

# WAKEHURST PUBLIC SCHOOL

*Friendship Loyalty Learning*

## School Discipline Procedures

Revised: September 2022

As a NSW Department of Education school, Wakehurst Public School 'is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social and emotional development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.' (*The Wellbeing Framework for Schools, Department of Education, 2015*). It is our commitment that we will deliver on this agenda.

The NSW Department of Education is committed to achieving school excellence by positioning wellbeing as an element of the learning domain in the School Excellence Framework. The Wellbeing Framework for Schools has an overarching Statement of Commitment to Wellbeing for our schools to support students to connect, succeed and thrive at each stage of their development and learning. The Wellbeing Framework is underpinned by a Behaviour Code for Students which outlines the standards of behaviour expected in all NSW public schools.

Wakehurst Public School influences the wellbeing of students by providing experiences that allow choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Schools play a pivotal role in shaping the values and attitudes of students within their care. Wakehurst Public School endeavours to provide students with experiences to develop their voice, become active learners and develop strong character qualities to enable them to connect with, succeed, thrive and contribute positively to society, now and in the future.

Wakehurst Public School students belong to a school that has an innovative and supportive learning environment. The curriculum is implemented through quality teaching and learning programs from Kindergarten to Year 6. Our committed and experienced staff ensure the learning and social outcomes of all students are met. Student differences are valued and catered for through the implementation of personalised programs. The school's focus on student welfare and expectations of a high standard of behaviour ensures a safe environment that encourages respectful, resilient and active learners.

The aim of the discipline procedures is to communicate Wakehurst Public School's commitment to ensure the wellbeing of all students. The Welfare Procedures (revised 2019) refers to the following documents:

- Anti-Bullying Plan
- Anti-Racism Policy
- Uniform Guidelines

Each of these policies will be reviewed every three years.



# **DISCIPLINE PROCEDURES**

## **STATEMENT OF PURPOSE**

These procedures provide a guide for staff, students and parents/carers to understand the processes and practices that Wakehurst Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour.

Wakehurst Public School consistently reinforces positive behaviour and aims to ensure that all students and members across our community feel safe and happy at school. Through the creation of a culture of respect, responsibility and personal best, students will be able to engage in educational programs with success. These procedures reflect the *Wellbeing Framework for Schools* and the *Student Discipline in Government Schools Policy*.

## **SCHOOL EXPECTATIONS AND RULES**

Our school's rules (Appendix 1) and expectations (Appendix 2) are explicitly taught to all students from Kindergarten to Year 6. All members of our school are expected to follow and are encouraged to work towards achieving the school expectations.

The school expectations are:

- Respect
- Responsibility
- Personal Best

## **STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR**

Wakehurst Public School maintains a focus on providing positive reinforcement to encourage positive behaviour. The school subscribes to the Positive Behaviour for Learning (PBL) framework. When students demonstrate positive behaviour, a culture of respect is present within our community; all students feel safe and are successfully engaged in the learning cycle.

- Active supervision – provided by all teachers on the playground and in the classroom. (Appendix 3)
- Regular discussions and 'check ins' with individuals and groups of students will occur so as to ensure all students are following the school rules, adhering to expectations and interacting appropriately with all members of the school community.
- Curriculum – will be addressed within classrooms, at a level appropriate to the students for which it caters. Activities will be differentiated to cater for the personalised learning and support of students.
- Learning and Support Team (LST) – the LST is comprised of the school principal, school counsellor, Learning and Support teacher, executive staff and the teacher of any student who is being referred. The LST supports the wellbeing of all students by providing support and guidance to address areas of need, for example academic, behavioural and social.
- Anti-Bullying Plan – this policy is utilised as needed within the school, in conjunction with the school's Discipline Policy.
- Positive Behaviour for Learning (PBL) lessons – these lessons are regularly and explicitly taught to each class and provide students with the knowledge and opportunity to practice strategies to promote respectful, responsible learners who are striving to achieve their personal best.
- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements.

- Matrix of expected behaviours – these matrices describe the behaviours that are expected of students in all settings across the school. They provide students with explicit examples of positive behaviours. These expectations and behaviours are regularly discussed with the students and are visible in prominent areas of the school for students to refer to.

