

**WATSONIA NORTH
PRIMARY SCHOOL**

**Student
Welfare
Manual**

CONTENTS

Introduction

SECURITY

Security of Children at School

BEHAVIOUR

Student Personal Development Program – Stop Think Do

Student Code of Conduct

Summary of Procedure for Dealing with Children's Serious Misbehaviour

Procedures for Dealing with Children's Severe Misbehaviour

MEETING STUDENTS' SPECIAL NEEDS

School Referral Processes

Process of Making a Referral

Program for Students with Disabilities

RESPONDING TO CHILD ABUSE

Responding to Child Abuse

INDIVIDUAL SCHOOL DRUG EDUCATION STRATEGY

Individual School Drug Education Strategy (ISDES)

MEETING STUDENTS' MEDICAL NEEDS

Administering Medicines at School

First Aid Procedures

SPECIFIC ISSUE POLICIES

Sunsmart Policy

Headlice Policy

Introduction

This manual draws together the arrangements our school makes in order to address the health and welfare issues that any of the children may face.

It is recognised that while we may not be able to counter the negative influences of society at large, schools should nevertheless take steps to make their environment a safe place and assist children to overcome any personal and social difficulties they may face. In this way children have the best opportunity to take full advantage of the curriculum program which is available to them.

Each section listed on the contents page represents an important area in its own right and when considered collectively constitutes an important health and welfare strategy for all children at Watsonia North Primary School.

Security of Children at School

It is recognised that our school has a responsibility to make our school environment as safe as possible for the children in our care. With this aim in mind, the following arrangements have been made:

- The appointment of a Health and Safety Officer whose role it is to monitor and report any physical dangers which may arise in the school environment from time to time, for example, problems with playground equipment.
- A high fence around the perimeter of the school grounds designed to increase the safety of children in the grounds particularly at the fence line. The fence also discourages out-of-hours use by the general public therefore minimising the dumping of objects/materials in the grounds which could be a danger to children. The high fence also isolates the school car park from the children's playing areas.
- A Yard Duty system ensuring the children have quick access to a staff member before school 8.45am to 9.00am, during recess (10.35 to 11.00am), during lunchtime (12.50pm to 1.50pm) and after school (3.30pm to 3.45pm).
- At 3.45pm if any child remains in the school grounds, after being dismissed, he or she is brought into the school office area and remains there until a parent/guardian is contacted in regard to the arrangement for the child to safely return home.
- If a child is late for school without a parent/guardian explanation a follow up check is made to establish the reason for lateness.
- Children are not permitted to leave the school grounds once they have arrived at school. Children leaving school during school hours must be accompanied by an adult or have written permission from parents which is authorised by either the Principal or Assistant Principal.
- A Sign In/Sign Out Book is used by parents/guardians when taking children from or returning children during school operational hours to ensure that the whereabouts of each individual child is known.
- A file of Family Court Orders pertaining to custody and access issues is maintained for children with these circumstances to ensure that the law is followed in these matters.

Student Personal Development Program

- Stop Think Do -

Watsonia North Primary School has adopted the **Stop Think Do** social skills program. This program teaches children to think about, evaluate and choose solutions to their social problems before they initiate behaviour. The program uses a social problem solving method and is systematically applied as a primary preventive, competence-building method in the classroom. This program is taught in all classes from Year Prep to 6 each year.

General Aims of the Classroom Program:

- to prevent possible current and long term aversive consequences of poor social skills development in students
- to develop healthy social and learning environments in the school which reflect a commitment to social equity and democracy
- to foster social competence and peer relations of students through training in specific behavioural and cognitive skills
- to foster socially acceptable goals, values and attitudes in students
- to develop self-confidence and self-worth in students through skills training and the achievement of social goals
- to empower children to take more control, purpose and responsibility for their personal well-being, academic and social success
- to develop positive social relations between teachers and students through effective behaviour management techniques and shared social skills training
- to develop classes as democratic social groups with teachers as group leaders utilising group dynamics to support the social development of individual students
- to encourage the involvement of parents in the program to aid in skills transfer outside of the classroom

