 classrooms | Recess: All Stage 3 under COLA:  
Supervision shared by Stage 3 teachers.  
Duty to be shared-roster organised on daily basis depending on need. |
BOWRAL PUBLIC SCHOOL
PLAYGROUND SUPERVISION PROCEDURES
2013
GENERAL INFORMATION

Organisation

A term roster is prepared every five weeks for Playground Duty so all teachers know when and where their duty is to be.
The roster is given to all teachers and a copy placed on the staffroom notice board and near sign on table.
Daily changes are noted on sign on white board and on Bugle.
Permanent changes should be negotiated within a week of the roster’s distribution.
It is every teacher’s responsibility to be on duty in the correct place and on time.

Playground Bags

For each duty area there is a playground duty bag. They are kept on hooks in the staff pigeon hole area.
Each duty teacher collects the bag for their area and takes it on duty with them.
It contains:
A playground book plus pen
Laminated copy of rules / Procedures for each playground area.
A first aid kit
Small pack of tissues
A green crisis card- immediate assistance (See attached Student Welfare and Discipline Policy & Procedures)
A Red Crisis Card- immediate removal from playground. Send straight to Time-out Room. (See attached Welfare and Discipline Policy & Procedures)
A Yellow Sick Bay Notification- when sending student in to Sick Bay
A folio of “At Risk” students and their information.
A walkie talkie (Banyette)
The playground bags are checked and restocked by the Deputy Principal / Office Staff at least once a week.
NB All teachers are provided with fluoro safety vests which they are expected to wear whilst on duty.

Playground Books

Teachers need to record playground problems with students in the playground book.
Information written by teachers will be followed up weekly by Deputy Principal to determine if a pattern of difficulty is emerging and whether further action needs to be taken.
A record of this is kept in the playground books. If actions result in Time Out this is recorded in the Time Out book.
Students arriving before 8.30 am should also be noted in upper playground book so that parents can be contacted if this is a regular occurrence.
### Examples of behaviours and standard teacher action / consequences.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Action / Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Violence</td>
<td>Write a red card and send student straight to Time-out Room for further investigation by executive on duty. <em>Noted in playground book</em></td>
</tr>
<tr>
<td>Playing out of bounds</td>
<td>Counsel about safety. Sit student down for 5-10 minutes. <em>Noted in playground book</em></td>
</tr>
<tr>
<td>Dropping Litter</td>
<td>Student to pick up papers</td>
</tr>
<tr>
<td>Unauthorised leaving school grounds</td>
<td>Send messenger with Crisis Card for Principal or DP. Continue with playground duty. Notify Principal or DP if student returns. <em>Noted in playground book</em></td>
</tr>
<tr>
<td>Large ball used before school or recess</td>
<td>Issue warning. Ask student to put ball away. If repeated, confiscate ball. Sit student down. <em>Noted in playground book</em></td>
</tr>
</tbody>
</table>

### Dealing with serious confrontations in the playground

The teacher will listen to student information and may give students concerned some choices of action. Teachers will not argue with students but state the decided course of action calmly. The prime responsibility of a teacher in a difficult situation is to maintain safety and order and to remain calm and in control.

**Crisis : Emergency situations**

Any situation which makes it impossible for the playground teacher to carry out their duty is an emergency situation. (eg out of control fight, trespassers, abduction etc.)

The duty teacher should immediately request executive backup.

Use the crisis card available in the playground bag. Give card to reliable student and send to office.

In cases of injuries, the school's first aid officer and executive will assess the child and manage appropriately.

- With cases of finding sharp and or unhygienic objects:
  - Children are not to touch.
  - One child is to report to the teacher on duty whilst another remains to mark the emergency situation.

**Accidents : Medical Assistance**

In the event of an accident, the teacher on duty will assess the situation and act immediately to extend aid needed by the injured child. This may include:

- If there is a suspected serious injury:
  - the child is not moved, the first aid officer and executive are sent for using crisis card or walkie talkie if in remote playground areas.
  - Sending a student with a crisis card for first aid person at front office who may in turn contact ambulance service and/ or parent.

For other, less serious injuries:

- Sending student to clinic with appropriate yellow “sick bay” note.
- If minor, dealing with it in playground.
Accident Reports
NOTE 1: Accident reports are prepared by the teacher on duty for all serious injuries and are filed in the principal’s Accidents to Students File.
NOTE 2: All injuries presented to clinic are recorded in the clinic injury register.
NOTE 3: All head injuries MUST be recorded in the clinic injury register and a parent called. (The school administrative officer will do this.)
NOTE 4: The class teacher needs to be notified immediately after recess or lunch if a child has been sent home during these periods. A senior student may be used by school office staff to notify the teacher.

Private Music Tuition (In school residence)
• Where music tuition is provided it is the responsibility of the music teacher to provide adequate supervision of individual or groups of children.
• Children must return to teacher supervised areas when tuition is finished.

School Counsellor Sessions
• Where counselling sessions are provided, it is the responsibility of the school counsellor to provide adequate supervision of individual or groups of children.
• Children must return to teacher supervised areas when session is finished.

Special Visitors
• All strangers on the grounds should be addressed by the duty teacher and directed to the front office.
• All visitors will be identified by a special Visitor badge.
• Children can only be collected during school time if parent/adult has been to front office and signed them out.
• The office will issue a written note which must be handed to the class teacher or playground teacher on duty, who can then officially release the child into the parent’s care.

Early dismissal of Kindergarten in Term 1.
Week 1:
• Kindergarten students attend individually by appointment for Best Start assessments.
• All students attend as class group when assessments are complete. Parents will be informed of assessment times and start date at the end of Term 4 in previous year.
Weeks 2-3:
• All students attend. Dismissal time is 2:30 pm.

In all instances, the children are brought to the Bottom Playground in class groups with their teacher. Parents are requested to come and collect their children from this area. Class teachers are to be informed of any alternative arrangement.
PLAYGROUND DUTIES

BEFORE SCHOOL
- Upper Playground 8:40am - 8:55am & 8:55am - 9:10am
- Only the upper playground is supervised between 8:40am - 8:55am and all children MUST go to this area during this time.
- Supervision of the upper playground is provided for 30 minutes before school commences.
- Students should not arrive at school before 8:40am. Parents are advised in the newsletter that supervision does not commence until 8:40am.
- Students arriving before that time are required to go to the upper playground and sit on the playground seats until the teacher comes on duty at 8:40am.
- Any students arriving before 8:30am will be noted in the upper playground book and if this becomes a pattern, parents will be contacted.
- Games are not permitted before 8:40am when teacher comes on duty.
- Small balls only.
- No running games.
- Lower Playground 8:55am – 9:10am
- Supervision of Lower Playground is provided from 8:55 – 9:10am.
- A bell is rung at 8.55 to signal the start of this duty and children from K,1 and 2 can move from upper playground and move into the lower area.
- NO equipment at this time.

Library 8:55am – 9:10am
- Tuesday and Thursday for Borrowing & Returning only
- TL supervises.

RECESS 11.10 -11.30am
Upper Playground
- Two teachers are on duty. Supervision of WALK THROUGH/ NO PLAY AREA between Library and junior brick building is included in this duty.
- Small ball games are permitted as well as skipping ropes.
- No running games.

Lower playground
- Term 1, Weeks 1-2. ES1 only (School Leaders rostered on to help).
- Duty teacher to ensure equipment is packed up and left near side door.
- Warning bell rung 5 minutes before bell time to indicate pack up and toileting.

Banyette Street
- The Banyette playground bag is to be taken along with walkie talkie.
- Any children from Years 3-6 who wish to go to Banyette, must assemble and line up in upper playground under the COLA on the 11:10am bell.
- They are not permitted to leave Banyette unless accompanied by a teacher.
- Duty Teacher will organise movement of group to pedestrian crossing and across into Banyette Street playground.
- Children may take their own play equipment. (Balls, skipping ropes etc.)
- Bins located in Banyette Street for rubbish.
Canteen supervision Recess 11:10am – 11:30am and Lunch 1:10am – 1:30pm

EATING LUNCH 1:00am – 1:10pm
- In dry weather all students eat lunch in designated areas under the supervision of their class teacher from 1:00pm – 1:10pm.
- Alternatively teachers may pair together to share or roster supervision of two classes. (no more then 2 classes per one teacher) Students are to be seated during this time.
- The 1:10pm bell signals the end of lunch period.
- Students may not leave until the area is inspected by the teacher.
- All children move to the supervised play areas after being dismissed.

FIRST HALF LUNCH 1:10pm – 1:30pm

Upper Playground
- This includes supervision of WALK THROUGH/ NO PLAY AREA between library and junior brick building.
- Small ball games are permitted as well as skipping ropes.
- NO RUNNING GAMES.

Lower Playground
- Term 1, Weeks 1-5, ES1 only
- Sand Pit is used Terms 1 - 4. Internal Early Stage 1 roster applies.
- Term 1 – Play equipment / sand pit (ES1 teacher to organise).