### **STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

The award systems used at Wakehurst Public School provide opportunities to recognise students for their achievements and respond positively to student learning and behaviour. The range of strategies used to recognise and reinforce student achievement may include:

- Merit Awards – two awards are given out to students in each class each fortnight. The teacher chooses the recipients of these awards based on their achievements in class.
- House Points – given to students to reward positive behaviour in the classroom or on the playground. These are added together to determine the winning 'House of the Week' that is announced at Years 3-6 assembly each fortnight.
- Wakehurst Wise Awards – these free and frequent cards are distributed as per outline (Appendix 4)
- Verbal praise and encouragement – used consistently throughout classrooms and playgrounds.
- Class stickers or stamps – used in individual classrooms as an immediate indication of effort, to acknowledge a pleasing standard of work or positive behaviour
- Students acknowledged for their high achievement in the fortnightly school newsletter, on the school website or the school noticeboards
- Awards presented at Presentation Day – these awards are presented for academic, effort, cultural and sporting achievements throughout the year
- Feedback – formal and informal feedback is provided by all teachers to their students throughout day-to-day class activities.

### **STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR**

Inappropriate student behaviour will be addressed in a timely manner. The strategies and practices to manage inappropriate behaviour will be determined according to the severity and any repercussion of the behaviour, the location where the behaviour took place (e.g. classroom or playground), as well as the frequency with which the behaviour occurs. These strategies will be supported by the school's *Anti-Bullying Plan*, as well as the [NSW Department of Education Student Behaviour Strategy](#)

Inappropriate behaviour may include, but is not limited to: swearing, physical violence (hitting, kicking, punching), spitting, intimidation or verbal threats, homophobic comments, any form of racism.

Inappropriate behaviour is managed through the Whole School Consequence Flowchart (Appendix 5)

Serious incidents in the playground or the classroom will be referred immediately to the relevant stage supervisor. The stage supervisor will deal with the matter and provide an appropriate consequence. Reflection Sheets (Appendix 6) may be utilised at this stage. If the stage supervisor deems the behaviour to be too severe, the student will be referred to the principal.

The principal will be notified of all serious incidents, as well as the resolution strategy that was implemented.

**Serious Misbehavior** - The NSW DoE document, "*Student Behaviour procedures*" outlines consequences of serious misbehaviour.

## **ROLES AND RESPONSIBILITIES**

The roles and responsibilities of staff, students and parents/carers to ensure the wellbeing of all members of our school community include:

### **Students**

- Demonstrate behaviours in line with the DoE core values and Wakehurst Public School's expectations
- Follow expectations and comply with staff directions regarding discipline and appropriate behaviour when engaged in any school activity, both on and off site
- Show respect for teachers, fellow students, other staff and school visitors
- Display behaviour that is free of any form of harassment, intimidation, victimisation or bullying
- Actively contribute to the safe and caring environment of Wakehurst Public School
- Report incidents of negative behaviour that impact on an individual.

### **Parents/Carers**

- Support the school in the implementation of the discipline policy
- Work in collaboration with the school to shape your child's understanding of the school expectations and acceptable behaviour
- Regularly talk to your child about their day at school, focusing on the positive aspects and counseling them on any negative occurrences
- Report any concerns you or child has to the classroom teacher. If you are not satisfied with the outcome, speak with the supervisor in charge of your child's stage. If you feel there is still a problem, make an appointment to speak with the Principal
- Actively contribute to the safe and caring environment of Wakehurst Public School.

### **Staff**

- Participate in the development and implementation of the school discipline procedures and support its effective implementation
- Provide learning experiences for all students to develop the understanding of and strategies to demonstrate school expectations and values
- Build positive relationship with students across the school and members of the school community
- Actively supervise students in the classroom, on the playground and when engaged in any school activity, both on and off site
- Follow up all incidents of negative behaviour and take appropriate steps as per the discipline and anti-bullying procedures
- Document significant incidents on Sentral and work collaboratively with other staff to eliminate the occurrence of these incidents
- Seek advice and/or refer students to a stage supervisor, principal or Learning and Support Team
- Utilise class and whole school reward systems
- Actively contribute to the safe and caring environment of Wakehurst Public School.

# APPENDIX 1 – SCHOOL RULES

## Playground Rules

### STUDENT SUPERVISION PLAN

#### SCHOOL CONDITIONS:

Wakehurst Public School is located on Glen Street, which has medium density traffic. The school grounds are spacious, providing children with safe play areas. Two pieces of fixed play equipment are located in the playground, at the top part of the school oval (see attached map of school grounds).