Specific Aims of the Program:

To train the following social skills and attitudes:

- social perception, particularly listening to and looking carefully at others to recognise individual differences and similarities and to take the perspective of others
- communication skills, particularly recognising, naming and expressing feelings appropriately
- verbal and non-verbal behavioural skills including friendly approach behaviours, conversational, self protective and assertive skills

References: Stop Think Do Teachers' Manuals
Authors: Lindy Petersen & Anne F Gannoni T370.15 PET
Watsonia North Primary School - Health Policy and Program

Student Code of Conduct

The Code of Conduct for Students at Watsonia North Primary School has been formulated within and is consistent with DET guidelines and Regulations.

The Student Code of Conduct aims:

- to provide a safe, happy and secure environment for the children;
- to communicate clear expectations of appropriate behaviour to students, parents and teachers;
- to develop self discipline and respect for others.

As part of our Student Welfare Policy, the school has implemented the *"Stop Think Do"* program at all levels to enhance students' social skills.

The main aim of the *"Stop Think Do"* program is the development of social skills and pro-social attitudes in students, and healthy social-learning environments in classrooms. Specifically, communication, cognitive problem solving and behavioural skills are taught and practised within supportive classroom groups.

In keeping with this positive approach, exemplary behaviours are recognised through approaches that include:

- Student Achievement Awards;
- Selection for School Leadership roles;
- Inclusion in special activities;
- Other awards.

RIGHTS

Everyone has the right to:

- be valued and respected as an individual;
- work in a friendly, co-operative environment;
- be safe, clean and happy;
- express themselves without ridicule;
- learn;
- have school and personal property respected;
- privacy and confidentiality.

RESPONSIBILITIES

Everyone has the responsibility to:

- treat others with care and consideration;
- follow school rules;
- assist others to learn;
- be tolerant of others;
- behave safely and appropriately;
- listen and respect the opinions of others;
- strive for personal best with genuine effort;
- respect for property of themselves and others;
- be punctual and properly prepare for all classes;

-
- be good ambassadors for the school;
 - contribute to the school's clean and healthy environment;
 - wear school uniform, including school hats.

In light of these responsibilities, children are required to demonstrate the following behaviour:

- do their best ... always;
- listen carefully during all school activities;
- stand aside for adults in doorways;
- be polite when talking with people (using name, please, thank you and excuse me);
knock before entering a classroom (knock once and enter):
Staffroom: Knock and wait to be invited in
Office/Counter: Wait at window
- use acceptable language when speaking;
- look after own property and property of others;
- move around the school in a safe and orderly manner;
- only be in a classroom or corridor during lunch time or recess when given permission;
- keep the school tidy by putting rubbish into a bin, eating in designated areas and clean up the school with everyone else;
- play in a safe manner;
- observe the Playground Equipment timetable;
- be tolerant and considerate towards others;
- use *Stop Think Do* to help deal with others in an appropriate manner.

Support

Support for the Student Code of Conduct may be demonstrated by:

- Children being a positive role model for others.
- Parents giving ongoing support for the school.
- Teachers ensuring that their teaching practice reflects all aspects of the Code of Conduct.

Consequences:

A positive approach will be maintained at all times. However, should the Student Code of Conduct be breached, consequences may include:

- apologising;
- being asked to stand aside in a group or being placed in a supervised alternative area;
- being asked to do extra tasks or duties;
- discussing the behaviour with:
 - (a) a teacher
 - (b) a teacher and the students
 - (c) a teacher and parents
- cleaning up or fixing what has been damaged (this may include paying for the loss or damage to property or equipment);
- losing privileges;
- being sent to the Principal or Assistant Principal, which means that:
 - (a) any of the above may be applied
 - (b) parents may be contacted to discuss the situation.

For serious or repeated misbehaviours, a discipline procedure has been devised.

