

MAIN ARM PUBLIC SCHOOL



STUDENT WELFARE

Quality Learning – Quality Relationships

We support all students, Parents and staff by providing an engaging curriculum in a nurturing environment based upon our core values.

This will be achieved by continuous learning through the development of positive learning habits enabling individual potential to be reached. By doing this we help our school achieve success and happiness.



Organisation - Getting Along – Confidence – Persistence – Resilience.

MAIN ARM UPPER PUBLIC SCHOOL CORE VALUES

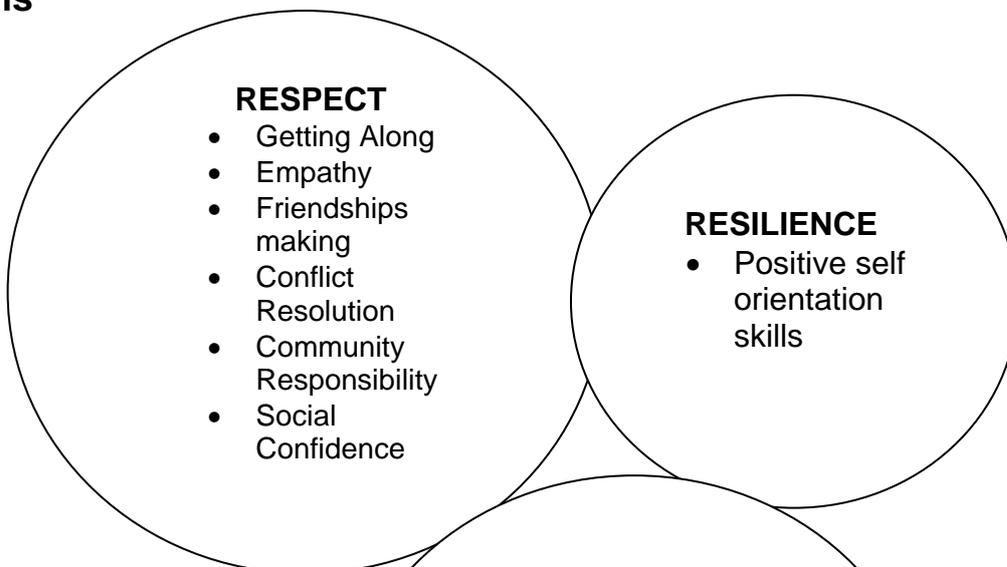
SOCIAL EMOTIONAL LEARNING SKILLS (SEL)

SEL is a process for helping students develop the fundamental skills for life effectiveness.

In addition, to focusing on instruction in SEL skills, SEL is a process of creating a school community that is caring, supportive and responsive to student needs.

Tools for Positive Social Skills & Behaviours

Tools for Social Skills



RESPECT

- Getting Along
- Empathy
- Friendships making
- Conflict Resolution
- Community Responsibility
- Social Confidence

RESILIENCE

- Positive self orientation skills

RESPONSIBILITY for Positive Work Orientation

- Work Confidence
- Persistence
- Organisation
- Work co-op (teamwork)

Tools for Self

Coping & Thinking Skills to manage emotions & behaviours when faced with challenging people or situations

Positive Relationships and Behaviour

Tools for Learning

Helps students to become engaged in their learning and achieve to their potential.

CODE OF CONDUCT

Children enrolled in Main Arm Upper Public School will be expected to abide by the following code of conduct whilst participating in school activities, out of school excursions, and travelling to and from school. Should a student's behaviour prove to be intolerable or inappropriate the school will take the course of action deemed necessary. Our aim is to foster an environment in which there can be quality teaching and learning. Students learn most effectively in a secure, positive educational environment in which both staff and students take pride in achievement. An effective school environment is one in which all members of the school community show respect towards one another and work together for the common good.

A RESPONSIBILITY is something you should do to ensure everyone is safe and happy and learns..

Main Arm School expects students to develop the 5 foundations that they need to develop and achieve success and happiness. These include:

Confidence

Definition of "Confidence"

Confidence means believing you can do it. It means not being afraid to make mistakes, to try something new, or to express an opinion.

