



# Family Information Guide

2015

# *Mount Barker South Primary School*

## ***VISION AND VALUES:***

*A learning community, happily working together  
in a safe, caring environment.*

***R***<sub>ESPECT</sub>

***E***<sub>XCELLENCE</sub>

***A***<sub>CCEPTANCE</sub>

***C***<sub>O-OPERATION</sub>

***H***<sub>ONESTY</sub>



## The Staff of Mount Barker South are:

<b>Principal</b>	<i>Catherine Cox-Walliss</i>	
<b>Counsellor</b>	<i>Todd Manton</i>	
<b>Teachers</b>	<i>Stephanie Pilla</i>	<i>Junior Primary</i>
	<i>Tamara Edwards</i>	<i>Junior Primary</i>
	<i>Sarah Dewar</i>	<i>Junior Primary</i>
	<i>Kate Nolan</i>	<i>Primary</i>
	<i>Cassie Young</i>	<i>Primary</i>
	<i>Sokhan Greenwood</i>	<i>Primary</i>
	<i>Emma Castleton</i>	<i>Primary Special Class</i>
	<i>Kerry Daehn-Foumakis</i>	<i>Junior Primary Special Class</i>
<b>Science Teacher</b>	<i>Karen Hill</i>	
<b>Music Teacher</b>	<i>Janet Parkinson</i>	
<b>Support Staff</b>	<i>Elizabeth Haldane</i>	<i>Finance Officer</i>
	<i>Jane Jenkins</i>	<i>Office</i>
	<i>Ursula Chapman</i>	<i>Office</i>
	<i>Veena Weiss</i>	<i>IT / Library</i>
	<i>Helena Stoll</i>	<i>Class Support</i>
	<i>Yvonne Martlew</i>	<i>Class Support</i>
	<i>Karen van den Brink</i>	<i>Class Support</i>
	<i>Sharon Williams</i>	<i>Class Support</i>
	<i>Hayley Koehler</i>	<i>Class Support</i>
	<i>Rosie Jarvis</i>	<i>TRT</i>

### MOUNT BARKER SOUTH PRIMARY SCHOOL

*Princes Road, Mount Barker SA 5251*

*Phone: 8391 1197*

*Fax: 8391 0912*

*Email: [dl.1539.info@schools.sa.edu.au](mailto:dl.1539.info@schools.sa.edu.au)*

*Website: [www.mtbsouthps.sa.edu.au](http://www.mtbsouthps.sa.edu.au)*

# Welcome

*Dear Parents and Carers,*

*Welcome to the Mount Barker South Primary School community. We have a lovely school and friendly caring children and staff. The school is recognised as a leading edge school and this year we will continue our work as a Science Focus school site.*

*In addition we will continue our priorities of:*

- *Creating a positive and supportive Learning Environment.*
- *Explicitly teaching skills of Literacy, Numeracy, History and Science.*
- *Providing real opportunities for implementing skills in real situations by closely linking with the wider community.*
- *Collecting data and reflecting on our work – being innovative in ways of continually improving.*



*Our school is very diverse which we see as a positive as all students learn about families and lifestyles which although positive, may be different from their own. The school hosts a Junior Primary and Primary Special Class with 20 students with Disabilities. We have several Aboriginal families.*

*In response we offer a wide range of programs – from music to sports, from Junior Service Clubs to every class having electronic Smartboards and an extensive computer network.*

*We are particularly keen to work in partnership with parents to ensure the highest level of success for all our students.*

*We welcome visits so please contact us if you would like to know more about our school.*



## **INCLUSIVE JUNIOR AND PRIMARY SPECIAL CLASS**

Our school hosts two Regional Special classes that cater for a maximum of 8 students in Junior Primary and 12 in Primary with identified additional needs. The aim of the classes is to provide high quality teaching for particular students to access the full range of curriculum areas.

To achieve our goals the school works in partnership with the DECD Students Support and Disabilities Team which comprises speech pathologists, psychologists, hearing impairment coordinators and the disability coordinator. Through the One Plan Process, families and school staff work together to identify and negotiate individual programmes.

Access to this class is by an application process. Vacancies in the class vary from year to year.

Further information about provisions for students with Special Needs can be accessed from the DECD Special Needs Web site: [www.decd.sa.gov.au/speced](http://www.decd.sa.gov.au/speced)

## **2015 MOUNT BARKER SOUTH PRIMARY SCHOOL UNIFORM**

The polo is a slick, urban fit sports polo bottle green in colour, featuring contrast bell panels, placket and piping features in gold. Podium cool moisture wicking designed to help keep students cool and dry. Complies with standard AS/NZS 4399.1996 for UPF sun protection. Easy care and quick drying. Our logo is embroidered for longer wear.

We request that all students will make the change over to the new school polo shirt by 2016. Please see or ring Jane in the front office for further information.

### **The School Uniform is as follows:**

**Tops:** Bell Polo with embroidered school logo.

**Bottoms:** Long pants, shorts, skirts or skorts, are to be plain black.

**Jumper:** Bottle Green with collar and embroidered logo.

**Dresses:** Green and white check.

**Shoes:** Sport shoes, sandals and lace-ups, are appropriate footwear.

**Hats:** Bottle Green Broad Brimmed Hat with logo, as they offer the best protection against damage from UV rays. Hats are to be worn during recess, lunch, PE lessons, excursions and Active after school programs for both terms 1 and 4.

All clothing worn at school (including footwear) should be sufficiently practical to enable students to move freely when playing or working, especially in Physical Education and Daily Fitness.

Fashion jewellery such as dangling ear-rings, necklaces and bangles, together with coloured nail polish are not permitted. Makeup is also not permitted. All clothing and other student belongings are required to be named.

