



ASHFIELD

PUBLIC SCHOOL

Every child, every opportunity



Student Wellbeing Implementation Strategy

Telephone: (02) 9798 4400 **FAX:** (02) 9716 7250

Postal Address: PO Box 70, Ashfield NSW 1800

Email: ashfield-p.school@det.nsw.edu.au

Web: <http://www.ashfield-p.schools.nsw.edu.au/>

Instagram: [ashfield_public_school](#)

Ashfield Public School

Every child, every opportunity

Contents

Student Wellbeing Implementation Strategy	4
Rationale	4
What is Wellbeing?	9
Wellbeing: A Shared Responsibility	10
Wellbeing: Supported by the core values of public education.....	11
 1. Connect.....	12
1.1 Anti-Bullying	12
1.2 School Uniforms	25
2.3 Student Participation and Leadership	25
1.3 School Attendance	26
 2. Succeed	31
2.1 Student Behaviour and Discipline	31
2.2 Protecting Children (Child Protection).....	36
2.3 Out-of-Home-Care	37
2.4 Supporting Students with Disability	37
2.5 Positive Behaviour for Learning	38
 3. Thrive	41
3.1 Nutrition in Schools	41
3.2 Sun Safety for Students	42
3.3 Student Health	43
3.4 Drug Education	44
4.5 Road Safety Education, Driver Education and Training	44

Student Wellbeing Implementation Strategy

Rationale

The Ashfield Public School Student Wellbeing Implementation Strategy is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Succeed, Thrive.

Underlying the Student Wellbeing Implementation Strategy is the DoE Student Welfare Policy which describes government schools as *places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.*

DoE Welfare Policy: Context

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students.
- creates a safe, caring school environment in which students are nurtured as they learn.
- is achieved through the total school curriculum and the way it is delivered.
- incorporates effective discipline.
- incorporates preventive health and social skills programs.
- stresses the value of collaborative early intervention when problems are identified.
- provides ongoing educational services to support students.
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- recognises the role that the school plays as a resource to link families with community support services.
- provides opportunities for students to:
 - enjoy success and recognition.
 - make a useful contribution to the life of the school.
 - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/carers and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

DoE Welfare Policy: Effective learning and teaching

Objective:

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour.
- identifying and catering for the individual learning needs of students.
- establishing well-managed teaching and learning environments.
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

Outcomes:

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students:

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

DoE Welfare Policy: Positive climate and good discipline

Objective:

To enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- providing opportunities for students to demonstrate success in a wide range of activities.
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly.
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- valuing difference and discouraging narrow and limiting gender stereotypes.
- incorporating students' views into planning related to school climate and organisation.
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Outcomes:

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students:

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council.

DoE Welfare Policy: Community participation

Objective:

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results.
- encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- acknowledging parents as partners in school education.
- encouraging students to have a sense of belonging to the school community.
- assisting families to gain access to support services in the community.
- fostering close links with the wider community.
- encouraging links between parent and student representative groups.
- inviting parents to share their skills and experiences in the school community.
- supporting students and their parents in making decisions about learning programs.
- recognising students' families, cultures, languages and life experiences.

Outcomes:

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Results for students:

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

DoE Welfare Policy: Responsibilities

Principals will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school.
- the school community reviews policies and practices related to student welfare.
- student welfare is regularly reviewed using appropriate planning processes.
- a school discipline policy is developed and regularly reviewed.
- the review processes take into account other mandatory policies.
- strategic issues identified in reviews are incorporated into the school plan.
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy.
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- participate in the learning and teaching process in ways which take account of the objectives in this policy.
- participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- act according to the discipline code established by the school community.
- contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- participate actively in the learning and teaching process.
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments.
- practise peaceful resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- share responsibility for shaping their children's understanding about acceptable behaviour.
- work with teachers to establish fair and reasonable expectations of the school.

The Student Wellbeing Implementation Strategy is embedded in the Ashfield Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches to defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or the potential to flourish.