Library 1:10pm – 1:30pm
- Stages have rostered days to allow for equity of access to library. Students may use the computers, board games, read, research or draw.
- Each class has three computer passes to allocate to three students on their day. Students must bring their passes with them in order to use a computer.
- Monday: Stage 1, Wednesday: Stage 3 and Friday: Stage 2. Kindergarten do not have access to computers at lunchtime but may come to the library on any day with older family or friends.
- Students needing to change books may do so on any day the library is open.

Computer Room 1:30pm – 1:50pm
- Stages have rostered days to allow for equity of access to computer room.
- Each class has five computer passes to allocate to students on their day. Students must bring their passes with them in order to use the computer room.
- Tuesday: Stage 2, Thursday: Stage 3 and Friday: Stage 1
Banyette Street Roster
To ease congestion in the top playground, all students from grades 3-6 must go to Banyette on their rostered day. Students must go regardless of whether or not they have a hat. (See Sun Smart Policy: Appendix 4)

Banyette Street 1:15pm – 1:50pm
(The Banyette playground bug is to be taken along with walkie talkie)
• If there is too much mud or other factors at the discretion of the Banyette teacher, this may be cancelled and the teacher then does a roving duty from 1:15pm to 1:50pm in the upper playground.
• Children who are rostered to go, must assemble in upper playground driveway on the 1:10pm bell ready to leave by 1:15pm.
• They should ensure that they have been to the toilet before joining the line.
• Other students may also go when not rostered on.
• Duty teacher will organise the movement of the group to the Pedestrian Crossing and across into Banyette Street Playground.
  • Children may take their own play equipment. (Balls, skipping ropes etc.)
  • Children do not climb trees or eat the berries. They are encouraged to respect the property of the neighbours.
  • Children are not permitted to leave Banyette unless accompanied by a teacher.
  • Children may take unfinished food with them.
  • Children who are rostered to go to Banyette and wish to use the canteen are able to do so. The teacher on canteen duty will take these students to Banyette at 1.25pm.

SECOND HALF LUNCH 1:30pm – 2:00pm
UPPER PLAYGROUND
Small ball games
Skipping ropes etc
Not a running area.
LOWER PLAYGROUND
As for recess :
No ball area.
Sand Pit Organisation.
Sand Pit is used Terms 1 - 4 : Internal Early Stage 1 roster to organize; teacher on duty needs to stop play (ring handbell), students to toilet etc before 1:50pm bell.

GRASS
Students in K-2 are able to use the grass and play ball games but must stay away from fences.

EQUIPMENT
Students may only use the equipment under teacher supervision. No more than 12 students on the equipment at one time.

TIMEOUT ROOM
School executive staff are rostered on duty in the Time-Out room at lunch times. At recess, the Principal or Deputy Principal are rostered to be available to deal with any students sent in with red card from the playground.

Back Gate 3:10pm – 3:20pm
Students wait inside the grounds until an authorised person takes the child down the steps. Any children who have not been collected by 3:20pm should be brought back to office foyer to wait. The back gate teacher or other available executive will organise parent contact by phone. Teachers on this duty need to dismiss their class punctually so that they can be present to monitor the assembly of children.
BUS DUTY WET WEATHER
- Bendooley Street Bus Lines as usual under pine trees. Most children have umbrellas.
- Boolwey Street Bus Lines as usual at Boolwey St.

GENERAL WET WEATHER ARRANGEMENTS
The deputy principal will declare a wet morning, recess or lunch when it is raining. A three ring bell signal after normal bell will be used to signal wet weather conditions. All rostered duties are suspended and children remain inside.

School Arrival Time 8:40am - 8:55am
- Children shelter under verandas and colas in upper playground area and are supervised by the teacher on duty.

School Arrival Time 8:55am - 9:10am
- If three bells are rung, children go to the designated area for their stage. Class teachers will collect students and take them to their classrooms.

General Note:
- Teachers in cluster areas will share the supervision of students. Should a casual be on class in that cluster, the permanent staff should advise the casual of wet weather arrangements.
- Once it has been declared a wet recess/ lunch it remains in that category for the purpose of supervision regardless of whether it fines up for duration of break.
- Teachers sharing the supervision may elect to take the children outside however they remain responsible for their supervision.

Inside Recess
- Three bells will ring after normal bell.
- Students will remain in classrooms or a common area and be supervised on a cluster basis by teachers.

Inside lunch
- Deputy principal will ring 3 bells after normal bell to declare inside lunch eating when the ground is wet but it is not raining.
- Students will remain in classrooms or a common area for the eating period 1:00pm – 1:10pm and be supervised by class teacher or on a cluster basis by teachers.
- If one bell rings at the end of the eating period children may be dismissed to the playground and normal supervision duty will commence.
- If three bells ring at the end of the eating period, children remain in classrooms or common area for supervision by class teacher or on a cluster basis by teachers.

Wet Weather onset during a recess/ lunch period.
- Deputy principal will declare wet weather conditions by ringing three bells, children will return to agreed areas or classrooms and supervision as per wet recess/ lunch will commence.
Stage 3 - line up under COLA
Stage 2 - line up under COLA
Stage 1- to library verandah
Kinder - Kindergarten classroom
The staff at Bowral Public School have a duty of care for students when sick or injured. Staff will always act reasonably and respond to the best of their ability towards students who are sick or injured while at school. The principal and teaching staff exercise responsibility for the student’s welfare even when administrative and support staff are directly managing the care of an injured or sick student.

The school’s clinic (located next to the front office) is used as a place to temporarily care for students, treat and observe the most serious cases of sickness and injury.

**Therefore the school ‘clinic’ is used only for students who:**
- receive head injuries
- have injuries which are not manageable in the playground or classroom e.g. too large for a band aid or have excessive bleeding.
- are too ill to be in the classroom / playground and are waiting to be taken home by parents / carers; or
- are receiving first aid attention while waiting for the NSW Ambulance Service.

**Note:** The clinic is not for students with injury and illness which can be managed effectively in the classroom or playground environment. The school does not have the resources to maintain children in the clinic throughout the day.

**Managing sick or injured students**

All teachers are trained in Emergency Care / First Aid and have the required knowledge to make a reasonable judgement about the student’s needs in relation to an injury and to follow with that judgement.

**The teachers’ options for action in the case of an injured student are:**
- treating the student with the available first aid kit: (the student remains in the classroom / playground);
- providing aid, and taking the child to the clinic for treatment prior to being immediately sent home (send child with yellow notification accompanied by another student or staff member)
- providing emergency care, removal to school clinic if possible, and requesting immediate ambulance support.

**The teachers’ options for action in the case of illness are to:**
- keep the child in the classroom / playground under observation until the student recovers
- send the child to the clinic only if the injury isn’t manageable in playground or classroom
- have the child sent home.

_The SAS staff will send a student back to the playground / class unless there is an accompanying ‘yellow/buff coloured notification’ / note which indicates that a child has been seen by a teacher._

Visiting teachers and volunteers (e.g. Scripture volunteers) need to send the student to a teaching staff member to make the final decision about action to be taken. They will not send children directly to the clinic.
STUDENT WELFARE

HOMEWORK POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
BOWRAL PUBLIC SCHOOL
HOMEWORK POLICY

Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as research and time management. Homework helps to establish the habits of study, concentration and self discipline. Parents/caregivers have the opportunity to see the progress of their child. Homework provides challenges and stimulus to gifted and talented children.

Homework for Kindergarten
In general, students will not be expected to complete formal homework in Kindergarten. However, there are things parents can do at home to help their child make the most of what they learn in Kindergarten. Reading to children at home and involving them in family activities will greatly assist the development of their skills in literacy, numeracy and problem solving.

Homework for Years 1 and 2
In Years 1 and 2 some formal homework is usually set. For example, students may be asked to complete simple computations, to copy letters or words, or to complete an activity sheet. Students will be encouraged to read every night and may be asked to practice and consolidate number and measurement facts. As a general rule children in Stage 1 spend approximately 10-20 minutes per night completing homework.

Homework for Years 3-4
Homework in Years 3-4 will be varied and students will be expected to work more independently. However, teachers will still provide guidance and assistance to students having difficulties completing their homework. Much of the homework will be in English and mathematics. However, it can be set across all areas of the curriculum. As a general rule students in Stage 2 should spend approximately 20-30 minutes per night completing homework.

Homework for Years 5-6
Homework in Years 5-6 will be varied and students will be expected to work more independently. However, teachers will still provide guidance and assistance to students having difficulties completing their homework. Much of the homework will be in English, Mathematics and Human Society and its Environment. However, it can be set across all areas of the curriculum. As a general rule students in Stage 3 should spend approximately 30-40 minutes per night completing homework.

Three types of homework
1. Practice Exercises help students to remember and practise newly acquired skills - such as memorising mathematical tables, practising spelling words, writing essays and reading for pleasure.
2. Extension Assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the Internet.
3. Completion Homework may be set for students who have failed to complete assigned work during class time. This may involve the completion of a worksheet or book work.