The aim of playground supervision is to ensure the safety and wellbeing of all students whilst they are in the school's care. Teachers must therefore provide effective playground supervision. The school formally accepts the presence of students half an hour before classes begin (8.45 am) until they safely depart the school after normal classes finish (3.15 pm). Special supervision arrangements apply in relation to school activities such as excursions and sporting activities.

The Playground Duty Roster is displayed in the staffroom and given to each staff member. Staff are responsible for being on duty on time. Staff are responsible for organising short term changes to the roster if required (e.g. meetings). Changes to duties, involving the placement of casual teachers on duties, will be displayed on the whiteboard in the staffroom in the School Office. The Stage Supervisor responsible for employing casuals in that term will be responsible for updating the information on the whiteboard and ensuring that the casual teachers are aware of any specific medical and behavioural issues of students in their care. Casual teachers will need to refer to this whiteboard to see what duty they are on for the day.

Student EpiPens are located on the balcony outside the Kindergarten classroom, facing the Adventure Playground. All classrooms have action plans displayed for the use of this medication.

Classes commence at 9.15 am and conclude at 3.15 pm.

#### Prior to Supervision commencing

- Students are to be seated in the lower quadrangle

#### Before School Supervision (8.45am – 9.15 am)

- Two teachers are rostered for duty in back playground from 8:45am to 9.15am.
- One teacher is rostered on duty at the top gate from 8:45am to 9.15am.
- Students place their bags on seats outside classrooms on arrival and proceed directly to the playground.
- At the 8:45 am bell, all students move to the back playground.
- Students are not to enter classrooms unless under direct supervision.
- When music plays at the end of supervision all students are to use the bathrooms, if required.
- Students line up in their class groups under the basketball court COLA.
- Students are permitted to use large balls that cannot be kicked.

#### Recess Supervision (11.15am – 11.40am)

- Students are to eat their morning tea seated (for approximately 10 minutes) in their designated areas; 3-6 under the COLA, K-2 in the top part of the playground. Year 6 students may sit at the silver tables. Seasonal changes may be made at the discretion of the teacher on duty if the area is deemed too hot or cold.

- Students are to remain seated while eating until they are dismissed by the teacher on duty.
- The area must be free of all litter before the students are dismissed.
- Students may use all oval space, asphalt and playgrounds, as designated by the roster.
- Three teachers on duty at this time. One on 'top duty', one on 'bottom duty' and one 'roving duty'.
- When music plays at the end of supervision all students are to collect belongings, use the bathrooms and move to their class lines under the COLA

### **Lunchtime Supervision (1.00pm – 1.50pm)**

- Students sit separately: K-2 (top part of the playground) and Years 3-6 (COLA) to eat their lunch.
- At 1.15pm, when the teacher on 1<sup>st</sup> half duty is satisfied that the areas are clean, students are dismissed.
- Students wishing to go to the Canteen may proceed there when they have been dismissed.
- Students use playground equipment, ovals etc. as designated by the roster.
- Quiet, seated activities are allowed on the balcony area.
- A bell rings at 1:25 pm to signal half time and change of duty teachers.
- The 2<sup>nd</sup> half teacher supervising the 'top duty' area must pay particular attention to fixed playground equipment areas, toilets and sandpit. The sandpit area needs teacher supervision at the end of the 2<sup>nd</sup> half duty to ensure it is left tidy.
- There is also a 2<sup>nd</sup> half teacher on 'roving duty'.
- When music plays at the end of supervision all students are to collect belongings, use the bathrooms and line up under the COLA in their class groups when the bell goes at 1.50pm.