Examples of Confident Behaviour

- Raising your hand in class to answer a hard question
- Doing hard work without asking for help
- Sharing a new idea with your teacher and class
- Saying "hello" to someone new
- Asking to play with others
- Talking in a strong voice
- Greeting adults with good eye contact and using their names
- Sharing your ideas with the family
- Offering to take responsibility for organising a family event (e.g. preparing a dish for a meal)
- Volunteering to participate in a new activity or experience

- Saying "no" when being pressured to do something wrong

Types of Thinking That Build Confidence

Accepting Myself – means not thinking badly about yourself when you make a mistake or are not as successful as you want to be, or when someone is critical of you.

Taking Risks – means thinking that it's good to try something new, even though you might make mistakes or you might not be the best at doing it.

Being Independent – means thinking that it's important for you to try new activities and to speak up even if other people think you are silly or stupid.

I Can Do It- means thinking that even when your work is hard, you are more likely to be successful than fail.

Persistence

Definition of "Persistence"

Persistence means trying hard and not giving up when something feels like it's too difficult to do.

Examples of Persistent Behaviour

- Continuing to try, even when schoolwork is hard
- Not being distracted by others
- Completing assignments on time
- Finishing work rather than playing
- Taking time to listen to instructions and directions carefully
- Not giving up too quickly
- Checking work when it is finished to make sure it's correct
- Completing chores without having to be reminded
- Putting things away rather than leaving things in a mess
- Making the effort to return telephone call
- Doing what you say you are going to do
- Staying up late until the work is finished

Following through when you say you will do something you find tough to

Types of Thinking That Build Persistence

Giving Effort – means thinking that the harder you try, the greater your success will be, and knowing that success is not caused by luck.

Working Tough – means thinking that to be successful, you sometimes have to do things that are not easy or fun.

I Can Do It – means thinking that even when your work is hard, if you keep trying you are more likely to be successful than to fail.

Organisation

Definition of “Organisation”

Organisation means setting a goal to be successful in your schoolwork and other areas, planning your time so that you are not rushed, having all of your supplies ready and keeping track of what you have to do and when you have to do it.

Examples of Organised Behaviour

- Making sure you record the teacher’s instructions before you begin work
- Recording your assignments and their due dates
- Planning when you’re going to do your homework so that you have enough time
- Knowing your schedule of classes
- Finishing one activity and beginning the next activity
- Leaving home with all materials needed for school
- Leaving school with all materials needed for homework
- Getting started on class work right away
- Having a filing system to keep track of papers, exams, and projects
- Being aware of important “special events” to be held at school, including sporting events, theatrical productions, and examination dates
- Breaking down long-term assignments into simpler parts and scheduling time in advance to do each part
- Planning enough time to complete homework on time
- Scheduling enough time to review for quizzes and test
- Bringing home any school-home notes

- Having all of your school supplies ready at a neat desk

Types of Thinking that Build Organisation

Setting Goals - means thinking that setting a goal to do your best in school helps you be successful. It means thinking you have a better chance of achieving good results when you set short term goals.

Planning My Time – means thinking about making sure you understand what your teacher wants you to do before you start working and writing down when your homework is due. It means thinking about the different parts of the assignment and making sure you plan enough time to get each part done.

Getting Along

Definition of “Getting Along”

Getting along means working cooperatively with others, solving problems with others without getting too angry, following important rules of the classroom and home, making friends, accepting others who are different, helping correct injustices in society, and making our community a safer and healthier place to live and learn.

Examples of Getting Along Behaviour

- Being helpful when working in a group
- Listening and not interrupting when someone else is speaking
- Talking rather than fighting when someone acts unfairly
- Respecting important school rules
- Sharing materials
- Helping someone else with his or her work
- Volunteering for community service
- Spending time with family members or friends doing something they like to do
- Helping others in need
- Making the community a better place to live and learn (e.g. helping clean up)
- Being sensitive to the feelings of others
- Telling the truth
- Being courteous and kind
- Treating teachers, classmates and family members with respect
- Introducing yourself to someone new.