What can parents/caregivers do to help?
• Take an active interest in their child's homework.
• Support their child in setting aside time each day for homework.
• Provide a dedicated place for homework and study if possible.
• Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set.
• Communicate with teachers any concerns about the nature of homework or their child's approach to homework.
• Encourage their children to read and take an interest in current events.
• Alert the school to any domestic circumstances or extra curricular activities which may need to be taken into consideration when homework is being set or marked.

Within these guidelines, the amount and type of homework may vary each week, according to the teaching program. Homework may be informal and cover all KLAs as required or appropriate.
BOWRAL PRIMARY SCHOOL SUNSMART POLICY 2013

AIMS

The Sun Smart Policy aims to promote among students, staff and families:

- positive attitudes towards skin protection
- lifestyle practices which help reduce the incidence of skin cancer
- personal responsibility for skin protection
- awareness of the need to help reduce levels of exposure to the sun in schools.

STRATEGIES FOR SKIN PROTECTION

This policy is for implementation throughout the year, especially, Term 1 and Term 4

It ensures that all children attending our school are protected from skin damage caused by ultraviolet rays.

1. **Skin-protection strategies:**

   1.1 Children will be strongly encouraged to wear shirts with collars, hats and sunscreen which protect the face, neck and ears whenever they are outside. Eg. recess, lunchtime, sport, sports carnivals, outdoor excursions and activities.

   1.2 Children who do not have their hats with them will be strongly encouraged to play in shade areas, and / or apply sunscreen.

   1.3 Children will be encouraged to use shade areas (COLA’s) for outdoor play activities.

   1.4 Outdoor activities will be held in shade areas (COLA’s) whenever possible.

   1.5 Teachers will schedule outdoor activities before 10am and after 2pm (11am and 3pm daylight saving time) whenever possible.

   1.6 Staff will be encouraged to act as role models by practising SunSmart behaviour:
      
      - wearing protective hats for all outdoor activities
      - using a SPF 30+, broad spectrum, water-resistant sunscreen for skin protection
      - seeking shade whenever possible
      - reminding children regularly to wear hats before going outdoors
      - place reminders in BPS newsletters
      - acknowledge hat wearers in whole school/stage assemblies

2. **SunSmart practices for school:**

   2.1 Ensure that school hats satisfy Cancer Council guidelines.

   2.2 Ensure that on special days eg Self Help, carnivals, that a sensible hat should be worn

   2.3 Ensure that adequate shade areas are provided at sporting carnivals and outdoor events whenever possible.

   2.4 Provide SPF 30+, broad spectrum, water-resistant sunscreen for staff and student use, whenever possible.

   2.5 Incorporate program on skin cancer prevention in the curriculum. (part of PDHPE “Safe Living”).

   2.6 Regularly reinforce the SunSmart Policy in a positive way through newsletters, parent meetings, student and teacher activities. Families and visitors are also encouraged to use sun protection measures when visiting the school.

2.7 Inform parents when children consistently have no hat (through the uniform letter).

3. **Enrolment Advice:**

   3.1 The SunSmart Policy will be outlined in the School Handbook.

   3.2 Parents will be:
      
      - requested to buy a school hat or provide an appropriate hat for their child’s use
      - the wearing of a beanie in winter is accepted.

Note: Policy will be updated every 3 years.
STUDENT WELFARE

SCHOOL UNIFORM POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
Rationale:
A uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the school community and assists in developing pride in representing their school. Issues of equality, health and safety and expense are also factors that contribute to the establishment of our uniform policy.

Guidelines:
- Correct uniform must be worn at all times by students, unless especially advised.
- A note must be brought from home outlining the reason for being out of uniform and given to the class teacher.
- Teachers to follow up with a note to parent/caregiver if students repeatedly out of uniform.

Aims:
- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for the school environment.
- To maintain and enhance the positive image of the school in the community.

Implementation:
- After consultation with the staff, school community (P&C and School Council) the school has developed a uniform policy that we believe provides choice for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.
- The uniform policy applies during school hours, when students are on excursions and/or when representing the school for functions and sport.
- Summer and winter uniforms as well as sports uniforms will be prescribed and are required to be worn.
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery.
- Make up is not part of school uniform.
- The only headwear that is acceptable is sunsafe hats consistent with our ‘No Hat, No Play’ Policy in Terms 1 and 4. They must be worn outside during recess, lunch, sport and any other outside activity. Hats must not be worn inside. In Terms 2 and 3 school beanies may be worn.
- Appropriate footwear is fully enclosed black leather shoes or sports shoes where appropriate.
- P&C Committee will operate a second hand uniform pool for parents.
- The student uniform, including details and times opening of uniform shop will be published in the school newsletter and website.
- The Principal will be responsible for the implementation of the uniform policy.
SCHOOL UNIFORM POLICY REMINDER

Date ................................................

Dear ..................................................

The Bowral Public School community believes in the importance of every student wearing the agreed school uniform to school every day. The policy, developed by the staff, P&C and School Council, is available on the school website for every school family to assist them to understand and comply with the school community’s expectations.

It is the parents’ responsibility to ensure the student wears the correct uniform to school, the details of which are included in the policy.

It has been observed that your child ........................................ (Class ............... ) is not complying fully with the uniform code by not wearing the correct:

- shoes
- socks
- shirt
- pants / dress
- track suit
- hat
- skirt
- Shorts
- jumper / jacket

or by wearing inappropriate:

- jewellery
- hair colouring, makeup, coloured nailpolish
- visible brand naming / inappropriate writing / logo / design on clothing

If you do not have the correct item of uniform this may be obtained from the school uniform shop. Assistance will always be given confidentially should it be required.

Please talk with your child about this and check to ensure he/she wears the correct Bowral Public School uniform (as determined by the school community policy) to school each day. Thank you for your understanding and assistance in this matter.

Wendy Buckley                          Kay Paviour                          Nicole Smith
PRINCIPAL                              PRESIDENT, P&C                      PRESIDENT, SCHOOL COUNCIL
STUDENT WELFARE

USE OF TECHNOLOGY
POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
Policy for the Use of
Mobile Phones, Portable Computer Games, MP3 Players/iPods, Cameras, tablets
and Similar Devices in Schools by Students.

Introduction

There is a range of technology available today including mobile telephones, pagers, digital cameras, portable CD and MP3 players/iPods, tablets, personal digital assistants and other similar devices. All of these have the potential to be incorporated appropriately into lessons, opening exciting new approaches to learning. When these technologies are misused by students they can be very disruptive to teaching and learning and in some cases cause harm.

Bowral Public School acknowledges that students may need to be in possession of a mobile telephone at school for reasons relating to their safety in travelling to and from school. From time to time teachers may also set tasks or request that students use these devices at school as part of their class learning program.

BYOD (Bring Your Own Device) will occur under strict conditions and parents will be fully informed of the process involved.

Use of these devices while at school or engaged in school-related activities by students may only occur under direct teacher supervision. Depending on the particular circumstances and purpose of the use, the permission of staff, parent/carer or student may also be required.

Where students bring a mobile telephone, portable computer game, MP3 player/iPod, camera and similar devices to school:

Student Responsibilities

- The student must take full responsibility for these devices. The school or staff will not be responsible for their loss, theft or damage. Students who bring them to school do so at their own risk.

- Students will use their mobile phone in a way which reflects the core values being taught in schools, including the values of respect, responsibility, care and fairness.

- Students must not use mobile telephones or other devices to disrupt the learning environment or interfere with the operation of the school. Such activities may incur disciplinary action including suspension.

- Students must not use mobile telephones or other devices to threaten, bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system (including social media) available on the device or for any illegal activity. Such activities may incur disciplinary action including suspension.

Under no circumstances will inappropriate use of mobile telephones with cameras be tolerated. Students found to be using any camera contrary to this acceptable use policy will be dealt with under the school discipline policy. Disciplinary action will be taken in all cases.
Improper use of mobile telephones or other electronic devices may result in:

- Time out or other appropriate disciplinary measure as determined by the school’s disciplinary policy.
- The student being required to hand in their mobile telephone or other electronic device at the beginning of the school day for collection when the student goes home.
- Confiscation of the mobile telephone or other electronic device until such time as their parent or caregiver is able to attend school to collect the device.
- Other disciplinary action in cases where students have bullied or threatened or harassed other students or staff via the mobile telephone or other personal communication device or where the device has been used to take photographs or display inappropriate material.

Emergency Contact

If a parent or caregiver needs to contact a student at school as a result of an emergency, they are required to call the school’s main office and a message will be sent immediately to the student.

If a student needs to make emergency contact with anyone they can do so through the school’s main office.
Bowral Public School Procedures for the use of:
Mobile Phones, Portable Computer Games, MP3 Players/iPods, Cameras and Similar Devices in Schools by Students.

Student Responsibilities

- Students have full responsibility for care of these devices and staff will not be responsible for loss, theft or damage.