# APPENDIX 2 – MATRIX OF EXPECTED BEHAVIOURS



## Non Classroom Settings and Routines Wakehurst PS – Positive Behaviour for Learning Expectations



Expectation	All Settings	Playground	Toilets/ Bubblers	Assembly	Lines	Canteen	Movement
Respect	<ul style="list-style-type: none"> <li>Wear your school uniform with pride</li> <li>Cooperate with all school staff</li> <li>Use acceptable language</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Play fairly and take turns</li> <li>Be kind, considerate and cooperative</li> </ul>	<ul style="list-style-type: none"> <li>Give other students privacy</li> <li>Turn bubblers off</li> <li>Use the facilities correctly</li> </ul>	<ul style="list-style-type: none"> <li>Applaud and respond sensibly</li> <li>Listen attentively and follow instructions</li> <li>Sing the anthem with pride</li> </ul>	<ul style="list-style-type: none"> <li>Listen to all announcements carefully</li> <li>Applaud and respond sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Say please and thank you</li> <li>Wait quietly in line for your turn</li> <li>Join the end of the line</li> </ul>	<ul style="list-style-type: none"> <li>Move quietly from space to space</li> <li>Let adults go first</li> <li>Be courteous</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Be in the right place, at the right time, doing the right thing</li> <li>Be accountable for your actions and choices</li> <li>Care for your environment</li> <li>Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use playground spaces correctly</li> <li>Wear your hat</li> <li>Put your rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Leave the area clean and tidy</li> <li>Use the toilet, flush, wash your hands and leave</li> </ul>	<ul style="list-style-type: none"> <li>Enter and leave the hall calmly and quietly</li> <li>Stand and sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>Move to lines when the music starts</li> <li>Be lined up by the bell</li> <li>Listen and leave quietly</li> </ul>	<ul style="list-style-type: none"> <li>Use your own money to buy food for yourself</li> <li>Return canteen baskets promptly</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely at all times</li> <li>Move as directed by the teacher</li> </ul>
Personal Best	<ul style="list-style-type: none"> <li>Strive to achieve your personal best</li> <li>Embrace opportunities and challenge yourself</li> <li>Be resilient and bounce back</li> <li>Encourage and support success in yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Be a good sport</li> <li>Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilet/bubblers at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Be proud of your achievements</li> <li>Recognise the success of others</li> <li>Demonstrate your best manners</li> </ul>	<ul style="list-style-type: none"> <li>Be on your best behaviour</li> <li>Arrive at school and lines on time</li> </ul>	<ul style="list-style-type: none"> <li>Know what you want to buy before you get to the counter</li> <li>Make sensible food choices</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual</li> <li>Represent yourself and school with pride</li> <li>Set a good example to others</li> </ul>

## APPENDIX 3 – ACTIVE SUPERVISION



### Active Supervision Playground / Classroom



#### **Practice**

The process of monitoring expectations and rules that incorporates moving, scanning and interacting with students.

#### **Research**

There is a relationship between the number of adult-to-student interactions and the instances of problem behaviour (*Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008*). Active supervision can increase appropriate behaviour. We know that when adults are present and actively supervising, student behaviour is more likely to be appropriate (*Simonsen et al., 2008*).

#### **Implementation**

When actively supervising you are verbally and non-verbally communicating to students that you are monitoring expected behaviour.

#### **Active supervision:**

- Allows for the provision of immediate assistance to students.
- Increases appropriate behaviour and reduces problem behaviour.
- Provides knowledge of students' use of expectations.
- Allows for encouragement of those displaying expectations or appropriate behaviour.
- Allows for timely correction of learning errors both academic and social-emotional.
- Provides an opportunity to build positive relationships.

**Active supervision is a monitoring procedure that uses three components (DePry & Sugai, 2002).**

#### ***1. Moving***

- Use regular movement.
- Periodically move and supervise when providing individual or small group instruction. Allow for proximity with all students. Try to make your movements random or unpredictable.
- Demonstrate an interest in students, assist them with learning tasks and provide feedback.

#### ***2. Scanning***

- Visually sweep all areas of the classroom / playground to observe all students on a regular basis.
- Quickly identify students who are demonstrating appropriate or inappropriate behaviour.

#### ***3. Interacting***

- Positive contact - Friendly, helpful, proactive, non-contingent, frequent delivery rate.
- Positive reinforcement - Immediate and contingent on behaviour, frequent delivery rate.
- Corrective response - non-judgemental, specific to the behaviour.
- Deliver consequences - use a professional tone and demeanour that is calm, fair and consistent.