The School Uniform is available from the Uniform Shop at **THE HOMEMAKER CENTRE**, Dutton Road, Mount Barker

Should you have any questions please do not hesitate in contacting the Uniform shop on 8398 3983.

## **HAT POLICY**

Students are required to wear a school designated hat at all times they are outside during terms 1 and 4. Hats are broad brimmed with the school logo, and can be purchased from The Uniform Shop, The Homemaker Centre, Mt Barker.

For safety, students not wearing appropriate hats will need to sit in the designated, Sun Smart Seating area.



## **LOST PROPERTY**

Named items are returned to their owners. Please name EVERYTHING if possible. The uniform shop has a service available to embroider your child/ren's name on the front of the school windcheater. Unnamed clothing is kept in classes according to size.

## General School Procedures

### CURRICULUM IMPLEMENTATION

Our school aims to provide a rigorous educational program for students. We offer a curriculum based on the Australian Curriculum.

Areas covered are:

Literacy  
Society and Environment  
Mathematics  
History  
Health & Personal Development  
Science  
The Arts  
Technology



We also have lots of additional programs including a choir, several sports programs including swimming and aquatics, dance, gymnastics and more. Please ask at the school for more information about what is currently being offered.

### STUDENT BEHAVIOUR and DEVELOPMENT

Parents sometimes ask about this.

We at this school believe that everyone has the right to feel safe all of the time. Most of our work in student management is positive and based around a respective approach; we are a 'TRIBES' focus school.

Please refer to our Wellbeing Policies located on our website. [www.mtbsouthps.sa.edu.au](http://www.mtbsouthps.sa.edu.au)

### SCHOOL EXPECTATIONS

We do have whole school expectations. Our school expectations are that:

1. We will be polite to each other. This means saying: thank you, yes please, excuse me, may I, good morning, good afternoon and calling people by their proper names.
2. We never take part in behaviour which is likely to harm people, clothing or property. This means fighting, pushing, teasing, stealing, name calling, swearing, threatening others, throwing dangerous objects or deliberately damaging equipment belonging to the school or another student.
3. We take pride in our work and always do our best. We accept and respect others who do their best.
4. We never leave the school grounds during the day unless an appropriate person collects us from our class teacher or the office.
5. We play safely. This means we do not tackle or throw others to the ground. It also means we walk on the brick paved area and walk our bikes or scooters in the school grounds.
6. We look after shrubs, trees and plants.
7. We dispose of litter in bins.
8. We wear our broad brimmed hat with the school logo in Terms 1 and 4 when we are outside.

### ABSENCE FROM SCHOOL

It is a DECD legal requirement that a phone call be made to the school by 9:00am to notify if your child will be absent. Records are kept, outlining student attendance and punctuality. This helps us to track down reasons why children's learning is not progressing as much as could be as attendance is an identified factor of a student at risk of not reaching their full learning potential. Please refer to our Attendance Policy located on our website.

### COLLECTING CHILDREN

In order to ensure student safety we ask that:

- Once a child has arrived at school they stay at school unless collected by a parent.

It is a DECD legal requirement that:

- If your child is late you must sign them in through the front office, to receive a 'Late arrival slip', before heading to the classroom.
- If you collect your child early please report to the office first to 'sign them out', you will receive an 'Early departure slip' to hand to the teacher at the time you collect your child.

## **EMERGENCY CONTACT**

*Occasionally a child will get ill or have an accident at school. If we cannot contact a child's parents we need to have someone whom the child trusts and knows, to call on in an emergency. The Emergency Contact section is on your child's enrolment form and helps us to keep your child feeling calm and well. It is a DECD requirement all students have an emergency contact.*

## **GENERAL PERMISSION FORMS**

*For excursions, due notice is always given to parents and permission sought for the child to participate. However, there are some occasions when teachers wish to take children to a part of the town or immediate locality. Children would walk. In these cases it can save much inconvenience if specific permission does not have to be sought. For this reason parents are asked to sign a general consent form which covers these situations while their child(ren) are attending this school. These situations only occur if authorised by the Principal.*

## **GOVERNING COUNCIL**

*Parents can be elected to Governing Council at the Annual General Meeting, which is held in February each year. The term of office is for two years. Governing Council meets on Wednesday evenings of weeks 2 and 7. The Council's role is to provide a general oversight of the school's policies, organisation, curriculum and finance. All parents are welcome to attend School Council meetings as observers or School Councillors may be contacted to raise issues.*

*As well as Governing Council, there are a number of sub-committees to oversee the running of specific aspects of the School and its programs. You need not be on Governing Council to be on a sub-committee. The following is a list of sub-committees: Finance, School Climate, Grounds, PR, School Improvement & OSHC. If you have an interest in any of these please contact the school.*

## **FUNDRAISING**

*Fundraising benefits students. We value your assistance and expertise. Any ideas you may have can be passed on to any Governing Council member.*

## **PARENTAL PARTICIPATION IN CLASSROOMS**

*Parents can be involved in their child's learning in many ways. Here is a list of some of the more obvious ways. This is not a whole list – just a starting point.*

- ❖ *Activities such as cooking, art, craft, etc.*
- ❖ *Cutting up fruit*
- ❖ *Listening to children read*
- ❖ *Special projects*
- ❖ *Helping with excursions*

*Mount Barker South Primary welcomes the involvement of parents in the school. Current child protection legislation requires a Child Related Employment Screening, Mandatory Child Abuse Reporting training and an Induction. The school arranges for these on a regular basis. Contact the front office for further information.*

## **AT HOME PARTICIPATION**

*Parents can support student learning at home by:*

- ❖ *Talking positively and in encouraging ways with their children*
- ❖ *Reading and filling in communication books*
- ❖ *Reading newsletters/notes*
- ❖ *Completing survey forms*
- ❖ *Commenting on children's progress (eg responding to return slips).*

## **MULTIPURPOSE CENTRE**

*The Resource Centre is accessible during lessons, lunch times, before and after school. A borrowing time is set aside for each class for students to borrow. All students are encouraged to exchange books regularly. Students are requested to have a bag for borrowing to protect books. Library opening times outside of lessons 8.30am – 8.50am.*

## **SCHOOL HOURS**

8.55am	School begins
10.40am	Recess
11.00am	Lessons resume
12.40pm	10 min eating lunch
12.50pm	Play break
1.30pm	Lessons resume
3.15pm	Dismissal

## **PUNCTUALITY**

Parents are asked to co-operate by ensuring that children are on time for school, as coming late causes disruption to class routine and can be unsettling for the student. Students should arrive no earlier than 8.30am and be ready for classes to begin by 8.55am.