Wellbeing: A Shared Responsibility

When parents/carers enrol their children at Ashfield Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- act according to the DEC Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.
- make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- act appropriately as safe, resilient, responsible and respectful learners and friends.
- contribute to the provision of a caring, safe learning environment for fellow students, staff and parents.

Parents will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

Whole school initiatives include:

- Buddy classes
- Social skills programs
- Positive Behaviour for Learning (PBL)
- Our Wellbeing Ladder (OWL)
- Child Protection
- Student Representative Council
- Differentiation and adjustments for individual needs and abilities
- Year 6 leadership

Wellbeing: Supported by the core values of public education

Wellbeing is supported by New South Wales public education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

1. Connect

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

1.1 Anti-Bullying

Anti-Bullying

This Anti-Bullying Plan processes for preventing and responding to student bullying at Ashfield Public School reflect the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Statement of purpose for Anti-Bullying

The Alice Springs (Mparntwe) Education Declaration (2019) states that education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society, and contributing to every aspect of their wellbeing.

This Declaration sets out our vision for education in Australia and our commitment to improving educational outcomes for young Australians.

Ashfield Public School is committed to the Alice Springs (Mparntwe) Education Declaration and to giving every child every opportunity within a culture of growth, performance and positive wellbeing. It engages in efficient management practices and maintains partnerships with colleagues, families and the community that support a creative, inclusive school within a safe, positive and productive learning culture.

The school identifies bullying behaviour as a serious threat to the sustainability of a whole school culture that engages and motivates all students to:

- achieve their best
- fully participate in learning
- nurture their self-perception and self esteem
- interact socially
- develop fulfilling friendships
- be happy
- perceive the world as a safe and supportive place

In minimising bullying the school implements a wellbeing system that includes a focus on being safe. This is about students being free of the threat and action of bullying including harassment and intimidation, both whilst at school and interacting online. The wellbeing system teaches students to be respectful of others, to show empathy and compassion, to accept and appreciate difference, and to interact and behave with courtesy.

The wellbeing system is about teaching inclusive relationships. This includes teaching children how to initiate, be open to and maintain relationships with children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

The wellbeing system is also about teaching the importance of diversity. This includes celebrating individual differences amongst individuals and groups. It includes supporting students to have positive perceptions about the range of abilities and attributes of individuals. It also includes growing and sustaining a collective understanding that individuals can have a range of values and beliefs or do things in the different ways.

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. The wellbeing system recognises that children must be explicitly taught how to initiate, be open to and maintain relationships with others.

The wellbeing system also teaches students to be resilient, including asking a friend, teacher, parent and/or adult for help, especially in a situation of bullying. It teaches that people who witness or know about incidents of bullying are bystanders and that it is the job of a bystander to share their knowledge about incidents of bullying with a teacher, parent and/or adult.

The wellbeing system is about positioning students to be fabulous friends and responsible learners. It is about being people who care about others and take actions to support each other to do what is right. It is about being people with the courage to always do the right thing. The wellbeing system includes bystander intervention training as an anti-bullying intervention that targets the group dynamics of bullying. The aim is to promote upstander behaviour by teaching students the skills that will enable them to shift from being passive bystanders to active defenders of bullied students. Interventions aimed at teaching students about upstander behaviour include strategies such as peer support programs designed to improve interpersonal problem-solving skills in students

Wellbeing Choice 1:	Be respectful
Wellbeing Choice 2:	Be responsible
Wellbeing Choice 3:	Be resilient
Wellbeing Choice 4:	Be safe
Wellbeing Choice 5:	Be a learner
Wellbeing Choice 6:	Be a fabulous
Wellbeing Choice 7:	Be a good friend
Wellbeing Choice 8:	Be healthy
Wellbeing Choice 9:	Be inclusive
Wellbeing Choice 10:	Embrace diversity

Be responsible

- Be accountable for my decisions and actions
- Act with integrity and honesty
- Understand how my behaviour impacts on other people
- Behave in ways that result in the admiration of others
- Make amends if I make a bad choice
- Understand that consequences accompany my actions
- Engage in upstanding behaviour and be helpful