- Any device brought by students to the school must be left in their bag and switched off during the school day unless being used in teacher supervised learning activities. This includes breaks.

- If parents need to contact children during the school day they must do so via the school office.

- If students need to contact parents during the school day they must do so via the school office.

Improper Use

Improper use includes:

- Any use of devices by students during the school day unless in teacher supervised learning activities. This may incur disciplinary action in line with the school’s student welfare and discipline policy.

Inappropriate Use

Inappropriate use includes:

- any activity that disrupts or is likely to disrupt the learning environment.
- any activity that threatens or is likely to threaten the safety of any person (E.G. taking photos without permission, bullying, intimidation or harassment.)
- any activity that is in breach of any law.

Inappropriate use of these devices may result in both disciplinary action in line with school policy as well as their confiscation during school hours.

Confiscated devices will be handed in to Principal or Deputy Principal to be collected at the end of the day. The devices will be securely stored in school safe.
STUDENT WELFARE

SCHOOL ATTENDANCE POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
Encouraging regular attendance is a core school responsibility. This policy aims to encourage full attendance at school and to ensure that attendance is seen as an important component of student welfare.
To achieve this aim, procedures for the accurate marking of rolls, strategies to ensure the satisfactory monitoring of absences and the use of community links to encourage a positive attitude to attendance are to be implemented.

1. FULL ATTENDANCE REQUIREMENTS & EXPECTATIONS

Legal Requirements:
Parents:
The Education Act 1990 states that it is the duty of the parent of a child of compulsory school-age (For the purposes of this Act, a child is of compulsory school-age if the child is of or above the age of 6 years and below the minimum school leaving age - at present 17 years) in NSW to cause the child to be enrolled at, and to attend, a government school or a registered non-government school.

School:
The school is required to monitor and maintain an accurate record of attendance for each student and to take appropriate action where necessary to ensure acceptable levels of attendance and participation in school activities. Section 24 of the Act requires principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by a Board inspector or by any authorised person.

DEC Policy Expectations: Parents:
All students who are enrolled at Bowral Public School, regardless of their age, are expected to attend school whenever instruction is provided. An explanation for all absences should be provided by the carer within seven days of the occurrence. Carers will take measures to resolve attendance issues involving their children.

School:
Students and parents will be provided with clear information regarding attendance requirements and the consequences of unsatisfactory attendance. Bowral Public School will provide a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the school community. The staff at Bowral Public School will maintain attendance records in an approved format and ensure that they are an accurate record of the attendance of students. Bowral Public School will implement programs and practices to address attendance issues when they arise. The school will undertake all reasonable measures to contact parents promptly and within three school days of an unexplained absence occurring.

2. PROCEDURES

School Attendance Records
- The Register of Admission will be retained permanently.
- Notes and records of verbal explanations for absences from parents will be retained for two years from the date of receipt.
- The Attendance Register (roll) will be retained for three years. In a case where a student has an accident necessitating an accident report, all attendance records should be retained until the year the student reaches the age of 24 years.
**Attendance Registers (rolls)**

- Rolls will be maintained on all days on which the school is open for instruction, including school sports days, swimming carnivals, excursions and similar events.
- Rolls will be marked at the beginning of each school day.
- Late arrival or early departure will be recorded with the precise times of arrival or departure in the roll.
- A hard copy of the electronic record will be generated weekly for the previous two-week period. The principal or delegated school executive will endorse this hard copy, certifying its accuracy. Once signed, this hard copy becomes the record of attendance and will not be amended.
- The only codes used on rolls will be those approved by DEC (see Appendix 1).

**Roll Marking Procedures**

- At Bowral Public School each class teacher will keep their own individual class roll.
- The roll will be marked and signed first thing every morning using the exception method.
- Absence notes received will be checked and an appropriate code (see Appendix 1) marked on the note (dated and signed by the teacher) and entered in the appropriate place on the roll. If there is any doubt as to the acceptability of the explanation the note will be passed to the principal for their determination.
- Rolls will be sent to the office by 10 AM each day to be entered onto OASIS. Absence notes are sent to the office at the end of each term.
- Late arrivals will have the time of their arrival recorded on the class roll and on OASIS. Partial absences will have an appropriate code (see Appendix 1) assigned to them by the class teacher.
- Early leavers will have the time of their departure recorded on the class roll and on OASIS. Partial absences will have an appropriate (see Appendix 1) code assigned to them by the class teacher.

**Attendance Monitoring**

- An explanation of all absences received within seven days of the occurrence will be included in the official roll. Verbal explanations from parents, will be recorded, signed and dated by the member of staff receiving it and the explanation will be stored with the written explanations.
- Class teachers will ensure that all cases of unsatisfactory attendance and part or full day absences are investigated promptly and that appropriate intervention strategies are implemented. (See Appendix 5.)
- Class teachers will report chronic non-attendance, fractional truancy and persistent lateness promptly to the principal or deputy principal when their interventions have not achieved an acceptable outcome.
- Bowral Public school will use the following school based strategies in attempting to resolve attendance difficulties:
  - Communication with parents to inform them of the school's concerns
  - student and parent interviews
  - reviewing the appropriateness of the student's educational program
  - development of a school-based attendance improvement plan
  - referral to the school counsellor or outside agencies
  - support from school based personnel.
  - If all the appropriate school based interventions (see Appendix 2) are unsuccessful, support will be requested by referring individual cases of unsatisfactory attendance to the regional Home School Liaison Program (See Appendix 4).
- All attendance records including details of transfers and exemptions will be accessible to the Regional Director, home school liaison officer and other personnel nominated by the Regional Director, Audit Directorate or nominated by the Director-General.
### APPENDIX 1. - Roll Marking Codes

#### Symbols to be used where students are absent from school

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>The student was absent on that day</td>
</tr>
<tr>
<td>P</td>
<td>The student was late or was absent for part of a day. The time of arrival or departure must be recorded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student’s absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of</td>
</tr>
</tbody>
</table>
| S      | The student’s absence is due to sickness or as the result of a medical or paramedical appointment. In these cases:  
- a medical certificate is provided or  
- the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four days. |
| L      | Principals may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the principal. Additional days for students not of compulsory school age may be recorded at the principal’s discretion. This symbol is recorded where a student’s absence is due to reasons accepted by the principal. This may be due to:  
- misadventure or unforeseen event  
- participation in special events not related to the school  
- domestic necessity such as serious illness of an immediate family member  
- attendance at funerals  
- recognised religious festivals or ceremonial occasions. |
| E      | The student was suspended from school. |
| M      | The student was exempted from attending school. |
| F      | Senior student participating in flexible timetable not present because they are not required to be at school. |
| B      | The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake:  
- work experience  
- school sport (regional and state carnivals)  
- school excursions. |
| H      | The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis in line with the Department’s Enrolment Policy (Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy 1997). The symbol is recorded where a student accesses education settings separate to their mainstream school such as:  
- tutorial centre and programs  
- behaviour schools  
- juvenile justice  
- hospital schools. |
APPENDIX 2

Suggested School Strategies to Address Non-attendance Issues

(Possible outcomes as discussed at school learning support team meeting)

| □ Regular attendance restored. |
| □ Student participates in approved attendance program, increasing to satisfactory attendance within 20 days. |
| □ School based program incorporating use of community resources. |
| □ Apply for special class placement * |
| □ Apply to enrol at another school * |
| □ Plan transition to work / further training * |
| □ Apply for Exemption from school * |
| □ Apply for Distance Education Program * |
| □ Apply for Home Schooling Program * |

PLEASE NOTE: * INDICATES THAT SPECIFIC CRITERIA NEED TO BE MET

Strategies that may be useful

| □ Plan in Learning Support Team meetings |
| □ School sends letters to family |
| □ Discuss at Student Welfare meeting |
| □ Interview parent / care provider |
| □ Student Interview |
| □ Establish positive attendance program |
| □ Develop an individual education program |
| □ Establish an alternative school program |
| □ Place student on attendance monitoring |
| □ Place student on attendance contract |
| □ Address bullying/harassment problems |
| □ Travel training |
| □ Interagency liaison: Police, Health, DADHC, Housing & DoCS |
| □ Address any social issues |
| □ Modify school curricular |
| □ Set up a buddy / teacher mentor program |
| □ Enlist help of peer / siblings |
| □ Gain permission to contact medical practitioner to discuss any current medical condition(s) |
| □ Student shadows teacher for a period of time |
| □ Give responsibility and/or leadership opportunity to student |
| □ Focus on student needs e.g. breakfast, clothing, hygiene, medical care, emotional support (Grief & Loss, resilience building) |
| □ Class writes to student inviting him/her back |
| □ Alternative program to avoid off task behaviours, teach alternate behaviours |
| □ Investigate work experience opportunities |
| □ Community Service Support (Smith Family, Horizons, CentreCare, Barnados) |
| □ Daily wake up / check up calls for 5 days |
| □ Referral to school counsellor |
| □ Community Justice Mediator |
Dear ____________________

Regular attendance at school is important for students to reach their potential. The school is required to record the reason for any absences as a way of ensuring that students are absent from school only when they are sick or have another good reason for missing school.