## **PARKING**

Cars and children are a potential safety risk so we ask that you do not park in the car park or on school grounds at the front of the school, this area is reserved for taxis and cars with special permits. There is ample street parking. Please never drive into the school yard via the "driveway" as this is very dangerous for children playing.

## **SCHOOL LUNCHES AND LUNCH ORDERS**

Lunch, recess and a water bottle are to be brought from home.

Students are able to purchase a lunch order on Friday of each week. We order our lunches through Hillbilly Chicken in Mt Barker. Price lists are available from each class. Orders are to be written on a brown paper bag with the students name, class and order written clearly on the front of the bag. Money is to be enclosed inside the bag.

## **OUT OF SCHOOL HOURS CARE/VACATION CARE**

Out of School Hours Care is available at our school on either a regular basis or in an emergency. For more information please contact OSHC - Ph: 8398 2474.

## **STATIONERY AND BOOKS**

Initial stationery for the year is supplied at the beginning of each school year. Generally we give children the things that they need but if there is a pencil eating monster somewhere children may be asked to bring additional pencils, etc. These are usually purchased by parent.

## **NEWSLETTERS**

Whole school Newsletters are distributed fortnightly (even weeks) on a Friday and Class Newsletters are distributed fortnightly (odd weeks) on a Friday. Newsletters are emailed out to families. If you would like to receive a paper copy please notify the front office. Newsletters are also available on the Mount Barker South Primary School Website for viewing. [www.mtbsouthps.sa.edu.au](http://www.mtbsouthps.sa.edu.au)

## **RECEPTION STUDENTS**

To make transition from pre-school to school as smooth as possible, school starters are invited to make several visits to school during the last few weeks of the term 4. Details about the Reception transition program will be given to you prior to your child starting school.

## **DENTAL SERVICE**

The School Dental Service is available to children aged from birth up until 18 at public dental clinics throughout South Australia. Dental care is provided by teams of dentists, dental therapists and dental assistant. Our local Dental Clinic is located on Dumas Street, Mt Barker. To make an appointment just ring the clinic directly and make a time that suits – Ph: 8391 0858

## **OTHER SERVICES**

Willow Close Preschool	8391 0506	Mount Barker Kindergarten	8391 0685
Mount Barker Family House	8391 5059	Wellington Road Early Learning Centre	8391 3455
Mount Barker Community Child Care Centre	8391 0811		



## WEATHER

*In Mt Barker, there can be some very hot and very cold days. It is school policy NOT to send children home early on days of extreme heat. During periods of hot weather, parents who feel that their children may be affected by the heat, may collect them. When the temperature exceeds 36c, children are not to play in unshaded areas (eg oval). On these days alternative indoor activities are planned. In wet weather students remain in classes during breaks.*

***Mount Barker South Primary School is a “LOW RISK” school and remains OPEN on a “Catastrophic day”.***

---

## **BUSHFIRE DANGER POLICY**

---

***On days when there is a catastrophic risk of Bushfire for the Mt Lofty Ranges, our school and OSHC facilities will remain OPEN.***

*There are times of the year when we face the threat of bushfires. In the event of the school and surrounding areas being under serious threat from an approaching fire, a decision by CFS and / or Police may be made to hold students at the school.*

*The School Hall has been designated as a ‘Bushfire Refuge’ for the school and the community.*

*Students may have to remain in the Hall well after normal dismissal time.*

*Please note: There will be two ways to communicate with the school at such times:*

- *Ring the school on the mobile number: 0428 880 434*
- *Tune your radio to ABC 891 AM Band. General and specific information pertaining to the fire will be broadcast on this station.*

*In an extreme emergency case a text message will also be communicated to families re your child’s safety and the schools dismissal arrangements.*

*For more information go to the website [www.bushfirereadyschool.sa.gov.au](http://www.bushfirereadyschool.sa.gov.au)*

**PREPARE. ACT. SURVIVE.**



## The MOUNT BARKER COMMUNITY CARE and EDUCATION GROUP

### HEALTH SUPPORT POLICY

Our Early Childhood Care Centres, Pre-Schools, Primary Schools, Out of School Hours Care and High School in the Mt Barker District are committed to supporting the health and wellbeing of all students. An important part of this commitment is our Health Support Policy. We acknowledge that parents/guardians retain primary responsibility for their child's health care. This includes responsibility for providing accurate, up-to-date, relevant information for staff regarding children's routine and emergency health care needs.

#### FIRST AID

If a child becomes unexpectedly ill or injured, staff will:

- Administer basic first aid
- Staff will call an ambulance if in any doubt and continue to administer basic first aid
- Inform parent/guardian (or Emergency contact)

If children require first aid off site (eg Excursions) staff will:

- Administer basic first aid
- Call an ambulance if in any doubt and continue to administer basic first aid
- Inform parent/guardian (or Emergency contact)

Basic First Aid will be administered by the teacher on duty and a First Aid note will be sent home with the child.