## APPENDIX 4 – MERIT AWARD SYSTEM



# Wakehurst Public School PBL Merit Award System



### Wakehurst Owl Badge

Requires 3 Wakehurst Gold Awards  
Presented at K-2 / 3-6 Assembly – Parents invited

### Wakehurst Gold Award

Requires 3 Wakehurst Silver Awards  
Presented at K-2 / 3-6 Assembly – Parents invited

### Wakehurst Silver Award

Requires 3 Wakehurst Bronze Awards  
Presented at K-2 / 3-6 Assembly – Parents invited

### Wakehurst Bronze Award

Requires 5 Wakehurst Wise Awards  
Presented in class

### Wakehurst Wise Award

Presented in classrooms and on the playground

### Allocation of Wakehurst Wise Awards per class

- 1-20 = 10 cards
- 21 = 11 cards
- 22 = 11 cards
- 23 = 12 cards
- 24 = 12 cards
- 25 = 13 cards
- 26 = 13 cards
- 27 = 14 cards
- 28 = 14 cards
- 29 = 15 cards
- 30 = 15 cards
- 31 = 16 cards

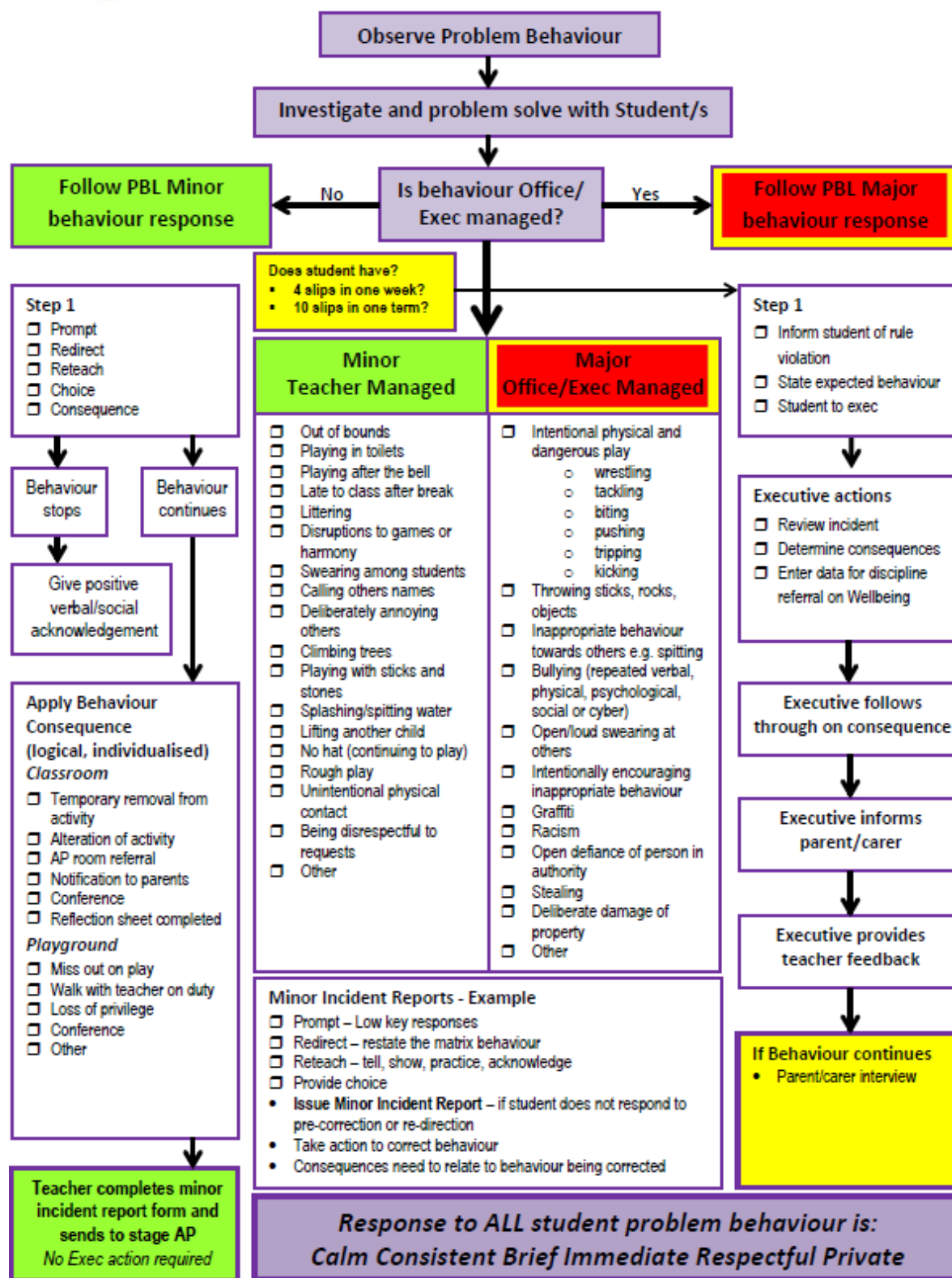
### Allocation of Wakehurst Wise Awards for each playground duty