Be respectful

- Practise self-care and value my strengths
- Believe in myself and my ability to succeed
- Have empathy and compassion for others
- Look after the environment
- Appropriately conduct myself in all situations
- Value my belongings and the belongings of others
- When I disagree I listen, am patient and work things out

Be resilient

- Nurture a positive self-view
- Keep things in perspective with a hopeful outlook
- Manage my feelings of anxiety and uncertainty
- Look for solutions
- Accept that it's okay to make mistakes or miss out
- Recognise that anger makes things worse
- Ask for help, and accept support to solve my problems

Act safely

- Wear a hat and drink water, especially in hot weather
- Identify appropriate and inappropriate behaviours
- Understand how to feel safe and to be safe
- Recognise and respond to unsafe situations
- NO GO TELL in any situation where you are unsure
- Practise cyber safety
- No running on stairs or standing on seats

Be a learner

- Apply thinking skills to solve problems
- Analyse and evaluate ideas
- Articulate and explain understandings and opinions
- Recognise my strengths as a learner and stay motivated
- Work collaboratively to share and refine ideas
- Take risks and learn from my mistakes
- Think imaginatively and creatively

Be fabulous

- Have a positive attitude and cheerful nature
- Be enthusiastic and joyful and celebrate good times
- Have terrific ideas to share
- Have a sense of humour and share a laugh
- Smile at others and say hello
- Get involved in school activities
- Be a role model with exemplary behaviour

Be a good friend

- Be thoughtful and kind
- Play games so that everyone can join in
- Take turns and share your toys with others
- Compliment others and never put others down
- Be trustworthy and dependable
- Participate in conversations and enjoy a laugh with others
- Be friends with unfamiliar classmates

Be healthy

- Get active each day – exercise, play games, play sport
- Switch off the screen and engage in an offline activity
- Eat fewer snacks and select healthier alternatives
- Be creative – draw, cook, garden, sing, write...
- Have 9 – 11 hours of sleep each night
- Drink plenty of water
- Think positively and get yourself involved

Be inclusive

- Talk to children who are left out of the group
- Make changes for people who experience a disability
- Show initiative and find things in common with others
- Learn to say hello in different languages
- Let everyone have a fair go
- Understand that people behave in different ways
- Show empathy for difference and have compassion

Embrace diversity

- Be an individual and be true to yourself
- Think positively about the differences of others
- Know that individuals learn in different ways
- Understand that success looks different for others
- Know that my personal best is different to other people
- Learn about different cultures and religions
- Be a good bystander and report bullying

Protection

To protect people against bullying and to minimise bullying at Ashfield Public School there must be a shared understanding of bullying.

Understanding Bullying

The NSW Department of Education rejects all forms of bullying. No students, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying can be understood to occur in three forms: face-to-face bullying, covert bullying and online bullying. Face-to-face bullying, also called direct bullying, is overt and easier for adults to detect. It can include physical actions such as punching or kicking, and verbal actions such as name-calling and insulting. Covert bullying, also called indirect bullying, is hidden from adults. It can include behaviours such as spreading rumours, excluding, threatening, blackmailing, whispering and stealing friends. Covert bullying is recognised as having significant potential for serious harm.

Bullying can have serious short-term and long-term consequences, both for students who bully and for those who are bullied. Negative consequences include feeling unsafe at school, psychological distress, lower levels of academic achievement and lower levels of school attendance. Students who bully others are also more likely to continue to bully others later in life and engage in risk-taking behaviours. Bullying has also been demonstrated to have a negative impact on students who witness bullying as bystanders.

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex; their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

<https://antibullying.nsw.gov.au/about-the-strategy/strategy#What1>

When children have been bullied they may:

- not want to go to school
- not want to learn
- be unusually quiet or secretive
- not have friends
- seem over-sensitive or cry easily
- have angry outbursts

Different types of bullying include:

Verbal

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Physical

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.

Social

Social bullying includes negative facial or physical gestures, menacing or contemptuous looks, encouraging others to socially exclude someone and damaging someone's social reputation or social acceptance.