If a child needs further aid, this will be given by staff in the Front Office and be recorded in first aid book.

All head injuries will be reported to parent/guardian by phone.

#### ROUTINE HEALTH AND PERSONAL CARE SUPPORT

Some students may require assistance with their routine or emergency health and personal care needs. Before staff can assist with this, parent/guardians must provide written information **from their doctor**, which outlines specific care needs.

Forms for care plans are available from the front office for a range of Health conditions and needs including:

- Asthma (even if only 'mild', 'seasonal' or 'occasional'). Puffers must be current and have the pharmacist label with the child's name attached and be kept either with the child or in the Front Office Medicine Cabinet.
- Diabetes
- Anaphylaxis (severe allergy)
- Continence
- Cystic Fibrosis
- Epilepsy
- Seizures
- Medication
- Medical information (for general health care or those without specific forms)
- General health information (to be completed by a general practitioner, psychiatrist or psychologist).

The purpose of these "CARE PLAN" forms is to ensure that the school has information from the treating health professional relevant to the child's health, wellbeing, attendance, learning and care at school.

**ALL MEDICAL & CARE PLANS ARE TO BE UPDATED ANNUALLY**

***Children cannot commence school until all Plans and Medication are current and in place.***

## HEALTH SUPPORT PLAN

We can write a 'Health Support plan' for the child if deemed necessary by the school if any of the following are relevant:

- There are any individual first aid requirements, other than a basic first aid response.
- The child needs additional supervision for health-related safety.
- There is a predictable need for additional support with daily living tasks.

Health support plans are written using the written information from the treating health professional, with discussion between the school and the parent/guardian.

It is the responsibility of the parent/guardian to:

- Request these forms
- Ensure all appropriate forms are completed and signed by the doctor.
- Sign all appropriate forms as parent/guardian
- Return all forms to the Front Office
- Update all medical information on the appropriate forms as necessary.

## MEDICATION MANAGEMENT

We encourage children to take medication outside of Care/School hours, eg: 3 times per day can be taken in the morning before school, afternoon straight after school and bedtime. Any child self-medicating must do so in the presence of an adult and documentation needs to be completed by the adult. If medication needs to be taken at school:

- Medication must be provided in the original pharmacist container with directions on label.
- The child's name must be on the original label
- Medication must be stored in the central point for held medications.
- **Children must have a medication plan filled out by a doctor and the parent/guardian.**
- Medication must be brought into the front office daily (except asthma medication).
- It is the parent/guardian's responsibility to provide the required medication.
- The staff member giving the medication will fill out a medication log.

**ALL MEDICAL & CARE PLANS ARE TO BE UPDATED ANNUALLY**

***Children cannot commence school until all Plans and Medication are current and in place.***





# STUDENT WELLBEING POLICIES

**“Always within REACH”**





# **Contents**

Values

Code of Behaviour

Child Protection Curriculum

Anti-Bullying for Students

Anti-Bullying for Families

Complaints Procedures

# VALUES

## *“Always within REACH”*

At Mount Barker South we value

*Respect*

*Excellence*

*Acceptance*

*Co-operation*

*Honesty*

We establish and nurture effective ongoing relationships with all students by valuing our **REACH** values.

Our goals are to develop and foster:

- A learning environment that ensures curriculum access, participation and success where students feel a sense of belonging and take responsibility for their actions.
- Learning programs that promote a whole school commitment to these values.

*We explicitly teach these values and associated skills to create a safe, successful and productive environment for all our students.*





VALUES	FEELS LIKE	LOOKS LIKE	THINKS LIKE	SOUNDS LIKE
R E S P E C T	Ownership	Friendship	Tolerant, optimistic	Team support
	Friendship	Helping	Open mindedness	Friends/staff chatting
E X C E L L E N C E	Safety	Teamwork	Fair, school pride	Having a voice
	Trust	Everyone participating	Committed	Celebrations
A C C E P T A N C E	Positive relationships	Collaboration	Being an advocate	Listening
	Happiness	Diversity	Respecting self and others	Harmony
C O - O P E R A T I O N	Caring	Many cultures	Following school rules and expectations is important	Respecting other views
	Harmony	Listening	Wants to participate in school activities	Encouraging talk / conversation
H O N E S T Y	Feeling good about school	Children in school uniform	Belief in oneself	Confident language
	Comfortable	Clean and tidy yard	Acknowledgement of learning achieved	Acknowledgement of success
	Proud	Pride on faces	Setting goals	Children talking together
	Great self esteem	Collaboration	Problem solving is a challenge	Modelling staff/parents
	Confident	Happy	Desire to learn	Quality teaching and Learning
	Happy	Assertive behaviour	Lateral thinking	Verbal feedback
	Enjoyment	Active participation	Reflective thinking	Success education
	Motivated	Risk taking	Desire to do my best	Verbal manners – please/thankyou etc
	Resilient	Neat, well presented bookwork	Desire to ‘take opportunities’	Quiet / peaceful
	Good organisation	Enquiry as a focus	Love of learning	Verbal affirmations of appreciations (staff/students)
	Succeeding	Creativity	Acknowledging personal talents / skills and those of others	Speaking quietly
	Efforts are rewarded	Helping others	Safety	Compliments
	Part of being a team	Everyone doing their best	Kindness	Polite behaviour
	Being heard	Acknowledgement of success/efforts	Importance of good manners	Non-confrontational language
	Being valued	Initiative	Valuing difference	Asking for assistance
	Non-threatening	Organisation	Move to compromise or seek resolution	Acknowledging feelings
	Kindness	Sharing	Discussion/opinions valued	Listening to others/advice
	Fairness	Smiling	Everyone is equal	Participation in groups
	Happiness	Appropriate body language	Care for others	Contributing opinions
	Safe	Offering	Our actions have reasons and consequences	Confidence to lead
	Trust	Laughter		People showing integrity
	Understanding	Attentive listening		People in discussion
		Personal space		Greetings/farewells
		Modelling		
		Good manners		
		Appropriate non-verbals		
		Mentoring		
		Follow through on promises		

# CODE OF BEHAVIOUR

**Respect everyone**  
**Repair harm**  
**Restore relationships**

We aim to: Create a safe, caring, orderly and quality learning community  
Provide students with support and opportunities to experience success

## “Always within REACH”

### LEARNING

#### Expectations:

- Be prepared and organised.
- Be persistent.
- Have a go.
- Do your best.
- Seek help when needed.
- Actively participate in learning programs.
- Manage your time effectively.