3 per duty

# APPENDIX 5 -WHOLE SCHOOL CONSEQUENCE FLOWCHART



## Wakehurst PS Behaviour Management Flowchart



# APPENDIX 6 –STOP ROOM REFLECTION SHEETS



## 1-6 Student Reflection Sheet



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_ Number of days in the STOP Room \_\_\_\_\_

1. What was I doing that is against the school expectations?

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2. Which expectation did I break?

Respect

Responsibility

Personal Best

3. Why do you think we have this expectation?

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4. How could I have handled this situation differently?

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5. My behaviour goal for the future is...

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6. What action can I take to improve this situation?

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Dear Parents/Caregivers,

Your child has spent time in the STOP room (Student Time Off Playground) as a consequence of breaking school expectations. Please support the school by talking to your child about how they can follow school expectations in the future. If you wish to discuss this further please contact your child's classroom teacher for classroom incidences or your child's grade supervisor for playground incidences. This reflection sheet needs to be signed by you and your child needs to return it to the school office the following morning. Thank you for working together with the school to prevent further incidences.

Principal's Name: Mrs Caroline Desmond Signature: \_\_\_\_\_

Stage Supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Signature: \_\_\_\_\_



# Kindergarten Reflection Sheet



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_ Days in the S.T.O.P Room \_\_\_\_\_

1. Which expectation did I not follow?

Respect

Responsibility

Personal Best

2. How was I feeling when I did not follow this expectation?



ANGRY



SCARED



SAD



WORRIED



SURPRISED



FRUSTRATED

3. Who was affected by my behaviour?

\_\_\_\_\_  
\_\_\_\_\_

4. What will I do next time?

\_\_\_\_\_  
\_\_\_\_\_

Dear Parents/Caregivers,

Your child has spent time in the STOP room (Student Time Off Playground) as a consequence of breaking school expectations. Please support the school by talking to your child about how they can follow school expectations in the future. If you wish to discuss this further please contact your child's classroom teacher for classroom incidents or your child's grade supervisor for playground incidents. This reflection sheet needs to be signed by you and your child needs to return it to the school office the following morning. Thank you for working together with the school to prevent further incidents.

Stage Supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_

Principal: Caroline Desmond Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

# **ANTI-RACISM POLICY**



## **STATEMENT OF PURPOSE**

Wakehurst Public School is committed to the elimination of all forms of racial discrimination. This policy applies to all students and staff and has implications for members of our community and visitors to our school.

## **POLICY STATEMENT**

- 1.1 Wakehurst Public School rejects all forms of racism - including direct and indirect racism, racial vilification and harassment – in all aspects of the school.
- 1.2 No student, employee, parent, caregiver, community member or visitor should experience racism within the learning or working environment.
- 1.3 Wakehurst Public School shares the responsibility with other members of the Department of Education, to eradicate expressions of racism in learning and working environments, and challenges the attitudes that allow them to emerge.
- 1.4 All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- 1.5 Wakehurst Public School has a trained Anti-Racism Contact Officer to provide timely and professional responses to complaints regarding racism.

## **CONTEXT (as per the DoE Anti-Racism Policy)**

3.1 The *NSW Anti-Discrimination Act (1977)* along with the *Commonwealth Racial Discrimination Act (1975)* make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.

3.2 The *Multicultural NSW Act (2000)*, the *NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013)*, the *National Framework For Values Education In Australian Schools (2005)* as well as the *Department's Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy* provide related requirements that complement the implementation of this policy.

3.3 The *Complaints Handling Policy Guidelines* establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

## **RESPONSIBILITIES & DELEGATIONS**

4.1 Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer (ARCO) and ensuring they are trained; and including anti-racism education strategies in their school plans.