Psychological

Psychological bullying includes playing nasty jokes to embarrass and humiliate, mimicking unkindly, lying and spreading rumours, malicious SMS and email messages.

Cyberbullying

Cyberbullying is bullying using digital technologies including using devices such as computers, tablets and smartphones and software such as social media, instant messaging, texts, websites and other.

Cyberbullying includes abusive or hurtful texts emails or posts, images or videos, deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in and taking inappropriate photos of others.

Responsibilities to keep all people safe from bullying include:

Teachers have a responsibility to:

- model appropriate behaviour
- fully understand their obligations to maintain student wellbeing including protecting children from bullying
- actively promote the Ashfield Public School Wellbeing Choices including being inclusive, embracing diversity, being respectful, being a good friend, being resilient and being fabulous.
- explicitly teach about bullying through the implementation of a systematic K-6 PDHPE curriculum
- implement school programs that promote positive relationships and incorporate strategies to deal with bullying
- communicate incidences of bullying during the Student Wellbeing item on the agenda at the weekly Communication Meeting and via Sentral
- respond to incidences of bullying in an appropriate and timely manner according to the school's Anti-bullying implementation strategy.
- provide ongoing support for students involved in bullying with systematic tracking and monitoring via an individual Anti-bullying plans

The School has a responsibility to:

- take seriously any concern that has been raised about bullying
- collaboratively work with the school community to develop, improve and sustain the Anti-bullying plan
- communicate the Anti-bullying plan to the school community
- ensure that the wellbeing system is rigorously maintained so that it has a very high profile and deeply embedded in the whole school culture.
- monitor whole school scope and sequences to ensure that explicit teaching about bullying occurs every year
- provide ongoing training for staff to develop skills to effectively resolve bullying situations
- provide students with strategies to effectively respond to incidences of bullying behaviour, including responsibilities as bystanders (upstanders)
- provide parents, caregivers and students with strategies that promote appropriate behaviour, and information regarding bullying including the consequences of bullying
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up with appropriate action and document all complaints of bullying
- maintain a high profile complaints and feedback system to encourage people to speak up about bullying
- provide opportunities through the appropriate allocation of resources to model and develop appropriate interpersonal skills including structured play activities and classes for targeted students

Students have a responsibility to:

- to behave appropriately at all times
- follow the wellbeing choices including not engaging in bullying behaviour
- report to a teacher incidents of bullying and/or any knowledge of bullying

Parents have a responsibility to:

- be aware of and support the school's anti-bullying plan
- be supportive of the school as it implements the wellbeing choices
- communicate to the school if their child is being bullied or if they have any knowledge of incidents of bullying and/or any knowledge of bullying
- work with the school if their child has been identified as making choices that are characteristic of bullying behaviour including collaboratively developing strategies to engage their child in appropriate behaviour

Prevention

Ashfield Public School implements strategies and programs for bullying prevention. This includes:

- a whole school focus on positive behaviour for learning including a three-tiered continuum that enables the school to be proactive in the prevention and intervention of bullying
- ten student wellbeing choices that are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.
- student-led programs such as the Student Representative Council (SRC), playground buddies and buddy programs help create a community of inclusiveness and respect for the individual and reinforce a whole school culture of 'Bullying. No Way!'
- staff trained in identification and are aware of the signs of bullying and the school procedures for dealing with it.
- programs are developed and modified regularly to ensure that the school maintains a positive climate of respectful relationships where bullying is less likely to occur
- parents are informed of the school's anti-bullying plan and procedures.
- clear procedures are in place for reporting to the school, child wellbeing unit or community services where appropriate.
- all members of the Ashfield Public School community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.
- morning lines for the whole school to reinforce the wellbeing choices through the daily presentation of Certificates of Success, School Awards and School medals
- whereby students are acknowledged for their success to be inclusive, diverse, respectful, be a good friend, be safe, be resilient and be fabulous.
- posters prominently displayed around the school to teach and inform about identifying bullying and promote the school wellbeing choices.