Types of Thinking That Build Getting Along

- **Being tolerant of Others** – means that when someone is mean to you or is different from you, accepting that he or she is *not* a totally bad person. It means thinking that you need to find out more about the person and to respect differences.
- **Playing by the rules** - means thinking that by following important school, home and community rules, your community will be a better place to live and learn and you will stay out of trouble and be more successful.
- **Thinking First** – means that when someone acts badly or unfairly or you want something, before you take action, you: (a) think of alternative courses of action; (b) think of the consequences of different actions you can take; and (c) predict the impact your actions may have on the feelings of the other person.
- **Social Responsibility** – means thinking that it is important to be good citizen and to help build a world with fairness and justice for all where everyone feels safe and secure. It means being sensitive to the feelings of others, acting honestly, and treating others (especially those who come from different backgrounds) with respect, caring and reaching out to people in need, and working towards protecting the environment.

Emotional Resilience

Definition of “Emotional Resilience”

Emotional Resilience means knowing how to stop yourself from getting extremely angry, down or worried when something “bad” happens. It means controlling your behaviour when very upset.

Emotional Resilience also means being able to calm down when you get overly upset. It means bouncing back to work or play after being upset.

Examples of Emotional Resilience

- Not getting overly upset from mistakes in your work or when you have not been as successful as you would like to be (staying calm)
- Not getting overly frustrated and angry with yourself when you do not understand something (staying calm)
- Not getting down when your friends seem to understand their schoolwork and do better on tests that you (staying calm)
- Not getting extremely worried before an important test or event in which you have to perform in public (staying calm)
- Avoiding excessive worry concerning your popularity with peers (staying calm)
- Not getting overly angry when peers are mean to you (staying calm)
- Not retaliating by fighting when an adult treats you unfairly or a peer treat you disrespectfully
- Not getting too down when being teased or ignored by friends
- Being calm when meeting someone new, and not getting extremely nervous
- Stopping yourself from getting extremely worked up when you want to stand up and say “No” to someone who is putting pressure on you to do the wrong thing
- Not losing your cool when you have lots of homework to do
- Staying in control when your parents say “No” and the parents of your friends seem to be saying “Yes”
- Bouncing back to play when your feelings are hurt by peers
- Bouncing back to schoolwork after receiving a disappointing result

STRATEGIES TO REINFORCE AND RECOGNISE QUALITY LEARNING

WEEKLY ASSEMBLIES.

These are held every Friday at 11.40 in the assembly area. These assemblies highlight achievements from the classroom and playground for that week.

Classes share their learning.

RAINBOW AWARDS. These awards recognise students who exhibit the school's values and You Can Do It Foundations.
Handed out at weekly assemblies

MERIT LEARNING AWARDS.

These awards recognise quality learning over the week and are handed out at weekly assemblies.

NEWSLETTER / MEDIA.

Regular communication is made through weekly newsletters. In addition other media recognition acknowledges the quality learning displayed by students at Main Arm Upper Public School.

REPORTING TO PARENTS.

Regular communication with parents is actively encouraged.

DISPLAYS AND SPECIAL EVENTS.

The whole school participates in various displays and events that foster positive self esteem and learning and encourage student and community involvement. These include Education Week, Dance Festivals, World Environment Day, Anzac Day, etc.

REGULAR DAILY POSITIVE REINFORCEMENT IN BOTH

- Classroom
- Playground

These are encouraging words, actions or emotions that follow a particular behaviour of a child, thereby causing the child to want to repeat, the behaviour being reinforced. Always acknowledge positive behaviour more than the negative behaviour.

AT MAIN ARM UPPER PUBLIC SCHOOL WE SUPPORT POSITIVE BEHAVIOUR THROUGH:

- Creative positive classroom environments;
- Classroom-based Personal Development Programs; like You Can Do It;
- The Drug Education Program;
- Weekly class meetings;
- An active Learning Support Team;
- An active P & C.
- Whole School Anti Bullying Program; Bullying Unit
- Encouraging students to employ thinking strategies;
- Consistently recognised positive learning and effort;
- The Child Protection Program;
- The Life Education Program;
- The Peer Support Program;
- Developing positive Student Leadership roles;
- Programs for gifted and talented students.

MAIN ARM UPPER PUBLIC SCHOOL

WHOLE SCHOOL DISCIPLINE PLAN

Main Arm Upper Public School is a place for students to make choices, but also to rely on the guidance and counsel of adults who are important in their lives. Each student acts in accordance with expected standards of behaviour.

Our approach encourages students to exercise self-discipline through reflection and self-evaluation. Students learn to control their own behaviour, rather than always relying on the teacher for control.