Serious misbehaviour is defined as the following:

- bullying/teasing
- fighting
- harassment/discrimination
- other behaviour considered dangerous
- stealing
- swearing
- throwing stones/sticks
- vandalism
- continuously repeated lesser misdemeanours

The discipline procedure involves Time Out (45 minutes) and tasks during a recess or lunchtime or a combination of both, after school detention and meetings with parent/s to discuss future action including the possibility of suspension if the behaviour continues. The Principal and/or Assistant Principal can extend the number of days allocated for Time Out depending on the nature and frequency of the misbehaviour. This can also involve walking with the Yard Duty teacher for the remainder of recess/lunchtime.

First Offence:

Time Out (45 min) and tasks during recess and lunchtime. Parents are notified in writing the same day and a detention warning is given.

Second Offence:

Time Out (45 min) and tasks during recess and lunchtime. Parents are notified in writing the same day and after school detention is given the following day.

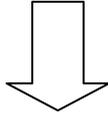
Third Offence:

Time Out (45 min) and tasks during recess and lunchtime. Parents are notified in writing the same day and asked to meet with the Principal and/or Assistant Principal and the relevant teachers, to discuss future action including the possibility of suspension if the behaviour continues. Detention is given the following day.

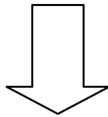
Note: Three offences can be one of the above misbehaviours or a combination of any of the above serious misbehaviours over any period of time, so that patterns of repetitive serious misbehaviour can be monitored and judged accordingly.

Summary of Procedure for Dealing with Children's Serious Misbehaviour

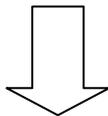
Step 1. **Serious Misbehaviour** occurs – as per the serious misbehaviour definition



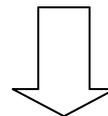
Step 2. **Behaviour Incident Slip** (Pink Slip) issued by Staff Member who first deals with the child/children



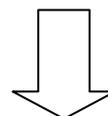
Step 3. Initial **Time Out** given for recess and lunchtime



Step 4. **Behaviour Incident Slip** and **Time Out documentation** is given to the relevant classroom teacher



Step 5. Classroom teacher completes the appropriate **Offence Notice**



Step 6. Parent/Guardian returns completed Offence Notice

Procedure for Dealing with Children's Serious Misbehaviour

Serious Misbehaviour in the playground:

If you are dealing with a child who is not in your grade, the following steps are to be taken.

Serious Misbehaviour in the classroom:

If you are dealing with a child in your grade, classroom teachers carry out the steps below themselves including arranging for the child to attend Time Out/Detention at the appropriate time and arranging for the documentation to be completed and distributed as listed below.

Step 1

Serious Misbehaviour occurs – as per the serious misbehaviour definition.

Step 2

Behaviour Incident Slip (Pink Slip – copy attached) issued by Staff Member who first deals with the child/children. Send the child to the staffroom with a completed Behaviour Incident slip to report to the Time Out Duty staff member, who then takes the child to the Art Room for Time Out. **Time Out duty teachers must be available in the Staffroom during their rostered duty time.** If the Time Out Duty teacher is already in the Art Room supervising another child/children, the child is to be sent to the Art Room.

Step 3

Initial **Time Out** given for recess and lunchtime. Time Out duty teacher reads the slip and gives the child a **Time Out Task Sheet** and the appropriate number of **Apology Sheets** (copies attached). The child then completes all the necessary documents. All Time Out documentation is kept in the Behaviour Tub in the Art Room. The duty teacher supervises the child's work and signs the task sheet when completed

If the tasks are not completed in the 45 minute time allocation, the child must complete them at home and return them to be signed by the class teacher the following day.

Note: If a child is sent in during recess time, they remain inside for half of recess (or the remaining part of recess time if less than half) and then complete the time at lunchtime and/or the following day. In this case the recess duty teacher would fill in the relevant section of the Time Out Task sheet indicating time during recess spent inside. Time Out documentation carried over until the next session must remain in the Behaviour Tub for the next duty teacher. The same thing applies if a child is sent in during lunchtime. Their Time Out is carried over into the next day, when he/she would complete their remaining time during recess and/or lunchtime.

Remember it is DET policy that a child can normally only be kept in for half of any recess or lunchtime.