Don't Obey Bullies



Be Fabulous
Be resilient
Be inclusive
Be responsible
Be respectful
Be a friend
Be a learner
Be Fabulous
Act Safely
Embrace diversity

What is bullying?

Bullying is when a person or a group repeatedly and intentionally behave in a way that makes another person unhappy, lonely and/or scared to come to school.

What SHOULD you do if you are being bullied?

Tell your parents, tell your teacher, tell a friend - help is close at hand to make sure that you feel safe and happy at our school.

How can you help if you know that someone is being bullied?



DID YOU KNOW?



If you use the Internet to write or say something unkind about someone else - this is bullying.

Remember:

- ★ USE BUILD UPS NOT PUT DOWNS
- ★ INCLUDE EVERYONE IN YOUR GAMES
- ★ TELL A TEACHER IF YOU KNOW OF SOMEONE WHO IS BEING BULLIED

- targeted and intensive interventions which involve small groups and individuals who demonstrate bullying behaviours and/or are subjected to bullying behaviours. These interventions focus on positive engagement at school and may involve communication with teachers, the school executive, the principal, the school's learning support team, parents and outside organisations.
- explicit teaching about identifying bullying and working towards eliminating bullying including a K-6 PDHPE focus on bullying where students are taught how to identify bullying and what to do if they are being bullied or if they witness incidents of bullying. Teaching about bullying includes teaching the importance of, and ways to create and sustain a safe and supportive school community.

Early Intervention

Ashfield Public School has established systems to ensure that issues regarding student wellbeing, particularly situations of bullying, are identified, effectively communicated and resolved.

These systems include:

- A weekly communication meeting with an item of student wellbeing, a time where issues about individuals and groups in relation to bullying can be discussed.
- A referral system where students are flagged with the school's Learning Support Team (LST). Identified students are discussed at a weekly LST meeting with a focus on targeting resources to deal with an issue such as, for example, establishing a social skills program for students affected by bullying behaviour; or managing students who engage in bullying behaviours.
- Flexible timetabling and allocation of staff to engage students affected by bullying behaviour or engaging in bullying behaviours.

Response

Responsibilities of the school

It is the responsibility of the school community to be alert and able to recognise incidents of bullying.

Some signs that may point to a child is being bullied include:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Some signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or frequently in trouble
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

These signs taken from:

<http://www.stopbullying.gov/at-risk/warning-signs/#bullied>

Reporting incidents of bullying

Students are taught to use the wellbeing choices to focus their behaviour. Ashfield Public School strongly supports the wellbeing choices through a whole school approach with its Certificate of Success, School Award and School Medal system.

Being inclusive, diverse, responsible, respectful, resilient, safe and good friends; being fabulous and dedicated learners facilitates wellbeing. Students with positive wellbeing are more likely to be happy and to have self-confidence and self-esteem.

Students with positive wellbeing are more likely to be able to deal with bullying behaviour should it be directed at them; and they are less likely to engage in bullying behaviour.

Should students feel that they are having bullying behaviours directed at them and/or witness bullying behaviours directed at another student they are:

- Encouraged to talk to the person engaging in the bullying behaviour to ask them to stop it
- Directed to immediately tell a teacher and their parents about the bullying behaviour

Bullying behaviour will vary on its severity including for example, the degree of the inappropriate behaviour, the number of children involved, the effect on the child / children who have been subject to the bullying behaviour and the willingness of the child / children engaged in the bullying behaviour to make amends and focus themselves on positive behaviour.

Every situation is different.

The teachers at Ashfield Public School take bullying very seriously. Once an incident of bullying has been reported the following things will typically happen:

All people involved in the reported bullying incident will be talked to establish the facts

Conversations with all the people involved will focus on the importance of resilience, on understanding the situation and a positive resolution of respect, responsibility, friendship and learning.

Parents will be contacted and involved in the resolution.

Ongoing monitoring and support for all people involved in the incident.

Revising to all involved the school's commitment to anti-bullying.