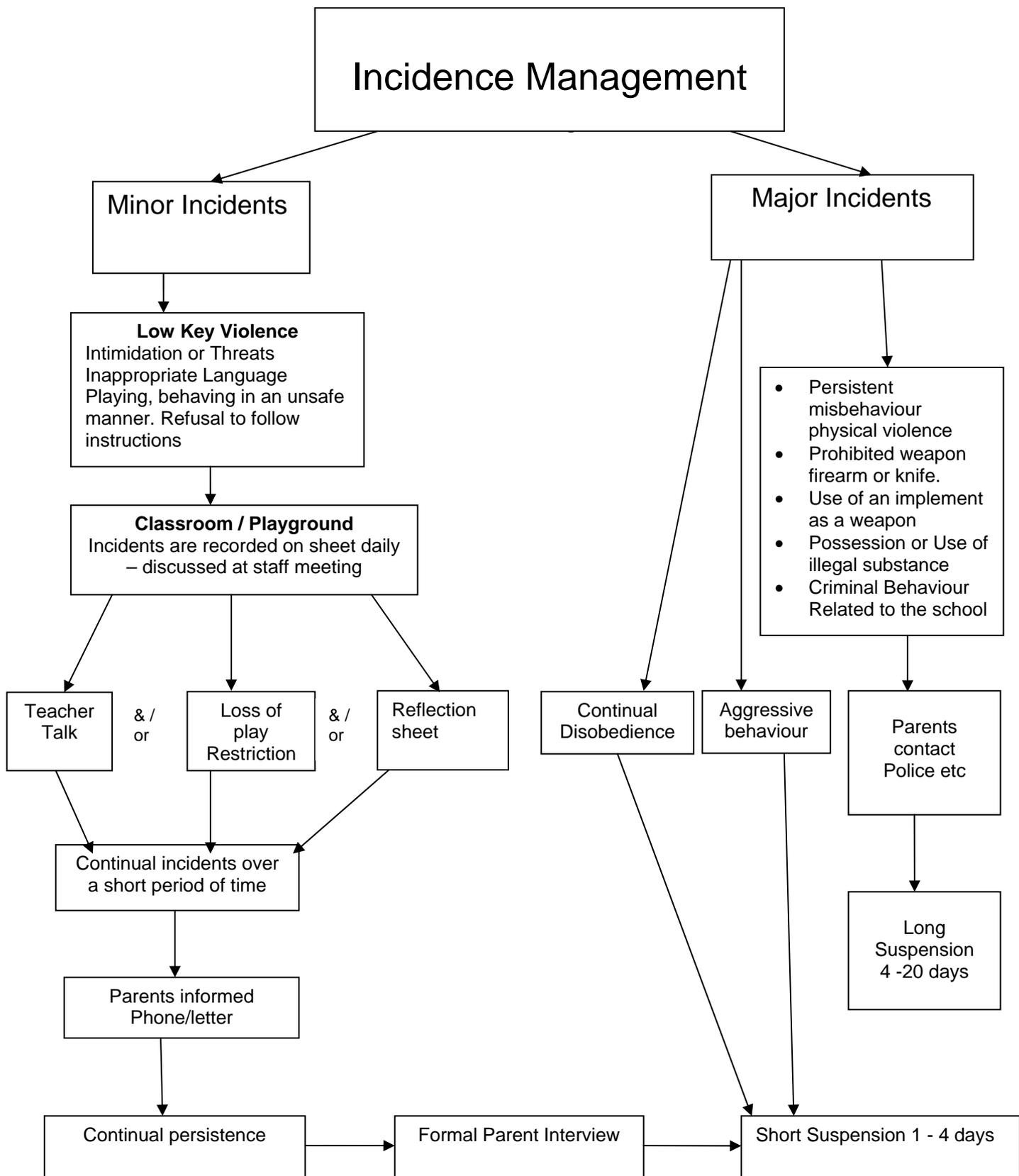
- ✓ The students reflect, evaluate and understand that it is their choice to act on the level they do
- ✓ The student identifies his/her own behaviour
- ✓ When a student acknowledges behaviour it usually stops
- ✓ Incidents of irresponsible behaviour are seen as teaching opportunities
- ✓ It is a process of asking self-evaluative, reflective questions rather than telling
- ✓ To maintain a positive learning environment
- ✓ Motivation for success needs to be internal.