Step 4

At the end of the Time Out period the Time Out duty teacher collects all sheets (Behaviour Incident Sheet, Time Out Task Sheet and Apology Sheet/s), sends the child back outside or to their class if at the end of the break and passes all sheets onto the class teacher for reading. Apology sheets must be distributed by the child to the appropriate person and all other documentation is placed in the child's Individual File.

Step 5

The class teacher then fills in the appropriate **Offence Notice** (copies attached). Teachers can determine which Offence Notice is appropriate, by checking the child's Individual File. This form is then sent to the staff member who first dealt with the misbehaviour, for them to sign. The form is then sent to the Principal/Assistant Principal who signs the form and then makes 2 copies of the notice. The original copy is sent home with the child. One copy is kept in the child's Individual File and the other is kept by the Principal for the central records.

Step 6

The classroom teacher receives the acknowledgement slip returned by parents. This is copied for the child's Individual File and the original is sent to the Principal for the central records.

DETENTION:

All offences after the first one include a detention. Children allocated detention will be supervised by the Principal/Assistant Principal or a Leading Teacher. Detention takes place the day after the misbehaviour between 3.30-4.00pm. Children doing detention need to report to the Office immediately after school on the day concerned. Whilst in detention the child completes an **After School Detention Task** (copy attached). This sheet becomes a Behaviour Contract for the child in the future. If the child fails to complete the task during their detention period, he or she is required to take it home to complete and return it to the Principal the next day. Two copies are made, one for the child's Individual File and one for the central file. The original form is sent home to parents.

PARENT MEETING:

A third offence may require a meeting with the parent/guardian. This meeting would be attended by the Principal and/or Assistant Principal, classroom teacher and the child (if considered appropriate). At this meeting a joint home/school strategy would be agreed to correct the behaviour with the understanding that future serious misbehaviour may lead to suspension.

Notes:

- Where possible, children attending Time Out should be listed in the Daily Bulletin.
- It is important that all documentation goes through the class teacher who is in the best position to play a coordinating role and who has the best 'current knowledge' about each child in their room.
- The above procedures represent a 'management strategy' designed to prevent children repeating serious misbehaviours. The long term solution is prevention through training all children thoroughly in the Stop Think Do program.
- The record keeping procedure above allows us to monitor more efficiently and consistently, a child's serious misbehaviour throughout the whole school, particularly in regard to bullying/teasing.

School Referral Process

Referrals to Student Support staff at Watsonia North Primary School may involve Students, Parents or Staff. These staff consist of Educational Psychologists, Social Workers and Speech Pathologists.

Students:

Any student causing concern either within the classroom and/or playground and home (where this affects school performance) can be referred to Student Support Staff.

Referrals can be made for:

- Academic problems – the child has a learning problem. This referral would go to the Educational Psychologist.
- Behaviour problems – the child would be referred to either the Educational Psychologist or Social Worker.
- Speech or language problems – the child would be referred to the Speech Pathologist and/or the Educational Psychologist.
- Welfare issues – the child would be referred to the Social Worker.
- Health problems – the child would be referred to the appropriate agency such as the Banyule Health Service and School Nursing Program.

Parents/Guardians:

Parents/Guardians with issues that impact on students at Watsonia North may receive support through referrals to Support Staff and/or outside support agencies.

Staff:

Any member of Staff requesting class program support with regard to students or personal issues, may also receive specific support. This is done through the Assistant Principal who will organise an appointment with the relevant support staff.

Reference: Framework for Student Support Services in Victorian Government Schools – Teacher Resource
Published by the Department of Education, Victoria 1999

Process of Making a Referral

Once a student has been identified as needing a referral, the following process takes place:

1. Check the student's Individual File to determine if any referral has occurred previously. If no previous relevant referral has been made, check for any other school based action that has occurred ie Reading Recovery/Intervention.
2. Discuss the concern with the Assistant Principal and/or Principal.
3. Discuss the concern with the parents/guardians. If the parents are in agreement, the referral process can begin.
4. Obtain the Student Services Referral Proforma for the Psychologist or Social Worker and the Speech Therapy Referral Proforma for the Speech Pathologist. These are available from the Assistant Principal.
5. Complete the relevant teacher's section of the proforma.
6. Have parents/guardians complete their section of the proforma and sign it.
7. Hand the completed proforma to the Assistant Principal who then forwards it to the relevant Student Support staff member.
8. The relevant Student Support person will process this referral and take the appropriate action deemed necessary. This may involve meeting with the student and/or parents, conducting appropriate assessments and/or referring the family to other agencies. Classroom teachers will be informed of the process and outcomes by either meeting with the relevant Student Support person, written reports or both. The Assistant Principal oversees all referrals and the ongoing program for students who have been referred.
9. All referrals should be recorded on the cover of the student's Individual File and all relevant documentation should be filed inside. This may include reports, letters, assessment results and information from outside agencies.

Individual action plans and alternative classroom programs may be necessary. These will be negotiated with the relevant Student Support person, classroom teachers, parents and the Assistant Principal and reviewed regularly.

Program for Students with Disabilities

The Program for Students with Disabilities aims to provide an inclusive education for students with special educational needs, including disabilities, impairments and severe learning difficulties, ensuring that they are able to participate fully in the educational programs provided by schools. The program aims to provide all students with access to quality education that leads to outcomes best suited to their unique skills and competencies.

The program provides additional support to schools for eligible students with disabilities. Eligibility is defined by criteria designed to identify that group of students with more severe or profound disabilities.

The seven criteria areas for funding through the program are:

- Physical Disability
- Severe Language Disorder
- Severe Behaviour Disorder
- Hearing Impairment
- Intellectual Disability
- Visual Impairment
- Autism Spectrum Disorder

Making an Application:

An initial Program Support Group is established for each student for whom the school requests resources from the Program for Students with Disabilities. The role of this group is to complete an application based on the program guidelines. Information on this process is available in the **Program Handbook**. This Handbook can be obtained from the Principal or Assistant Principal, or at the Student Wellbeing website www.sofweb.vic.edu.au/wellbeing/disabil/index.htm

Support for Students on the Program:

Students who meet the eligibility criteria have access to a variety of support services. These can include:

- Integration Aide support in their classroom and specialist programs
- Paramedical Support ie Physiotherapists, Speech Pathologists, Occupational Therapists
- Visiting Teacher support

All information on the Program for Students with Disabilities is available at the website listed above.

Responding to Child Abuse

Children have the right to be physically and emotionally safe at all times. Children are the most vulnerable members of our community. They do not have the power to stop abuse. They rely on others to help them. The responsibility for making sure that children are safe and that their needs are met is shared between the family, the general community, community agencies, professionals working with children, police and government. Each has a significant role to play to ensure the safety and wellbeing of children and young people and to help prevent harm from occurring.

Child abuse harms children physically and emotionally. The initial effects and the long-term consequences of child abuse affect the individual, their family and the community at large. Early identification and effective intervention can lessen the initial and long-term effects of child abuse and promote recovery of the children and families concerned.

Legally Mandated Notification

The Children and Young Persons Act 1989 Section 64 (1C) states that certain professionals must report to Child Protection Services, when, in the course of their professional duty:

[they] form the belief on reasonable grounds that a child is in need of protection [because] the child has suffered, or is likely to suffer, significant harm as a result of physical injury and the child's parents have not protected or are unlikely to protect, the child from harm of that type; or the child has suffered, or is likely to suffer, significant harm as a result of sexual abuse and the child's parents have not or are unlikely to protect, the child from harm of that type.

Specifically, these professions include:

- Primary and secondary school principals and teachers
- Nurses
- Doctors
- Police

References:

The 'Responding to Child Abuse' Department of Human Services publication, is available on the school's Intranet in the documents section. This reference contains information about sharing responsibility for child protection, the role of the Child Protection Service, the legal definition of when a child is in need of protection, definitions and indicators of types of harm, and how to respond to child abuse in order to help and protect children.

It also provides information about mandatory reporting legislation, how to make a notification to Child Protection and what happens once a notification has been made. Finally, it outlines the ongoing responsibilities of the mandated notifier.