Your child, __________________________, was absent from school on __________________________________________ and no explanation has been received.

Please assist us by completing the attached form and return it to school with your child as soon as possible.

Alternatively, you may wish to contact the school on telephone ____________________ to discuss your child’s attendance.

Yours sincerely

…………………………...………
PRINCIPAL

__________________________________________________________

REASON FOR ABSENCE: ...........................................................................

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

Signed ........................................

Date ........................................
ABSENTEE NOTICE (2)
COMPULSORY SCHOOL ATTENDANCE

Dear _______________________

Your child, __________________________, was absent from school on
_________________________________________________ and no satisfactory explanation has
been received. The Education Act 1990 requires your child to attend school each day that instruction is
provided unless prevented from doing so by sickness or other good reason. The Act requires you to
explain your child’s absences within seven days of their occurrence. Failure to do so will result in an
unjustified absence being recorded.

Please provide an explanation in the space below and return this form to the school as soon as
possible. Alternatively, you may wish to contact the school to discuss your child’s attendance.
Yours sincerely

…………………………...………
PRINCIPAL

_________________________________________________________

REASON FOR ABSENCE: …………………………………………………………………………………
………………………………………………………………………………………………………………
Signed ……………………………………….
Date ……………………………………….
Dear [Student's Name],

I refer to the attendance of your child, [Student's Name] at school. Regular attendance is necessary for [Student's Name]'s educational development and progress. There is also a legal requirement under the Education Act 1990 for parents/carers to ensure that their children of compulsory school age regularly attend school each day that it is open.

[Student's Name]'s class teacher has informed me that they are concerned about his/her attendance. He/She has had [Number of Full Days Absence] whole days absence so far this year and [Number of Partial Absences] partial absences.

Would you please contact the school on telephone number [School Tel No.] to make an appointment so we can discuss ways of improving [Student's Name]'s attendance?

Yours sincerely

[Principal Name]
Principal
[Bowral Public School]

[Date]
Application for Home School Liaison Program Support

- Please forward completed applications to regional attendance personnel
- Incomplete applications cannot be accepted
- Home School Liaison Officer intervention can only proceed when a range of school based interventions have been implemented and this application has been signed by the student welfare consultant
- Please attach the copy of Example Letter 1 sent to the parents / carers
- The form must be signed by the principal or relieving principal.

SCHOOL: ______________________ (Insert school name)

### Section A: Student Details

<table>
<thead>
<tr>
<th>Surname:</th>
<th>Given names:</th>
</tr>
</thead>
</table>

Date of Birth: ___/___/____

Sex:  □ Male  □ Female

Year / Class: ________

ERN: __________________

Background:  □ Aboriginal / TSI  □ Language Background Other Than English  □ Other

Language spoken at Home: __________________________________________

Address: _______________________________________________________

_____________________________________________________________ Postcode: __________

Name of parent / carer: _________________________________________

Phone: (H): __________________  (W): __________________  (M): ____________

### Section B: Record of Student's Absences for Previous 20 School Weeks

<table>
<thead>
<tr>
<th>Type of absence</th>
<th>Sick</th>
<th>Leave</th>
<th>Unexplained</th>
<th>Exemption</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please attach a photocopy of the roll indicating the student's attendance for the previous twenty school weeks.
Section C: School Intervention
Please outline interventions that have occurred at a school level (attach additional sheets if required). This should include a description of the actions undertaken and the outcomes of those actions such as the following.
• Investigations and actions conducted by the school’s learning support team/student welfare team into why the student is not attending school. A copy of the learning support team plan and the outcomes of interventions should be included with this application.
• School support personnel and other agencies (such as Health; Community Services; Housing; Juvenile Justice) who have/are providing support to the student and family.
• Any contact with the Child Wellbeing unit.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Section D: Known Risk Factors
• Has the student a history of violence? Yes / No
• Has the student been long suspended for violence? Yes / No
• Have the student’s parents or other people living with the student Yes / No
• Behaved aggressively towards the school? Yes / No
• Has an Inclosed Lands Act ban been issued to prevent the student’s parents or other people living with the student from entering the school? Yes / No
• Other

_________________________________________________________________________

Principal’s signature: ____________________________ Date: ____/____/____
APPENDIX 5.

LATENESS & ATTENDANCE MONITORING PROGRAM 2010

<table>
<thead>
<tr>
<th></th>
<th>TERM 1</th>
<th></th>
<th>TERM 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>M</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td></td>
<td>25/1</td>
<td>30/1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2/2</td>
<td></td>
<td>26/4</td>
</tr>
<tr>
<td>3</td>
<td>8/2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>15/2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>22/2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>1/3</td>
<td></td>
<td>6</td>
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<tr>
<td>7</td>
<td>8/3</td>
<td></td>
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<td>8</td>
<td>1/3</td>
<td></td>
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<td>9</td>
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</tr>
<tr>
<td>10</td>
<td>29/3</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>5/4</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

T 1 a Pa
T 2 a pa

INTERVENTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>By CT</td>
<td>Max. 3-4 interventions, 3-4 weeks max. (e.g. spoken to student, spoken to parent, requested notes, discussed with referred to LST/counselor/supervisor/sex, etc.)</td>
</tr>
<tr>
<td>Step 2</td>
<td>Executive</td>
<td>Parent meeting. Within 1 – 2 weeks max.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Principal</td>
<td>Letter 5 to parent. 1 – 2 weeks max.</td>
</tr>
<tr>
<td>Step 4</td>
<td>LST Co-ord</td>
<td>Refer to HSLO Program</td>
</tr>
</tbody>
</table>

PC = Phone Call  N = Note sent home  PM = Parent meeting (Official)
SI = Student Interview  NR = Note received  R = Referred to...
Pi = Parent interview  MC = Monitoring card  EA = Encouragement reward

Designed by George Hasham, HSLO, Strathfield Office – South West Sydney Region
Bowral Public School

ENROLMENT POLICY

1: Purpose
For Bowral Public School staff to follow procedures documented in the DEC attendance policy and procedures (2013).

2: Aim
The relevant staff at Bowral Public School will:
• Be familiar with the correct procedures to follow in the enrolling of students;
• Comply with Departmental policies, procedures and legal requirements relating to student enrolment;
• Maintain all documentation as required
• Maintain an appropriate number of students in the school relative to the available classroom accommodation and playground size.

3: Rationale
The Education Reform Act 1990 (amended in 2009) requires students between the ages of six and seventeen to be enrolled at a government school and to attend school on each day that instruction is provided, or to be registered for home schooling. It is the duty of the parent or carer of the student to ensure these obligations are fulfilled.

The drawing area for Bowral Public School has been determined following consultation between the School Education Director and the principals of other highlands schools. In general only students living in the 2576 postcode area should be guaranteed a place in the school.

4: Implementation
Local Enrolments
• Our designated local area is defined by the map included in this policy. All children whose home is situated within the defined area and who are eligible to attend are guaranteed a place at their local school.
• In the event of any dispute over a child's eligibility to attend Bowral Public School, the school is guided by the enrolment policies of the Department and the decision of the minister and/or the School Education Director.
• Children may enroll in kindergarten at the beginning of the school year if they turn five years of age on or before July 31 in that year.
• Documentation providing proof of age, such as a birth certificate or passport is required on enrolment.
• Parents enrolling students from overseas may be subject to special conditions depending on their entry visa.
• Parents are required to provide documented evidence of a child's immunisation status.
• Parents are required to provide proof of address.

Non-Local Enrolments
To provide a process and guidelines for considering non-local applications for enrolment at this school.
• A placement panel is established to consider applications for non-local enrolment. Membership of this panel is the principal, a staff member and a parent nominated by the P&C.
• The panel is to be chaired by the principal.
• The placement panel must limit recommendations to the terms of this policy.
Criteria for selection:
1. Acceptance of the enrolment will not create the need for additional staff and accommodation under any circumstances.
2. If criterion (1) is met, the following could permit acceptance of an application:
   i. Older siblings still enrolled in the school but family has moved out of the enrolment area.
   ii. Previously accepted non-local siblings of students are already enrolled in the school
   iii. Siblings have attended this school in the past.
   iv. Substantial student welfare reasons including the care and supervision of students after and before school. Such reasons might be extreme compassionate circumstances or medical reasons.
ENROLMENT POLICY

3. Waiting lists will be established for non-local applicants and will remain current for that school year. Parents will be advised if their child is placed on a waiting list.
4. Parents are informed of the panel's decision.
5. Appeals are to be dealt with in the first place by the school. The appeal should be made in writing to the principal. Where the appeal is not resolved at the local level, the principal will request the School Education Director to consider the matter. All documentation relating to the school's decision must be forwarded to the School Education Director. The School Education Director's determination will be based on whether the stated criteria in the school's policy have been fairly applied.
6. School administrative and support staff must be fully informed of this policy.
7. Parents have the right to make a non-local enrolment application even though they may have been advised that the school is unable to accommodate non-local enrolments.