Upon occasion the following things may happen:

- Targeted and/or intensive interventions such as social skills programs as part of the Positive Behaviour for Learning (PBL)
- The school counsellor working with children affected by bullying behaviour and/or students engaging in bullying behaviour.

In the event of incidents involving assaults, threats, intimidation or harassment the following people will typically be contacted:

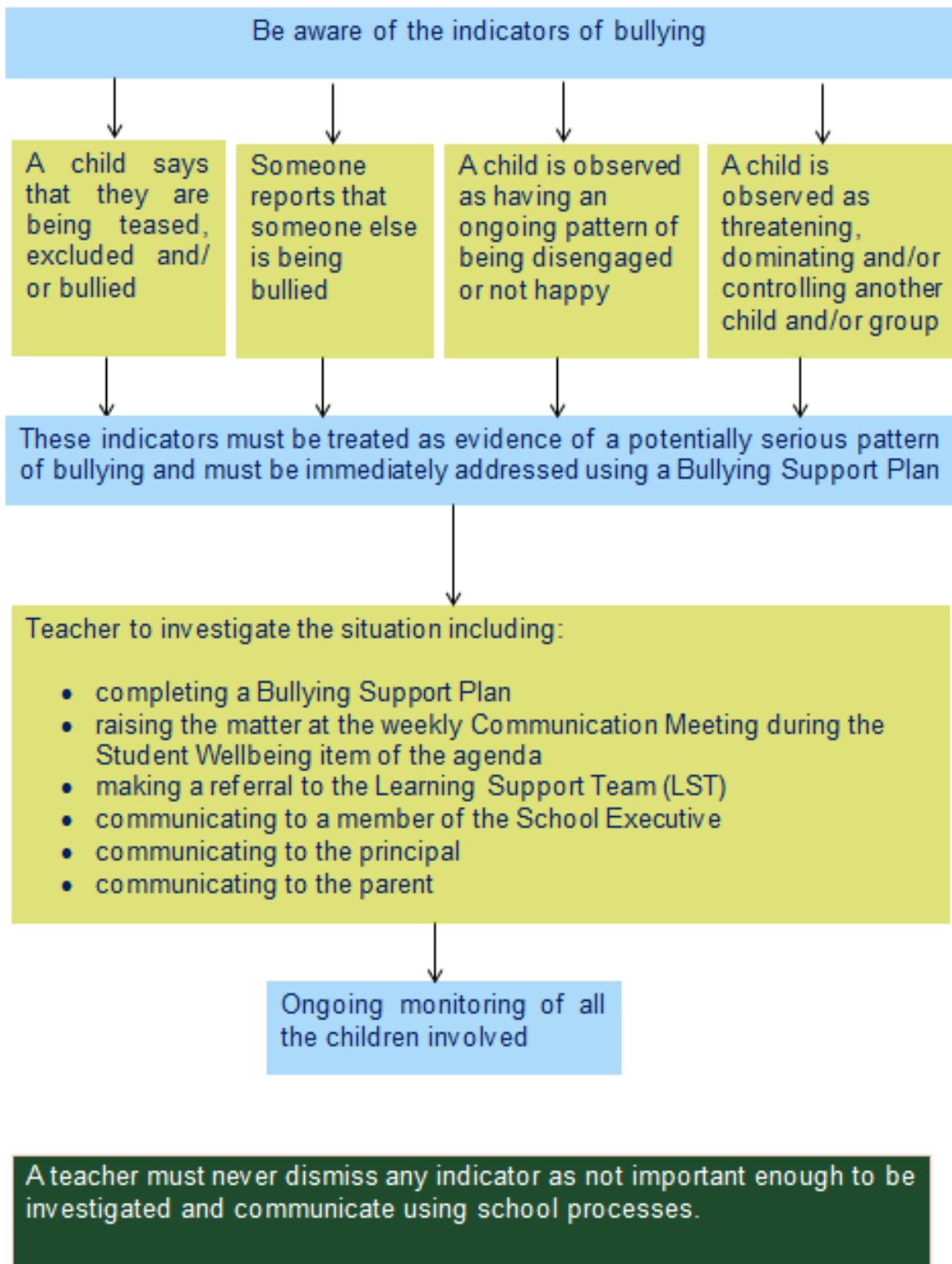
- The principal or member for the school executive
- The School Safety and Response
- The Director, Educational Leadership
- The police

If the incident involves children, parents will be contacted. The Child Wellbeing unit and school counsellor may also be contacted.