4.2 All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.

4.3 All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

4.4 Class teachers/the teacher present is responsible for resolving minor complaints informally. Serious incidents will be reported to the ARCO for handling. All complaints of racism, no matter the severity, are to be reported to the ARCO for recording.

4.5 The Anti-Racism Contact Officer (ARCO) will assist the complainant of a serious incident to write their complaint. The ARCO will also collect written evidence for any person who witnessed the incident. The ARCO will then assess the complaint and proceed accordingly. Counselling may be required for both parties. Consequences for any student who participates in racist behaviour will occur as per the school Discipline Policy.

## **MONITORING, EVALUATION AND REPORTING REQUIREMENTS**

5.1 Wakehurst Public School will report on the progress of anti-racism education strategies through the ASR.

5.2 Wakehurst Public School will maintain records of complaints concerning racism and their resolution in accordance with the [Complaints Handling Policy Guidelines](#).



# **UNIFORM GUIDELINES**

## **STATEMENT OF PURPOSE**

Wakehurst Public School supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The selection of our school uniform contributes to the health and safety of students when engaged in school activities and reflects the school community standards and expectations. The whole school community has a role to play in encouraging the meeting of these standards.

## **CONTEXT**

The Department of Education supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The department recognises that NSW has a long history of school uniforms or dress codes being decided by the local school community.

## **POLICY STATEMENT**

Wakehurst Public School's uniform identifies students as belonging to our school. It is expected that students will wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

## **REVIEW PROCESS**

The school uniform should be developed in consultation with and agreed upon by the school community. Decisions about school uniforms should be consistent with work health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, e.g. safe footwear, eye protection and hats, will need to be enforced as appropriate. The school's uniform policy and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly, or issues arise.

## **IMPLEMENTING SCHOOL UNIFORM REQUIREMENTS**

Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring that students wear the school uniform.

Everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times.

Students should not be disadvantaged where required uniform items are not available because of circumstances beyond their control.

Responses to students who do not wear uniform will be appropriate. All parents or carers and, as far as is practicable, all retailers concerned, will be notified when a change to the uniform is made. Up to three years will be allowed for change, to enable families and school uniform suppliers to prepare for the change.

## **RESPONSIBILITIES AND DELEGATIONS**

It is the responsibility of the principal to ensure that the school uniform policy is developed and reviewed collaboratively with the school community. The principal oversees the shared responsibility for ensuring that students are encouraged to wear school uniforms that meet agreed community standards and adhere to legislative requirements.

The principal will provide parents or carers with the school's uniform policy and school uniform requirements. Where temporary circumstances prevent the wearing of school uniform, a note of explanation should be provided to the classroom teacher. A short term or informal exemption may be granted. Parents should ensure that all items of their child's clothing are labelled with the current owner's name.



## **APPENDIX 1 - UNIFORM GUIDELINES**

School uniforms are available from our school clothing pool which is open after school on Mondays and before school on Fridays.

### **SUMMER UNIFORM**

Summer uniform will be worn in Terms 1 and 4, with variations permitted to accommodate unseasonal weather.

#### **Boys**

- Royal blue Wakehurst bush hat
- Sky blue, open neck short sleeved shirt
- Grey gabardine shorts
- Grey socks
- Black shoes

#### **Girls**

- Royal blue Wakehurst bush hat
- Blue and white checked dress
- Blue and white checked skort
- White anklet socks
- Black shoes
- Royal blue hair ribbons or bands as required

### **SPORT**

- Royal blue Wakehurst bush hat
- Sports house polo shirt
- Royal blue shorts
- Short white socks
- Sneakers

### **WINTER UNIFORM**

Winter uniform will be worn in Terms 2 and 3, with variations permitted to accommodate unseasonal weather.

#### **Boys**

- Royal blue Wakehurst bush hat
- Sky blue, stand up collar, long sleeved shirt
- Tie striped with school colours
- Grey gabardine trousers
- Royal blue school bomber jacket
- Grey socks
- Black shoes

#### **Girls**

- Royal blue Wakehurst bush hat
- Sky blue blouse and tab tie with
- Royal blue checked tunic
- Royal blue pants
- Royal blue school bomber jacket
- White socks or navy tights
- Black shoes
- Royal blue hair ribbons or bands as required

Children must wear their school hat every day to and from school.