Enrolment of Students who are not Australian Citizens
Applications for enrolment for students other than Australian citizens are dealt with under Guidelines for schools — Enrolment of Permanent Residents and Temporary Visa Holders policy issued by the DEC. Permanent residents enrolled in government schools have access to the same educational provisions as Australian citizens.
Temporary residents and temporary visa holders are subject to the conditions outlined in the above set of guidelines.

General Principles Governing Enrolment
- A student is considered to be enrolled when an enrolment form has been completed by one or both parents or caregivers, the name is placed on the ERN system and the student presents for enrolment.
- A student can only be enrolled in one school at any given time.
- Requests for early enrolment require assessment by the school counselor under DEC guidelines.
- Children are entitled to be enrolled at the public school that is the zoned designated area for their residence.
- Parents may seek enrolment at the school of their choice.
- Where a change of name is requested, the principal must sight a copy of the legal documents for verification (Legal issues bulletin no. 20)
- The policy and criteria should be expressed in plain English and community languages, where necessary. It should be made clear what consideration will be given to each criterion.
- Students must be enrolled and attend school on each day that instruction is provided.

School Procedures
- While application to enrol is being processed, a note is sent to stage leader (AP) flagging new enrolment
- AP discusses placement with principal
- Principal or Deputy Principal notifies administration staff and class teacher of class placement
- On day of enrolment, teacher will meet the family at the office and take the family to the classroom
- Prior to enrolment day administration staff give details of the student(s) to the teacher.
STUDENT WELFARE

EXCURSION POLICY

BOWRAL PUBLIC SCHOOL

Revised 2014
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Excursion Policy

This policy sets out clearly the organisation of excursions, performances and school-based activities outside normal routine; safety considerations, system and legal requirements, expectations of behaviour and the use of excursion experiences back in the classroom. This policy is based on the DEC Excursions Policy (PD/2004/0010/V001).

RATIONALE
Enhancement to in-school, classroom based programs, in the form of excursions and changes to routine such as video conferences, are an integral part of a child’s education. These organised experiences, when fully integrated with classroom work, contribute to children’s growth and development through:

- Enriching student’s experiences.
- Broadening student’s concepts in extended learning opportunities not readily available in a school setting
- Reinforcing the achievement of outcomes with the enhancement of syllabus implementation across all Key Learning Areas;
- Providing opportunities for the development of appropriate social skills. Promoting the development of self esteem.

There are legal and system requirements that must be met before students can attend an excursion.

DEFINITIONS
Excursion- An educational visit initiated, organised and supervised by the school for a specific educational purpose. The venue is outside the school grounds. Sports carnivals and inter-school sport, conducted outside the school grounds are classed as excursions.

Change of Routine- A change of routine refers to any alteration to the normal classroom program for which planning on a stage, joint stage or whole school basis is required. For example visiting performance, integrated unit culmination activities, mini sports carnivals, stage video afternoons etc

Duty of Care- The DEC and its staff owe a duty of care to students to take reasonable care to protect students against risks of injury which are reasonably foreseeable. This duty extends to taking reasonable care to prevent a student from injuring him or herself, injuring others or damaging property. Duty of care is owed to students in the school environment and while on excursions.

Foreseeable Risk- A foreseeable risk is a risk which a reasonable person could be expected to identify as a risk. In identifying a foreseeable risk it is expected that procedures would be put in place, or measures taken to reduce the likelihood of the risk occurring or, if possible, eliminating the risk completely.

PRINCIPAL RESPONSIBILITY
The principal or principal’s delegate approves all excursions and students leaving school premises. The principal also supports the right of the teacher in charge of an excursion to exclude any student whom that teacher has reason to believe might jeopardise the safety of students or the good order of the excursion.
FUNDAMENTAL POLICY REQUIREMENTS

- Determining the educational value of an excursion must take account of the needs and resources of the school, the needs of the students and the total learning program.

- **Excursions are inclusive**, and all students within the specific learning group are to be given the opportunity to participate.

- A duty of care is owed to students in the school environment and while on excursions.

- The DEC’s duty of care owed to students for the duration of an excursion cannot be delegated from the school to parents, caregivers, volunteers or employees of external organisations.

- The obligation to report suspected risk of harm to children and young people applies throughout all stages of an excursion, as it does in schools.

- A risk assessment is to be conducted and a risk management plan developed **before** seeking approval for any excursion. *(See Appendix 1 – checklist & risk assessment)*

- Signed consent forms granting permission for students to participate in excursions and a medical information form are to be obtained from parents or caregivers.

- Safe transport or a safe walking route is to be organised for excursions.

- Students must behave appropriately at all times while on excursions, including when animals are encountered.

**A mobile phone and a first-aid kit will be taken on all excursions.**

STUDENT BEHAVIOUR

Students on excursions interact with the public and are representatives of their school and community. Prior to excursions, they should be reminded of expected standards of behaviour and the application of the school’s discipline code.

Policies and procedures relating to **student discipline in government schools** also apply while students are on excursions. The **school discipline policy** applies outside of school hours and off school premises because there is a “clear and close connection” between the school, the students and the activity in which they are engaged.

Normal school rules as to behaviour and social issues, e.g. tidiness etc., apply and will be enforced. Before the trip students and parents will be made aware of disciplinary rules and actions in case of non-compliance. Students who have a background of uncooperative behaviour or who act in a way which may place themselves or others at risk while out of the normal school environment may be excluded from participating in camps and excursions. The students’ ability to attend future excursions will be reviewed when an improvement in behaviour is noted. If during an excursion or camp a student repeatedly refuses to comply with reasonable requests from teachers, his/her parent will be contacted to take him/her home/back to school.
SCHOOL PLANNING PROCEDURES

In order for the learning opportunities of an excursion to be optimised, the planning process must be thorough and comprehensive. The following steps are a recommended sequence.

1. Determine the educational value of an excursion, taking into account the needs and resources of the school, the needs of the students and the value/impact of the excursion on the total learning program.
   - Determine whether the excursion can be inclusive of all students. "Excursions are inclusive, and all students within the specific learning group are to be given the opportunity to participate, including students with disabilities." (DEC Policy)
   - Organising teachers should ensure that individual health care plans for students with health care needs or disabilities include provision for the management of such conditions on excursions. A copy of this plan should be given to the teacher in charge of the excursion and its implications discussed before departure.
   - Pre-exursion planning may include a visit to the proposed excursion site by teachers so that decisions on supervision and injury prevention are well informed and so that access for disabled students is investigated.
   - The extent of pre-exursion planning will depend on the nature of the excursion and its location.
     ◊ In many situations prior experience of the site or a briefing from a reasonable person with a sound knowledge of the site will suffice.
     ◊ However, a visit to the proposed excursion site is recommended when unfamiliar or potentially high risk activities are contemplated e.g. camping. In such circumstances the pre-exursion visit should address issues such as access, injury prevention and emergency evacuation.

2. Consult with the venue, service provider, school calendar and principal’s diary regarding suitable dates.

3. Consult with and identify the number of staff required to ensure the excursion can be conducted safely.

4. Complete the Excursion/Change of Routine Checklist. This will involve analysing impact on school programs and procedures, planning the itinerary or program and completing a risk assessment.

5. Identify all the costs involved in conducting the excursion, including ‘incidental’ such as photography, printing digital photographs on the colour laser printer, casual relief, special equipment etc.

6. If the total cost of the excursion is over $1,000, three (3) quotes must be obtained. The three quotes need to be filed with the excursion organization documentation in the school office.

7. Draft the information and permission note for parents.

8. Present the Excursion/Camp/Performance/School-Based Activity application and all the associated notes to the principal for approval. At this point all details must be complete.

9. Ensure that all the documents relating to the excursion are placed in the Excursion Folder kept in the Printroom.
ORGANISING TEACHERS MUST:

- Include support teacher(s) on excursions, where desirable and possible.
- Inform office staff of impending collection of monies.
- Arrange alternatives “work day sheets” for students in their class not participating on the excursion.
- Organise alternate supervision (see duty coordinator) for any playground duty which falls on the day of the excursion.
- Ensure all students can attend (student assistance funding is available). For all excursions, a class list of who is and who is not attending the excursion is necessary and a copy must be left at the office (with supervision arrangement for non-attenders noted so they can be easily located in the school).
- Accept responsibility for students in their care for the duration of the excursion and must report any critical incidents that may include serious injury to a student or teacher, to the principal.

PLANNING DOCUMENTS

The following documents are to be considered:

- BPS Excursion /Camp/Performance/ School-Based Activity Policy
- BPS Excursion/Sport/Change of Routine Checklist
- Prohibited Employment Declaration Summary Form Blank risk assessment form (for parents and volunteers)
- Completed risk assessment forms for all sports and transport by walking, train or bus

All excursion, sport and change of routine organising teachers are required to save all the documents relevant to their excursion in a folder, labelled with the excursion name, in the Excursion folder held in the print room. Keeping an electronic version is also advised. This will facilitate planning in following years.