SERIOUS CASES OF MISBEHAVIOUR: SUSPENSION AND EXPULSION

The principal may take action to suspend from school (in line with departmental guidelines) when a student is guilty of gross insolence, persistent disobedience, or physical or verbal violence.

In determining whether a student's behaviour warrants suspension, the Principal will consider the welfare of the student, teachers and other students in the class or school (a guiding principle is that the unacceptable and disruptive behaviour of one student should not be allowed to interfere with the educational progress of other students and/or threaten their well-being or the motivation of teachers).

In urgent circumstances the Principal may suspend the student immediately.



BULLYING AND HARASSMENT

*Bullying is repeated oppression, psychological or physical,
of a less powerful person or group of persons. (Rigby, 1996:15)*

For example, bullying occurs when a person is continually...

- called names;
- threatened;
- ridiculed;
- has property hidden, damaged, stolen or destroyed;
- left out;
- singled out for unfair treatment;
- having rumours spread about him or her;
- put-down;
- teased in an unkind way;
- physically hurt;
- having graffiti written about him or her;
- sent hurtful notes/text msg/email
- picked on;
- stalked or given dirty looks

There is no particular pattern. A victim may...

- have unexplained cuts and bruises;
- have equipment or personal items hidden, damaged, stolen or destroyed;
- complain of vague headaches, stomach aches or feeling sick;
- wet the bed, bite nails, have poor sleep patterns and bad dreams;
- exhibit unusual emotional outbursts or mood swings;
- withdraw from friends or family;
- appear anxious, insecure, sad, teary, depressed, secretive;
- have low self esteem;
- display an unwillingness to go to school;
- sit alone in class or be alone in the playground;
- change friendship groups frequently;
- come home hungry (because lunch money or food has been taken);
- want extra money without giving a reason; and/or
- show deterioration in school work, avoid participating

This may happen at home / at school / on the way to / from If someone is bullied he/she

- may be confused and not know what to do about it;
- school work may be affected;
- may feel sad, frightened, unsafe, sick, embarrassed, angry, unfairly treated
- it can affect family and friends.

MAIN ARM UPPER PUBLIC SCHOOL – BULLYING PLAN

Bullying is not tolerated in NSW Government schools. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted. Partnerships with parents and the wider community is central to the success of this process.

RATIONALE

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

AIMS

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

IMPLEMENTATION

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- The school will adopt a four-phase approach to bullying

PHASE 1 PRIMARY PREVENTION

Professional Development for staff relating to bullying.

Community awareness and input relating to bullying, its characteristics and the school's programs and response.

To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Clarify at the start of each year the school's policy on anti-bullying.

PHASE 2 EARLY INTERVENTION

Promote children and staff reporting bullying incidents involving themselves or others.

Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.

Parents encouraged to contact the school if they become aware of a problem.

Public recognition and reward for positive behaviour and resolution of problems.

PHASE 3 INTERVENTION

Once identified each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.

Students and staff identified by others will be informed of allegations.

Both bullies and victims will be offered counselling and support.

If student bullying persists parents will be contacted and consequences implemented consistent with the school's Code of Conduct.

If staff bullying persists the principal will commence formal disciplinary action.

PHASE 4 POST VIOLATION

Consequences for students will be individually based and may involve:

- exclusion from class/playground
- school suspension
- withdrawal of privileges
- ongoing counselling from appropriate agency for both victim and bully.

This will encourage students to reflect and think about other strategies that they can use.

Incidents related to bullying will be recorded.

Actions taken to address the incident will be noted. A review of the bullying incidents will occur regularly..

MAIN ARM UPPER PUBLIC SCHOOL ROUTINES

Before School

- Students arriving at school prior to 8:30 am will wait at the tables near the canteen.
- At 8:30 am students can leave bags in the bag room or in the classroom area and stay around the canteen area.
- Students are only permitted into the classrooms when a teacher is present.
- Play on fixed equipment and basketball court and contact games are prohibited before school.
- The school oval is out of bounds.

Morning Assembly

- The bell will be rung at 8:55 am.
- The bell indicates that play stops.
- Students will get fruit out of their bags and sit in the assembly area.
- Fruit time will finish at 9:05am.