#### Range of responses to positive behaviour:

- Achievement awards.
- Verbal and non-verbal acknowledgements.
- Merit certificates / stickers.
- Whole school acknowledgement.

#### Range of responses to irresponsible behaviour:

- Make up time.
- Communication with parents.
- Student Development Plan / Individual Learning Plan to establish and monitor goals.
- Child Protection Curriculum.

### MOVEMENT

#### Expectations:

- Move in a safe and appropriate manner throughout the school using established procedures.
- Be aware of the way your movements affect others and their learning.

#### Range of responses to responsible behaviour:

- Positive reinforcement and recognition at a classroom and school level.

#### Range of responses to irresponsible behaviour:

- Practice the movement appropriately.
- Movement restrictions.
- Time Out to reflect/Cool down.
- Communication with parents.
- Non participation when students are at risk.

### ATTENDANCE

#### Expectations:

- Be punctual – classes begin at 8.55 a.m.
- Attend regularly (daily).
- Attend for whole day or explain absences which must be verified by parents.

#### Range of responses to responsible behaviour:

- Positive verbal or written feedback from staff.
- Positive communication with parents / home.
- Report number of days absent in reports.
- Improved learning acknowledged.

#### Range of responses to irresponsible behaviour:

- Communication with Parents and Leadership.
- Adhere to Attendance Policy.
- Documentation through Roll Book.
- Regional Attendance Counsellor contacted.

### UNIFORM

#### Expectations:

- Dress in uniform.
- Wear a Mount Barker South Primary broad brimmed hat with school logo in terms 1 and 4.
- Footwear needs to meet safety standards (no thongs, slip-ons or high heels).
- No inappropriate jewellery, except sleepers or studs.
- No make up.

#### Range of responses to responsible behaviour

- Positive reinforcement and recognition.

#### Range of responses to irresponsible behaviour:

- Play in Sunsmart area in terms 1 and 4 if no hat.
- Contact parent to bring a change of clothes.
- Student to remove make up.

## COMMUNICATION

### Expectations:

- Communicate with other students, staff and visitors using appropriate talk, body language and tone.
- Be involved in taking responsibility for ensuring clear communication between home and school e.g. diaries, newsletter, notes / forms.

### Range of responses to responsible behaviour:

- Participate in school activities.
- Positive encouragement, verbal and nonverbal.
- Acknowledgements, certificates, peer awards, whole school assemblies, staff awards.
- Successes published in newsletter.
- Given added responsibility.
- Give students choices about curriculum activities.

### Range of responses to irresponsible behaviour:

- Non-verbal / verbal reminders.
- Direct instruction, explicit teaching.
- Practice appropriate and suitable communication.
- Apology.
- Buddy Class Time out / Class Time Out / Walk and Talk/ Cool Down / Restricted Play.
- Communication with parents.
- Leadership intervention.
- Take Home / Suspension / Exclusion.
- Behaviour plans / Interagency support.

## RELATIONSHIPS

### Expectations:

- Keep our environment free of inappropriate language, bullying, aggression, violence and all types of harassment including racist and sexual.
- We co-operate and play safely.
- Respect others and their rights.

### Range of responses to responsible behaviour:

- Ongoing verbal / non-verbal feedback.
- Acknowledge change / new behaviours.
- Selection for positions of responsibility in the school.

### Range of responses to irresponsible behaviour:

- Restorative justice procedures.
- Complaint procedures.
- Time Out / Cool Down / Take Home.
- Behaviour Plans.
- Communication with parents.
- Leadership and community intervention.
- Remove students who are acting dangerously or remove remainder of class if student with extreme behaviour refuses to leave.

## PROPERTY

### Expectations:

- Students will care for the school environment.
- Look after school and personal property.
- Keep our rooms and grounds litter free.
- Conserve water and power and recycle.
- Keep our environment free of graffiti, vandalism and theft.
- Leave personal property at home, including mobile phones and toys, unless negotiated.
- Mobile phones to be left with Front Office staff.

### Range of responses to responsible behaviour

- Positive encouragement, verbal and non-verbal acknowledgements, certificates, peer awards, whole school assemblies, leadership awards.
- Successes published in Newsletter.
- Given added responsibility.
- Students given choices about curriculum.

### Range of responses to irresponsible behaviour

- Return/replace/repair property.
- Removal for safe keeping, returned at the end of the day.
- Communication with parents.
- Clean up litter / community service.
- Make posters to promote water, paper and power conservation.
- Research conservation issues and present them at an assembly.
- Time Out/Cool Down.
- Limited use of equipment.
- Take Home / Suspension / Exclusion.
- Alert office of all graffiti.
- Police contacted.

**The response made to irresponsible behaviour will depend on the frequency and severity of behaviours**



# CHILD PROTECTION

## KEEPING SAFE: CHILD PROTECTION CURRICULUM AND POLICY

**“Always within REACH”**

### INTRODUCTION

The Child Protection Policy is based on these principles:

- The safety of children is paramount.
- Children are the most vulnerable members of society.
- Children need to know and believe that they have a right to be safe at all times.
- Children are entitled to basic human rights regardless of special needs, cultural, or socio economic factors.
- Children are deserving of respect, care and protection.
- Children are entitled to the support of an advocate on their behalf.