PARENT INFORMATION NOTES - Excursion/Camp/Performance/ School-Based Activity incl Video Conferencing

Parents will be sent a comprehensive information note regarding the planned excursion/change of routine at least two (2) weeks prior to the date of the activity.

The note will include the following details:

- Curriculum link and follow up to the excursion at school;
- Description of all the planned activities the students will experience;
- Date of the excursion/change of routine;
- Deadline date for the return of permission notes and payment;
- Time of departure and return to school;
- Details regarding travel arrangements;
- Clothing requirements e.g. school uniform, walking shoes etc. Parents should be informed in the note that students who are not in full school uniform will not be allowed to attend the excursion;
- Details of safety equipment – mouth guards, sun screen, hats, hard hats, safety vests etc;
- Permission sign off;
- Medical information statement and parent response option;

Where an excursion involved water sport or swimming the note must include a section where the parent indicates the child’s swimming ability.

In the case of a video/DVD screening at school, the note should advise parents of the classification of the film/DVD by the Office of Film and Literature Classification.
Students participating in an excursion must not be permitted to engage in additional or alternative activities, which were not originally scheduled in the program, and for which parental or caregiver approval would normally have been necessary (e.g. horse riding or water activities).

Notes must include:

- Request for parent and emergency contact information
- Request for existing medical conditions or illnesses (include asthma, diabetes, epilepsy, allergies etc.). Outline the treatment for each.
- Special dietary needs including possible reaction to inappropriate diet.
- Medication(s) to be administered during the excursion. Include name of medication, instructions for administration, time of administration, and any possible reactions.

Where the excursion will involve students in water sports and/or swimming, parents / caregivers are to circle one of the following options to describe their child’s swimming ability:

My child is a: NON-SWIMMER   WEAK SWIMMER   AVERAGE SWIMMER   STRONG SWIMMER

The school will confirm the level of each child’s swimming ability by undertaking a swimming assessment prior to the excursion involving water sports or swimming.

REMINDER NOTES AND PHONE CALLS

Reminder phone calls should not be made except in the case of:
- ESL students, where lack of response is possibly an English language communication or cultural issue; and
- cases where parents and /or caregivers may have difficulty in reading and understanding the note.

OBTAINING ORAL PERMISSION

In exceptional circumstances, it may be necessary for teachers to phone parents to obtain verbal permission for a child to attend an activity.
- In such circumstances the phone call must be made from the school office, with a second member of staff present.
- Details of the call – date, time, person contacted must be recorded on a permission note.
- During the call, the caller must ask parents if there are any medical issues of which the school may be currently unaware. These should be noted.

DEADLINE FOR THE RETURN OF PERMISSION NOTES AND PAYMENT

To enable smooth planning of excursions and changes to routine, the deadline for the return of permission notes and payment will be five (5) school days before the planned date of the activity. Students who have not returned permission notes and payment by this deadline will be provided with an alternative program at school. Parent information notes should clearly identify the deadline for notes and payment.

All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an excursion, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis. All families will be given sufficient time to make payments for excursions. Parents will be sent notices before the excursion date reminding them of the need to finalise payment. Children whose payments have not been finalised before the departure date will not be allowed to attend unless alternative payment arrangements had been previously organised with the Principal. Arrangements for students not attending excursions will be made with other classes.
GENERAL POLICY & PROCEDURAL INFORMATION
The following information is provided to ensure that all aspects of the DEC Excursions Policy are considered in the planning process. This will ensure that excursion/change of routine activities are fully planned, support the curriculum and are conducted in as safe a manner as possible.

SCHOOL UNIFORM
Full school uniform must be worn to all excursions except when the nature of the activity requires alternative clothing.

The clothing requirements should be communicated to parents in the information note.

The wearing of school uniforms on an excursion greatly assists with:
- the easy identification of students;
- the effective supervision of students;
- the safe conduct of the excursion through the maintenance of an acceptable standard of discipline;
- and
- projecting a positive image of BPS and public education, to the wider community.

SPECIAL REQUIREMENTS
Where a particular excursion activity requires special protective equipment or apparel (e.g. mouth guards, protective apparel) these must be used. Staff and student safety must not be compromised. Students and staff should be encouraged to use sunscreen and wear a peaked or broad brimmed hat on outdoor excursions.

MOUTH GUARDS – When relevant, sport notes should recommend to parents that students wear a mouth guard. The mouth guard information sheet from the Guidelines for the Safe Conduct of Sport and Physical Activity in Schools 1999 (99/490), should be included in all sport notes.

A school learning support officer or nominated teacher will be responsible for any special considerations for students with disabilities or specific needs.

VOLUNTEERS
The Department's duty of care owed to students for the duration of an excursion cannot be delegated from the school to parents, caregivers, volunteers or employees of external organisations.

Parents or caregivers will frequently volunteer to assist in excursions. The number of parents or caregivers who might be of assistance will vary according to circumstances.

Teachers retain the ultimate responsibility for supervision.

In most circumstances parents, caregivers and volunteers who assist on excursions should not have to pay to attend.

Parents, caregivers and volunteers must be briefed on safety and behaviour measures prior to the excursion to ensure competency.

The Principal, through the organising teacher, must ensure that all volunteers accompanying school excursions complete a Prohibited Employment Declaration prior to the excursion. These signed declarations are to be filed in the Office area (refer School Administration Officer).
SUPERVISION OF EXCURSIONS

Teacher to student ratio
The number of teachers to accompany the students for each excursion is to be determined by the principal in consultation with the organising teacher. Decisions about the number of students and teachers should take into account factors such as the age of the students, their maturity, the location of the excursion, specific needs of students, anticipated behaviour and the nature of the activities to be undertaken.

The Principal and organising teacher, in determining the number of teachers required for an excursion should be guided by Departmental statements on class sizes.

Fewer students per teacher will be necessary for some excursions such as bushwalking. Particular aquatic and outdoor recreation activities have specific teacher/instructor to student ratios. These are identified in the Guidelines for Specific Activities section of Guidelines for the Safe Conduct of Sport and Physical Activity in Schools policy.

There must be sufficient numbers of appropriate, responsible adults, including support teachers and teachers’ aides, to ensure and assist with adequate supervision.

Overnight excursions
On overnight and extended excursions, supervisory and accommodation arrangements are to be such that no staff member or accompanying adult is placed in a position where there is potential for allegations of improper conduct to be made. In particular, sleeping and washing arrangements should not place any adults in a situation where the propriety of their behaviour could be questioned. Likewise, for sleeping and supervisory arrangements every attempt must be made to ensure that there is no sexual contact between students.

BRIEFING OF STUDENTS AND VOLUNTEER PARENTS
Prior to any excursion, students should be briefed on the school’s expectations of their behaviour.

Students should also be briefed about their right to be safe and protected, about protective strategies and of avenues for support should concerns arise.

Organising teachers should take time to work with groups of students to consider unexpected situations and risks that might occur during the excursion and to discuss strategies, consistent with the risk management plan, for eliminating or controlling risks.

Students participating in excursions to communities which are culturally different to their own should be briefed on cultural sensitivities and appropriate communication in cross-cultural contexts.

Students should also be briefed on appropriate behaviour around animals. Reference should be made to the memorandum, Cruelty to animals (96/169) when considering the content of such briefings.

Prior to any excursion, parent volunteers should be briefed regarding:
- The school’s expectations regarding student behaviour and their role to refer misbehaviour or other issues to the class teacher or executive in charge of the excursion;
- The venue for the excursion and identified risks and how the risks will be managed;
TRANSPORT

Bus and train travel

- When hiring buses for excursions, principals should refer to the policy on the use of seatbelts on buses (99/293). Seatbelts must be worn on buses and coaches when they are available.
- Organising teachers, are to hire buses with seatbelts wherever practicable and particularly for long distance travel. In the case of large vehicles, the number of passengers must not exceed the number that the vehicle is licensed to carry.
- When organising an excursion by rail, principals should contact their local railway station concerning excursion concessions and other arrangements.
- If students with disabilities are participating in an excursion, accessible transport will be required.

Car travel

The transporting of students in the cars of staff members, parents, caregivers or volunteers should only occur in those circumstances where there is no feasible option available to provide alternative transportation. This may only occur under the following conditions:

- written permission from the parent(s) or caregiver(s) of the student(s) being transported is obtained;
- the driver is licensed;
- the vehicle is registered;
- the number of passengers in the vehicle does not exceed the number of seatbelts;
- current driver’s licence and car registration details are sighted by the school prior to giving permission for students to be transported in the vehicle.

Comprehensive insurance is not generally required. Nevertheless, comprehensive insurance is required if a member of staff is authorised to use his or her vehicle for official business and wishes to make a claim for the payment of mileage.

Principals must ensure that all parents, caregivers or volunteers who transport students in cars complete a Prohibited Employment Declaration prior to the excursion.