While the reporting of *emotional* abuse and neglect is not mandatory, it is important that children are also protected from these forms of abuse. For this reason, this booklet includes some information about emotional abuse and neglect, as well as physical and sexual abuse (which do require mandatory reporting).

For other relevant information visit the Department of Human Services website:
www.dhs.vic.gov.au/commcare

Administering Medication at School

The green **Medication and Treatment Record Sheets** are kept in the Classroom Roll. Before staff can administer medication, this sheet must be filled in by parents. A copy of the sheet is also kept in the Sick Bay for staff reference. However, any medication must be recorded on the original sheet which will be retained in each classroom. Blank forms are kept at the Office if a parent needs to complete one. Please ensure that the Office receives a copy of all completed forms to be filed in the Sick Bay folder.

If medication is administered in the Sick Bay/Office, a slip is filled in and given to the classroom teacher for recording on the classroom record sheet. Only treatment for Asthma, stings and allergies should be given in the Sick Bay/Office during breaks with the appropriate slip filled in and sent to the classroom teacher. Any other medication should be given by the classroom teacher during class time when required.

In regard to giving painkillers, eg Panadol, when requested to do so by parents throughout the day, **verbal permission is acceptable** when using the following procedures:

- The verbal request is to be witnessed by two staff members. For example, a parent on the phone requests Panadol to be given: if this call is taken in the office, the speaker facility is used so that at least two staff hear the request. If the call is directed to a classroom, the parents need to repeat the request to the office staff member taking the call and to the classroom teacher when switched through.
- All verbal requests must be recorded in a Verbal Permission Medication Register located in the office and signed by the two staff receiving the request.

Children who have special medical issues have an individual page (fluoro) located at the front of each teacher's Class Roll. This outlines the management of the medical issue for other staff and replacement teachers. These forms are also posted on the wall in the Sick Bay, Staffroom and the Office.

NB. Please ensure that all **Medication and Treatment Sheets** are kept in the front of your Roll, which is located on the blackboard ledge near the door. Medication should be locked in a cupboard or filing cabinet, and not kept with the forms in the Roll for safety reasons. Please ensure that the location of the medication is clearly marked on the forms for other staff and replacement teachers.

Head Lice School Policy

Head Lice continue to cause concern and frustration for some parents, teachers and children. This school policy is intended to outline roles, responsibilities and expectations of the school community to assist with treating and controlling head lice in a consistent and coordinated manner.

Whilst parents have the primary responsibility for the detection and treatment of head lice, our school community will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

This school policy draws on information obtained from the Information Pamphlet and Management Guidelines 'Scratching for Answers?'.¹

It is the expectation of parents/guardians and families attending this school that:

- Children's hair will be checked for head lice on a weekly basis, at home, using the recommended conditioner/combing detection method;
- That your child does not attend school with untreated head lice (in accordance with Health Infectious Diseases Regulations 2001);
- Regularly inspect all household members and then treat them if necessary;
- Parents/Guardians will notify the school if their child is found to have live lice or eggs and advise when appropriate treatment was commenced (in accordance with Health Infectious Disease Regulations 2001);
- Children with long hair will attend school with hair tied back;
- Use only safe and recommended practices to treat head lice;
- Notify the parents or carers of your child's friends so they have an early opportunity to detect and treat their children if necessary;
- Maintain a sympathetic attitude and avoid stigmatising/blaming families who are experiencing difficulty with control measures;
- Act responsibly and respectfully when dealing with members of the school and broader community especially around issues of head lice;

To support parents/guardians and the broader school community to achieve a consistent, collaborative approach to head lice management, the school will undertake to:

- Distribute up to date and accurate information on the detection, treatment and control of head lice to parents and staff;
- Include information about head lice management in orientation and transition programs for new families/staff attending the school;
- Include information and updates in school newsletters;
- Provide practical advice and maintain a sympathetic attitude and avoid stigmatising/blaming families who are experiencing difficulty with control measures;
- Access community educational resources and support, such as primary school nurses, community health centres and local government;