### LEGISLATIVE REQUIREMENTS

It is a legal requirement for DECD employees and a school's responsibility:

- To report all suspected cases of abuse and neglect.
- To ensure that all employees and volunteers have an appropriate level of training to be able to recognise abuse and neglect.
- To ensure that effective abuse prevention programs are implemented.
- To implement a curriculum that addresses issues of child protection *Children's Protection Act (1993) and DECD Child Protection Policy (1998)*.

Under the Children's Protection Act, DECD has a legislated responsibility with other agencies to protect children and young people from abuse in its own settings and in the wider community.

Schools and sites have the responsibility, reinforced by Anti Discrimination Legislation and Duty of Care, to protect and care for every learner.

### DEFINITIONS OF CHILD ABUSE

- Physical Abuse is deliberate physical harm inflicted on a child/young person.
- Sexual Abuse occurs when someone in a position of power involves a child/young person in sexual activity.
- Emotional Abuse occurs when words and actions are directed at a child/young person whereby social competence and self esteem are undermined or eroded.
- Neglect is characterised by the failure to provide for a child / young person's basic needs.

### ROLES AND RESPONSIBILITIES

**Staff at Mount Barker South Primary School are committed to the implementation of the Child Protection Curriculum.**

**They will ensure that Students:**

- Are able to recognise and report abuse.
- Understand power in relationships.
- Develop protective strategies, including help-seeking behaviours.
- Create positive, healthy understandings of relationships and sexuality.

**School Staff will:**

- Implement the Child Protection Curriculum.
- Provide families with information and opportunities for questions and comments.
- Undertake necessary Training and Development opportunities that will be provided for all staff and volunteers.
- Be sensitive to students from culturally and linguistically diverse backgrounds, including Indigenous students and students with disabilities.
- Include the provision of an ethical climate where adults respond to, listen to and respect children and young people in a supportive learning environment where:
  1. Respectful and caring relationships are fostered.
  2. Children and young people are encouraged to develop a strong sense of self worth.
  3. Staffs are supported to develop the skills, understandings and dispositions to recognise and respond to suspected abuse and neglect.
  4. Effective abuse preventions are implemented in all DECD schools and settings.

**The Mount Barker South Primary School Child protection programs supports students to:**

- Develop knowledge, skills and understandings to achieve and maintain personal safety.
- Participate in a range of developmentally appropriate experiences, which are responsive to individual needs and interests.
- Gain appropriate support and advocacy from adults
- Develop positive, responsible and caring attitudes and behaviours which recognize the rights of all people to be safe and free from both harassment and abuse.



## CHILD PROTECTION

The following is a summary of topics

Summary of topics Preschool to Year 7 FOCUS AREAS	Early Years Band Ages 3—5	Early Years Band Reception –Year 2	Primary Years Band Year 3 – Year 5	Middle Years Band Year 6 – Year 7
<b>The right to be safe</b>	Feelings.  Exploring the concepts of safe and unsafe.  Early Warning Signs.	Feelings.  Being safe.  Early Warning Signs.  Risk taking and emergencies.	Exploring the concept of safety.  Reviewing the concept of Early Warning Signs.  Unsafe situations and acceptable risk taking.	Safety and risk taking.  Early Warning Signs and emergencies.
<b>Relationships</b>	Identity and relationships.  Fair and unfair.  Trust and networks.	Trust and networks.  Rights and responsibilities.  Use and abuse of power.	Understanding rights and responsibilities.  Trust and networks.  Developing personal identity.  Power in relationships.	Rights and responsibilities in relationships.  Power in relationships.  Bullying as an abuse of power.
<b>Recognising and reporting abuse</b>	Privacy and names of parts of the body.  Touching.  Recognising abuse.  Secrets.	Names of parts of the body, privacy and touching.  Recognising abusive situations and secrets.	Privacy and names of parts of the body.  Recognising abuse, neglect and unsafe secrets.  Internet, telephone and media safety.	Recognising abuse.  Identifying abuse and neglect.  Electronic media abuse.
<b>Protective strategies</b>	Strategies for keeping safe.	Practising protective strategies.  Persistence.	Problem solving for keeping safe.  Review of networks.	Problem-solving strategies.  Network review and community support.

### CHILD PROTECTION CURRICULUM THEMES

**We all have the right to be safe.  
We can help ourselves to be safe by talking to the people we trust.**

# ANTI BULLYING FOR STUDENTS

BE COOL—NOT CRUEL

YOU HAVE THE RIGHT TO BE SAFE

“Always within REACH”

## WHAT IS BULLYING AND HARASSMENT?

### Bullying

Bullying is abuse of power, where a person or group use behaviour to hurt, upset, scare or shame another person.

### Harassment

Harassment is unwanted and unwelcome behaviour that is usually, but not always, repeated.

Bullying and harassment at school can involve students, teachers, school support staff and parents.

## DISCRIMINATION

Discrimination in schools is against the law and harms relationships. Bullying and harassment can be about discrimination based on a person's:

- **Sex** - Being female or male.
- **Gender** - Acting masculine or feminine.
- **Cultural & Spiritual Identity/Race/Ethnicity** - Cultural beliefs, religion, language, heritage, clothes, food, skin colour or physical appearance.
- **Appearance** - Body shape and size, clothes and accessories.
- **Disability** - Physical, intellectual, medical or psychiatric disability.
- **Financial status** - How rich or poor.
- **Age** - How old.