Use of private motor vehicles by staff to transport students or undertake other official duties.

In exceptional circumstances, staff may transport students in a private motor vehicle. This might arise, either in the event of an emergency or because no other viable options are available to transport the student(s). In non-emergency situations, the same requirements as outlined in respect of parents must be complied with.

Staff transporting students by private motor vehicle should always adopt relevant common sense strategies to minimize the risk of child protection issues being raised. Examples of these strategies include another adult being present, other students being present, having students sit in the rear of the vehicle and advising senior officers of the travel arrangements.

(Refer Legal Issues Bulletin No. 8, 25 February 2000)

Walking

- Principal permission is required to walk to a venue close in proximity to the school.
- Risk analysis and management processes to be implemented.

(Note: in most instances a general permission note will have been completed at the beginning of each school year for walks to local venues such as Corbett Gardens; Bowral High).
SWIMMING AND WATER ACTIVITIES
Where any excursion involves swimming or water activities, principals may encourage but not insist that parents provide any flotation devices considered necessary for students.

*Parents must be asked to indicate the swimming ability of their children when giving consent for students to participate in excursions involving water activities.*

If parents indicate students are poor or non-swimmers and no flotation devices are available for use by the students, principals will need to assess whether such students should participate in the swimming or water activities of the excursion. This assessment must take place irrespective of parental or caregiver permission for the students to participate in the swimming or water activities.

Principals and teachers organising excursions involving swimming and water activities should particularly consult the *Swimming and Water Safety* section of *Guidelines for the Safe Conduct of Sport and Physical Activity in Schools (99/490).*

IMPACT ON TEACHER RELIEF FROM FACE TO FACE (RFF)
Where an excursion results in a teacher missing their scheduled RFF the teacher may, as part of the planning process, negotiate a ‘swap’.

This swap is to be:
- mutually agreeable with both teachers;
- of equivalent duration;
- organised by the classroom teacher not the teacher who provides the RFF;
- organised during the planning stage of the excursion and included in the excursion submission form.

EXCURSION/CHANGE OF ROUTINE REFUNDS
Teachers plan a number of excursions, guest speakers and various activities which enhance the educational programs being offered in classrooms. These activities usually have a cost associated with them. Occasionally children are disappointed when they are unable to participate in the activity because they are sick on the day, or late to catch the bus etc. In such cases parents often request a refund of the fees that have been paid.

In making a decision regarding a refund one issue has to be considered: *Has the school outlaid money for the student to participate in the activity?*

If the school has already had to pay for the activity then a refund cannot be given. For example in the case of a live show, the seats had to be booked and pre-paid. In this case this money could not be refunded.

When buses are used to transport children the total cost of the bus is divided by the total number of children expected to attend. It is therefore not possible to give refunds on bus travel.

However, some guest speakers charge on the basis of the children present on the day. Therefore, the school did not have to outlay any money and a refund may be possible.

Each request for a refund will be considered based on the circumstances of the activity with the principal making the final decision.
# Excursion Checklist

**Details**

<table>
<thead>
<tr>
<th>What is the educational value of proposed excursion?</th>
<th>$</th>
<th>amount</th>
</tr>
</thead>
</table>

**Consent forms**

<table>
<thead>
<tr>
<th>Is there a signed Excursion consent form for each student?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If incomplete, why?

<table>
<thead>
<tr>
<th>Is there a signed Medical Information form for each student?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Evidence that parents have been informed in writing of all details is attached**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Supervision**

<table>
<thead>
<tr>
<th>Has a risk assessment been conducted?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is a risk management plan attached?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are there any unsupervised activities?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If yes, what are they?

<table>
<thead>
<tr>
<th>Is a list of teachers accompanying students on the excursion attached?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Have parents or caregivers been provided with details of supervision and risk reduction strategies?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Will a teacher with CPR and emergency care be present?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Are parents, caregivers or volunteers going?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If yes, has the principal:

- Received a signed 'Prohibited Employment Declaration'
- Checked the Department's not to be employed list
- Consulted referees

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Have child protection issues been addressed?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

---

**Excursion coordinator**

**Principal**

**Date**
<table>
<thead>
<tr>
<th><strong>Cost of excursion</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the cost per student of the excursion?</td>
<td>$ amount</td>
</tr>
<tr>
<td>Is the exact breakdown of costs attached?</td>
<td>YES</td>
</tr>
<tr>
<td>If NO, explain why not</td>
<td></td>
</tr>
<tr>
<td>Have any gratuities, donations or subsidies, including free airline tickets, been received?</td>
<td>YES</td>
</tr>
<tr>
<td>If YES, how have these been applied</td>
<td></td>
</tr>
<tr>
<td>Is the school fundraising to support the students?</td>
<td>YES</td>
</tr>
<tr>
<td>If YES, how</td>
<td></td>
</tr>
<tr>
<td>Are there strategies in place to support students who cannot afford the excursion?</td>
<td>YES</td>
</tr>
<tr>
<td>Provide details of those strategies</td>
<td></td>
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<tr>
<td>Are there alternate activities for non-attendees?</td>
<td>YES</td>
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</tbody>
</table>

**Other**

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>Have the staff and the principal checked against the current Excursions policy?</td>
<td>YES</td>
</tr>
<tr>
<td>Is a list of students including gender and school year attached?</td>
<td>YES</td>
</tr>
<tr>
<td>Is a detailed itinerary attached?</td>
<td>YES</td>
</tr>
<tr>
<td>Are details of accommodation, including names, addresses and phone numbers attached?</td>
<td>N/A</td>
</tr>
<tr>
<td>Is the travel company an Australian registered one?</td>
<td>N/A</td>
</tr>
<tr>
<td>If YES, note registration number</td>
<td></td>
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<tr>
<td>Has all travel insurance been arranged by participants?</td>
<td>N/A</td>
</tr>
<tr>
<td>Will excursion documents be maintained at the school?</td>
<td>YES</td>
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**Note:** If the excursion involves students from other schools, each principal should include a letter of support/approval.

| Excursion coordinator | Principal | Date |
# EXCURSION CHECKLIST

## APPLICATION FOR APPROVAL OF EXCURSION

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<tbody>
<tr>
<td><strong>School:</strong></td>
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<tr>
<td><strong>Excursion to:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>From</td>
</tr>
<tr>
<td><strong>Number of school days:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of non-school days:</strong></td>
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<tr>
<td><strong>Excursion organiser:</strong></td>
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**Pages attached:**

1. Excursion checklist
2. Risk management plan
3. Other.
Date ...........................................

Dear Parent / Caregiver,

........................................... will be going on an excursion to ........................................... on .............................................

This excursion has been planned to supplement the following work being done in the classroom: ...........................................

The cost of the excursion is $................... Travel will be by seat-belted coach/bus/car/train etc. The ........................................... will depart from Bowral Public School at ........................................... am/pm and return to Bowral Public School at ........................................... am/pm.

The staff member with first aid training is ...........................................

Accompanying staff are ...........................................

Insert if appropriate: or delete fields
Overnight excursion advice * Water activities advice * Travel insurance advice * Privacy advice – whenever personal information is sought the privacy advice must be included. * Overseas excursion advice, including travel, itinerary, accommodation etc.

Additional information: ..........................................................

All forms and money (if applicable) must be returned by .............................................

Principal ............................................. Excursion coordinator .............................................

NOTE: Whilst excursions are planned as an integral component of class curriculum, attendance is a privilege not a right for all students. Students who have demonstrated unsatisfactory behaviour may be prevented from attending an excursion as a consequence of the Bowral Public School Excursion Policy. They may be permitted to attend an excursion after negotiation between the class teacher, stage supervisor and the principal. Refunds for non-attendance after finalisation of numbers attending will not be available.

Bowral Public School ...........................................

I do / do not consent for ............................................. of ............................................. to participate in an excursion to ............................................. on (date) .............................................

* I am aware that participation in this activity is subject to satisfactory behaviour, sportsmanship, co-operation, uniform compliance and completion of work. Refunds for this excursion will not be available.

My son / daughter has the following special needs,

Medication needed

I give / do not give permission for my child to receive medical treatment in case of emergency.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Print name:</th>
<th>Amount enclosed$:</th>
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</table>

<table>
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<tr>
<th>Daytime contact phone number:</th>
<th>Date:</th>
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</table>
# Excursion Risk Management Plan Proforma

**Name of school:** BOWRAL PUBLIC SCHOOL  
**Name of principal:** Wendy Buckley  
**Description and location of excursion:**  
**Date(s) of excursion:**  
**Group/Class:**

<table>
<thead>
<tr>
<th>Task/Activity</th>
<th>Hazard Identification</th>
<th>Risk Assessment Use matrix</th>
<th>Elimination or Control Measures</th>
<th>Who</th>
<th>When</th>
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Venue and safety information reviewed and attached: Yes / No

Plan prepared by: ...................................................  
**Position:** ...................................................  
Date: ...................................................

Prepared in consultation with:  
Communícated to:  

Monitor and Review - Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.