Lunch 11.00 – 11.35 am

- Lunch begins at 11:00 am.
- All teachers
 - Walk children to lunch area from classroom
 - Make sure each child has hat on, shoes on and their lunch.
 - Make sure children sit down to eat
- Children will sit in the assembly area to eat and drink. (No students to walk around during this period).
- Bins are placed near seats
- Children must ask to go to toilets
- At 11:10 am or when children are ready to play the bell will be rung. **The area must be** cleaned before they leave.
- When bell goes, children put lunch belongings away and go to play
- Equipment will be available from the sports shed from the designated sports monitors.
- At 11:35 am bell children will move quickly to their designated areas.
- All sports equipment is to be returned.

Recess 1.05 – 1.40 pm

- Recess begins at 1:05 pm.
- Students will sit in the assembly area to eat for 10 minutes.
- No student will be allowed to walk or move around during this period.
- At 1:15 pm the students will be dismissed from this area **after the area has been cleaned.**
- When bell goes, children put lunch belongings away and go to play.
- Equipment will be available from the sports shed from the designated sports monitors.
- At 1:40 pm bell the students will move quickly to their designated areas.
- All sports equipment is to be returned.

Afternoon Play Break 2.40 – 2.50 pm

- No equipment borrowed during this time.
- Children will not go into the forest area.

Tuck Shop Days

- During 10 minute "sit down" session no student will be allowed to purchase from the tuck shop.
- Lunch time – only children collecting lunch orders will go to the tuck shop before the 11.15 am bell.
- No sales after 11:25 am (Lunch) and 1:30 pm (Recess).
- There is a NO CREDIT policy at tuck shop unless arranged directly with a parent. Children who need food but have no money must see a teacher or the office.

Wet Weather

- Assembly area to have lunch.
- Play in sheltered area only (no sandpits, forests, etc).

BEHAVIOUR EXPECTATIONS

Lunch/Recess

- Put hat on your head.
- Bring all lunch items to the eating area.
- Wash your hands.
- Sit down to eat. (remain seated)
- Ask permission to go to the toilet or get a drink.
- Remain seated until the bell is rung.
- Make sure you put all rubbish into the bin before you leave.
- Put lunch items into your bag.
- Go to sports shed or to play.

Bus Lines

- Walk with your teacher and class in orderly lines to the COLA>
- Walk to your own bus line.
- Sit down quietly with your bag beside you.
- Raise your hand to indicate that you are ready to listen.
- Wait in lines until you are told to move.
- Walk sensibly to the bus.
- Board the bus safely and find a seat.
- Valley bus children must wait for duty teacher to give permission to play.
- Valley bus children must line up at bags when bus comes and wait for teacher.
- Children being picked up must wait in line and then tell the duty teacher when parent arrives.

Assembly

- All children sit on a brown seat.
- Sit quietly and listen attentively.
- Use manners and be polite when speaking.
- Show appreciation by clapping when appropriate.
- Remain seated until instructed to leave the area with your teacher and class.

Sport Shed

When bell goes after eating

- Walk to sport shed.

- Line up at door of sports shed.
- Wait patiently for your turn.
- Ask politely for the equipment.

When warning bell goes

- Stop game and walk back to sports shed.
- Line up at door of sport shed.
- Wait patiently for your turn.
- Hand your equipment back politely.
- Go to class lines.

Sport Shed Monitors

When bell goes after eating

- Open shed and be ready to start.
- Speak politely to students.
- Help them to make decision if needed.
- Keep shed tidy at all times.
- Close shed and move off to playground.

When warning bell goes

- Go immediately and open shed.
- Be ready to receive equipment.
- Speak politely to students.
- Put equipment away neatly.
- Close shed and go to class.

Library

- Wait in line at steps.
- Enter quietly.
- Sit down and listen to teacher.
- Have books ready to return.
- Move quietly around room.
- Select book/s to borrow.
- Line up at desk and wait patiently.
- Leave room quietly.

Canteen

- Kinder line up first.
- Sit on seat and wait patiently.
- Only 4 children in line at one time.
- Speak politely to parents in canteen.
- Say 'please' and 'thank you'.
- Return plates and cups to canteen.
- Don't take food to playground.







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