## BULLYING AND HARASSMENT HAPPENS IN DIFFERENT WAYS:

**PHYSICAL** - hitting, pushing, touching, rubbing, grabbing, taking/damaging property, spitting and using a weapon.

**SEXUAL** - any unwelcome written, verbal or physical contact of a sexual nature.

**VERBAL & WRITTEN** - spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, rumour spreading.

**FACE & BODY SIGNALS** - looks, stares, facial expressions, hand signals.

**CYBER** - using emails, voice and text messages, photographic and video images, Myspace, Facebook, Instagram, Snapchat, MSN & emerging technologies.

**GRAFFITI** - using pictures, tags or words.

**GROUP** - forming groups to leave out, ignore and disrespect others.

**INDIRECT** - influencing or organising others to bully or harass (being a bystander).

## WHERE CAN BULLYING AND HARASSMENT OCCUR?

- In the school yard or on the oval.
- In the classroom.
- On the bus.
- In the Hall.
- On the way to and from school.
- On excursions and camps.
- In the corridors.
- At the toilets.
- On the phones and computers.
- Anywhere at school.
- Anywhere at all.

## DO YOU BULLY OR HARASS?

If you hurt, upset, scare or shame another person a teacher must deal with the problem.

### **You will be given fair opportunity to:**

- Show that you are willing to take responsibility for and talk about your behaviour.
- Show that you are sorry for what you did.
- Be supported to make suggestions to help repair the harm or damage.

### **We will offer you:**

- Counselling.
- Special programs to help you stop bullying and harassment.
- A meeting with your parents /caregivers.

If you continue to bully and harass, you will face more serious consequences, according to our school's Code of Behaviour.

## WHAT TO DO IF YOU ARE BEING BULLIED?

- If you are being bullied in the yard tell a yard duty teacher first. If you are not heard, persist until you are.
- If you are being bullied in the classroom tell your class teacher first.
- Make an appointment to see the Counsellor or Principal for help. If you need support take a friend.
- Tell your parent or caregiver, and ask them to contact the staff at the school.



## DON'T WATCH BULLYING HAPPEN! DON'T BE A BULLYING BYSTANDER

A bystander is an onlooker or spectator to bullying and harassment. Be part of the solution not part of the problem.

- Let the person doing the bullying know that what they are doing is wrong.
- If you watch silently, laugh, clap, encourage or film you are helping the bully.
- Help the situation by taking away the audience - WALK AWAY!
- Use assertive body language and say "Stop it. Leave them alone!"
- Encourage the person who is being bullied to get away from the situation and seek help from an adult.
- If you know someone is being bullied it is your responsibility to tell a teacher, Counsellor or Principal.

## WHAT DOES THE SCHOOL DO ABOUT BULLYING?

At Mount Barker South Primary School we do a lot of things to address bullying and repair relationships.

### **Teachers will teach you how to:**

- Handle bullying and what to do about it.
- Be confident and to cooperate and get along with others.
- Bounce back and be resilient.
- Listen to and support the person who has been bullied.
- Keep yourself safe.

### **The school will:**

- Work with the student who has bullied and get them to think about the consequences of their actions.
- Give consequences to students who bully others. These consequences may include Time Out or Restricted Play, Take Home or Suspension.
- Develop a student action plan with the bully.
- Talk with parents of students who bully.

KIDS HELP LINE FREE CALL: 1800 55 1800

[www.kidshelpline.com.au](http://www.kidshelpline.com.au)

24 Hour Telephone and Online Counselling For Young People

# ANTI BULLYING FOR FAMILIES

## EVERYONE HAS THE RIGHT TO BE SAFE

**“Always within REACH”**

### WHAT IS BULLYING AND HARASSMENT?

#### **Bullying**

Bullying is abuse of power, where a person or group use behaviour to hurt, upset, scare or shame another person.

#### **Harassment**

Harassment is unwanted and unwelcome behaviour that is usually, but not always, repeated.

Bullying and harassment at school can involve students, teachers, school support staff, parents and community.

### BULLYING AND HARASSMENT HAPPENS IN DIFFERENT WAYS:

**PHYSICAL** - hitting, pushing, touching, rubbing, grabbing, spitting, play fighting, taking/damaging property and using a weapon.

**SEXUAL** - any unwelcome written, verbal or physical contact of a sexual nature.

**VERBAL AND WRITTEN** - spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, rumour spreading.

**FACE AND BODY SIGNALS** - looks, stares, facial expressions, hand signals.

**CYBER** - using emails, voice and text messages, photographic and video images, MySpace, Facebook, Instagram, Snapchat, MSN & emerging technologies.

**GRAFFITI** - using pictures, tags or words.

**GROUP** - forming groups to leave out, ignore and disrespect.

**INDIRECT** - influencing or organising someone else to bully or harass.

**DISCRIMINATION** - Discrimination in schools is against the law and harms relationships.

#### **Bullying and harassment can be about discrimination based on a person's:**

- **Sex** - being female or male.
- **Gender** - acting masculine or feminine.
- **Cultural and Spiritual Identity/Race/ Ethnicity** - cultural beliefs, religion, language, heritage, clothes, food, skin colour or physical appearance.
- **Appearance** - body shape and size, clothes and accessories.
- **Disability** - physical, intellectual, medical or psychiatric disability.
- **Financial Status** - how rich or poor.
- **Age** - how old.

### WHAT DOES THE SCHOOL DO TO REDUCE BULLYING?

If an incident of bullying/harassment happens at Mount Barker South Primary School, we use a range of preventative intervention and follow up strategies to best deal with the situation,

- Having a specific focus on Harassment/ Bullying where students are explicitly taught how to handle bullying/ harassment and what to do about it.
- Teaching students how to be confident and to cooperate and get along with others.
- Encouraging students to bounce back and be resilient.
- Teaching students about conflict resolution, anger management, problem solving and assertiveness training.
- Promoting student voice with all students at the school.
- Identifying “Hot Spots” and “Safe Spots” in the yard via Bullying Audit.
- Providing Professional Development for all staff on bullying/harassment and how to deal with it.
- Teaching students about our school values.
- Restorative Procedures are used to repair harm and strengthen relationships.