¹ www.dhs.vic.gov.au/phd/headlice

-
- Distribute a Head Lice Inspection consent form to all families, requesting permission for children to participate in the Banyule Council head lice inspections when required;
 - Organise Banyule City Council nurses to conduct Head Lice inspections of children whose parents have signed the Head Lice Inspection consent form, when an outbreak occurs in the school;
 - Only inspect the heads of children whose parents have given prior consent;
 - Abide by the recommendations of the School Exclusion Policy of the Health (Infectious Diseases) Regulations 2001 in that the responsibility to exclude a child from the school rests with the principal or person in charge, and
 - Only exclude children from school with live insects;
 - Accept the advice of parents that appropriate treatment has commenced;
 - Encourage children to learn about head lice so as to help remove any stigma or 'bullying' associated with the issue;
 - Review the head lice policy regularly and seek endorsement from the School Council/Community;
 - Act responsibly and respectfully when dealing with members of the school and broader community especially around issues of Head Lice;
 - Continue to seek opportunities to increase our collective understanding of and response to managing head lice.

School Procedures:

Children with headlice are required under the Health (Infectious Diseases) Regulations to be excluded from school until treatment has commenced. If children are detected with headlice, parents will be contacted by the school or the Banyule Health Nurse. Once treatment has occurred, the child can return to school.

Sunsmart Policy

The school's Sun Protection Policy has been developed to ensure that all children attending this school are protected from potential skin damage caused by the sun's harmful ultraviolet radiation.

As part of general Sunsmart strategies:

- The school requires students to wear the school's broad brimmed hats that protect their face, neck and ears, whenever they are outside during Terms 1 and 4. (The previous school hats are being phased out and are no longer sold.)
- During Terms 1 and 4 students who do not have school hats with them will be asked to play in an undercover area that is protected from the sun.
- During Terms 1 and 4 students who do not have hats with them will not be allowed to participate in PE, Sports and other activities in the sun. These students will be asked to stay in a shaded area nearby, under the teacher's supervision.
- Staff will encourage students to bring SPF30+ broad-spectrum, water-resistant sunscreen to school and will remind students to apply the sunscreen before going outside in Terms 1 and 4.
- Students will be encouraged to use available areas of shade for outdoor play activities during Terms 1 and 4.
- School Council will ensure that there is a sufficient number of shelters and trees providing shade in the school ground.
- Students will not be allowed outside to play during lunchtimes if the temperature reaches 35 degrees or if the conditions are uncomfortable. This decision will be made by the Principal/Assistant Principal. The Hot Day Program will operate and students will be supervised in their classrooms.
- During Terms 1 and 4 Interschool Sport will be conducted in the mornings.
- Students attending the outdoor swimming program will not be allowed to participate without protective clothing on their upper bodies eg rash vests, t-shirts.
- Excursions and all other outdoor activities will be scheduled before 11.00am daylight saving time and 10.00am at other times, whenever possible during Terms 1 and 4. The availability of shade will be considered when planning excursions and outdoor experiences.

-
- Staff will act as role models for students during Terms 1 and 4 by:
 - wearing sun protective hats when outside
 - using SPF 30+ sunscreen
 - seeking shade whenever possible.
 - Sun protection will be taught throughout the school as a component of the Health Program.
 - The Sun Protection Policy will be reinforced in a positive way through parent newsletters and noticeboards.
 - Staff and parents will be provided with relevant educational material on sun protection.
 - The Sun Protection Policy will be monitored and its effectiveness evaluated as necessary.

Parents will be:

- Informed of the school's Sun Protective Policy when enrolling their child/children.
- Asked to purchase an approved school hat and ensure that their child brings this to school each day during Terms 1 and 4.
- Asked to provide SPF 30+, broad-spectrum, water-resistant sunscreen for their child and encourage their child to use this during Terms 1 and 4.
- Encouraged to practise SunSmart behaviours themselves when at the school or attending sport activities and excursions during Terms 1 and 4.

Further information on the SunSmart Program and sun protection is available on the SunSmart website www.sunsmart.com.au