#### **We follow-up incidents of bullying by:**

- Counselling students who have been bullied.
- Counselling students who have bullied others.
- Communicating with Parents or Caregivers about the situation.
- Putting consequences in place for students who bully others.
- Giving negotiated consequences.



## WHAT CAN I DO IF MY CHILD IS BEING BULLIED?

Children who are being bullied at school may not always tell teachers about it. They may be afraid to tell, thinking that it may make the situation worse.

This is why as a Parent or Caregiver you have an important part to play in helping your child and the school deal with bullying.

### SIGNS THAT A CHILD MAY BE BEING BULLIED MIGHT INCLUDE:

- Refusal to go to school and finding excuses not to go (e.g. pretending to be sick).
- Unexplained cuts, bruises or scratches.
- Illnesses without any possible cause.
- Unexplained change of mood, tension or emotional distress (crying, acting out, periods of sadness).
- Damaged or missing clothing/possessions.
- Bed wetting and/or interrupted sleep patterns.
- Change in regular behaviour.

## WHAT SHOULD I DO IF I SUSPECT MY CHILD IS BEING BULLIED?

- You may feel anxious or upset if your child tells you that they have been bullied. However, it is important that you remain calm.
- Listen to your child.
- Find out what happened from your child who else was involved (including bystanders / witnesses), and when and where did the bullying / harassment take place.
- It is important to let your child know that telling you about the bullying/harassment was the right thing to do.
- Parents or caregivers must not approach other students/parents.
- Encourage your child to talk to a staff member.
- Talk to the school staff and let them work through the issue with you and your child.

## INFORMING THE SCHOOL

### COMPLAINT PROCEDURES

- We believe that it is important that complaints are kept confidential.
- Talking with the school staff about your concern is an important step in solving it.
- Tell the school staff as soon as possible so we can work together to solve the problem.
- Parents and caregivers can address their complaints at the school by:

#### Step 1:

Making an appointment to see the classroom teacher to discuss the concern.

#### Step 2:

Making an appointment to see the Counsellor or Principal if you feel as though your concern has not been resolved.

#### Step 3:

Contacting the Education Director to successfully resolve the matter - Phone number: 8391 4705



## MOUNT BARKER EDUCATION OFFICE

*Children and young people are at the centre of everything we do.*

6 Dutton Road, Mount Barker SA 5251

**T:** 8391 4705

**F:** 8391 4018

# COMPLAINT PROCEDURES

**WE AIM TO: CREATE A SAFE, CARING, ORDERLY AND  
QUALITY LEARNING COMMUNITY**

**“Always within REACH”**

Mount Barker South Primary School provides a stimulating, caring, relevant and safe learning environment, which respects the rights of individuals through a partnership with the wider community, students and staff.

The school delivers a broad, relevant and balanced education, which enables students to achieve a level of excellence according to their individual skills and abilities so that they function as effective members of the immediate and global community.

We believe that students who contribute to the school community by striving to participate, achieve and behave well, deserve to be recognised, acknowledged and encouraged.

Fortnightly assemblies focus on individual, group and whole school achievements. All teachers nominate students to be acknowledged for Confidence, Getting Along, Persistence, Organisation, Resilience, Mutual Respect, Attentive Listening and Only My Best Will Do.

In the event of a problem, please aim to go through the following steps on the next page.



## STUDENT COMPLAINT PROCEDURE

- 1. Try to work it out on your own.**
  - Take time-out to cool down / think.
  - Work out exactly what the issue is.
- 2. If you feel safe talk calmly to the person with whom you have the complaint.**
  - Take a friend for support.
  - Example "I feel.....and you need to stop".
- 3. Solve it with a teacher / interpreter.**
  - Tell them the problem.
  - Decide with them what you will do and see if it works.
- 4. Seek further help if the issue is unresolved.**
  - Go to the Counsellor or Principal.
  - Restate what the issue is.
  - The Counsellor or Principal, together with your parent or caregiver will decide what action is to be taken.



## FAMILY COMPLAINT PROCEDURE

- 1. If you have a complaint with a staff member**

Contact the school to make a mutually convenient time to meet with the staff member.  
Phone: 8391 1197.  
Be fair, calm and honest.

### **If not resolved then:**

- 2. Speak to the Counsellor or Principal by appointment**

Contact the school to make a mutually convenient time to meet with the Counsellor or Principal.  
Phone: 8391 1197.

### **If not resolved then:**

- 3. Seek advice from the Education Director at the Mount Barker Education Office**

Contact the Education Director.  
Phone: 8391 4705.

### **If not resolved then:**

- 4. Seek advice from Parent Complaint Unit**

If the complaint cannot be resolved as a result of the parent, school and the Education Office working together, then the matter can be referred to the Parent Complaint Unit for an independent review.  
Phone: 1300 677 435.

**These steps should be followed in order  
From 1 –4 before proceeding to any other step.  
If resolved, stop.**

*Good relationships within the school community provide the basis for a safe and supportive environment.*

*At Mount Barker South Primary School we aim to respect everyone,  
repair harm and restore relationships.*

**Respect ~ Excellence ~ Acceptance ~ Co-operation ~ Honesty**

Princes Road, Mount Barker SA 5251 ~ **T:** 8391 1197 ~ **F:** 8391 0912  
[www.mtbsouthps.sa.edu.au](http://www.mtbsouthps.sa.edu.au) ~ [dl.1539.info@schools.sa.edu.au](mailto:dl.1539.info@schools.sa.edu.au)