Ashfield Public School

Anti-Bullying

Teacher Flowchart



1.2 School Uniforms

Recognise the benefits of school uniforms that reflect the school community's expectations.

- **The School Uniform**

School Uniforms help to promote a sense of pride and identity in belonging to Ashfield Public School. Parents and teachers encourage all students to wear the school uniform at all times. Uniforms should be clean, presented well and shoes polished.

Financial support is available to assist with the purchase of a uniform.

2.3 Student Participation and Leadership

Provide opportunities to support the meaningful involvement of students in their school and community.

- **Encouraging and acknowledging active participation**

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Ashfield Public School encourages active participation in a number of ways including:

- Student Representative Council (Years K-6)
- Student SRC Executive
- Buddy Systems
- Year 6 Leadership
- Publishing student work in the school newsletter
- Displaying student work around the school
- Recognising student achievement on assemblies
- Performing and presenting work

- **Teaching about inclusive relationships**

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. Ashfield Public School teaches children how to initiate, be open to and maintain relationships with others. In particular there is an emphasis on children engaging with other children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

The school's Inclusion Committee focuses on whole school and class strategies and systems that enable child to build up their friendship group.

1.3 School Attendance

Work in partnership with parents to ensure the regular attendance of students.

Student Attendance

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students.

While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences.

Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

Responsibilities of school staff

School staff must:

- Provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- Promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.
- Maintain accurate records of student attendance.

Follow the Attendance Flowchart to resolve with unsatisfactory attendance of students including:

- Alerting the Principal, or staff member responsible for monitoring attendance, when a student's pattern of attendance is of concern, or if no explanation is received from the parent or carer within 7 days
- Following the supporting and protecting children and young people procedures, specifically if there are concerns about the safety, welfare or wellbeing of a child or young person.

Arrival at School

A teacher is on duty from 8:30am. Students should not be at school before this time unless for a specific reason and under the care of a teacher.

Marking the roll

The Class Roll is called each morning and absences recorded. Students arriving late or departing early have their attendance status for that day shown as a partial absence.

The school uses an online system, Sentral to record student attendance.

For teachers with access to Sentral:

At the beginning of each day a teacher will record student attendance on Sentral for the particular class they are teaching. It is a teacher's responsibility to update Sentral in the event of the late arrival or early departure of students.

For teachers without access to Sentral:

For teachers without access to Sentral, student attendance is to be recorded on a paper copy of a class roll first thing in the morning for the class that is being taught. Once completed this roll is to be passed to the supervisor (Assistant Principal or Principal) who will immediately update Sentral.

Also, teachers without access to Sentral will update the paper roll to show students who arrive late or depart early. This information will be also be passed to the supervisor (Assistant Principal or Principal) who will update Sentral accordingly.

Late Arrival & Early Departure

The school has a formal sign in and sign out procedure for students arriving late and leaving early. Upon arrival at the school, the parent or caregiver is required to complete a slip at the front office to indicate the reason for the lateness. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure.

Similarly, a parent or caregiver arriving to collect a child before the end of school must also complete a slip via Sentral to indicate the reason for the early departure. This slip is also forwarded to the class teacher and recorded as a partial absence. In some cases such as a dentist or doctor's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

Student Absence

If a child is absent parents & carers are requested to telephone the school on the day and send a note of explanation when the child returns to school.

This includes issuing a letter to the parent/carer to obtain a reason for any unexplained partial and/or full day absences.

Unexplained absences and unexplained partial absences

Teachers are accountable for monitoring and acting upon unexplained absences and unexplained partial absences.

Teachers are required to follow the Attendance Flowchart to resolve with unsatisfactory attendance of students.

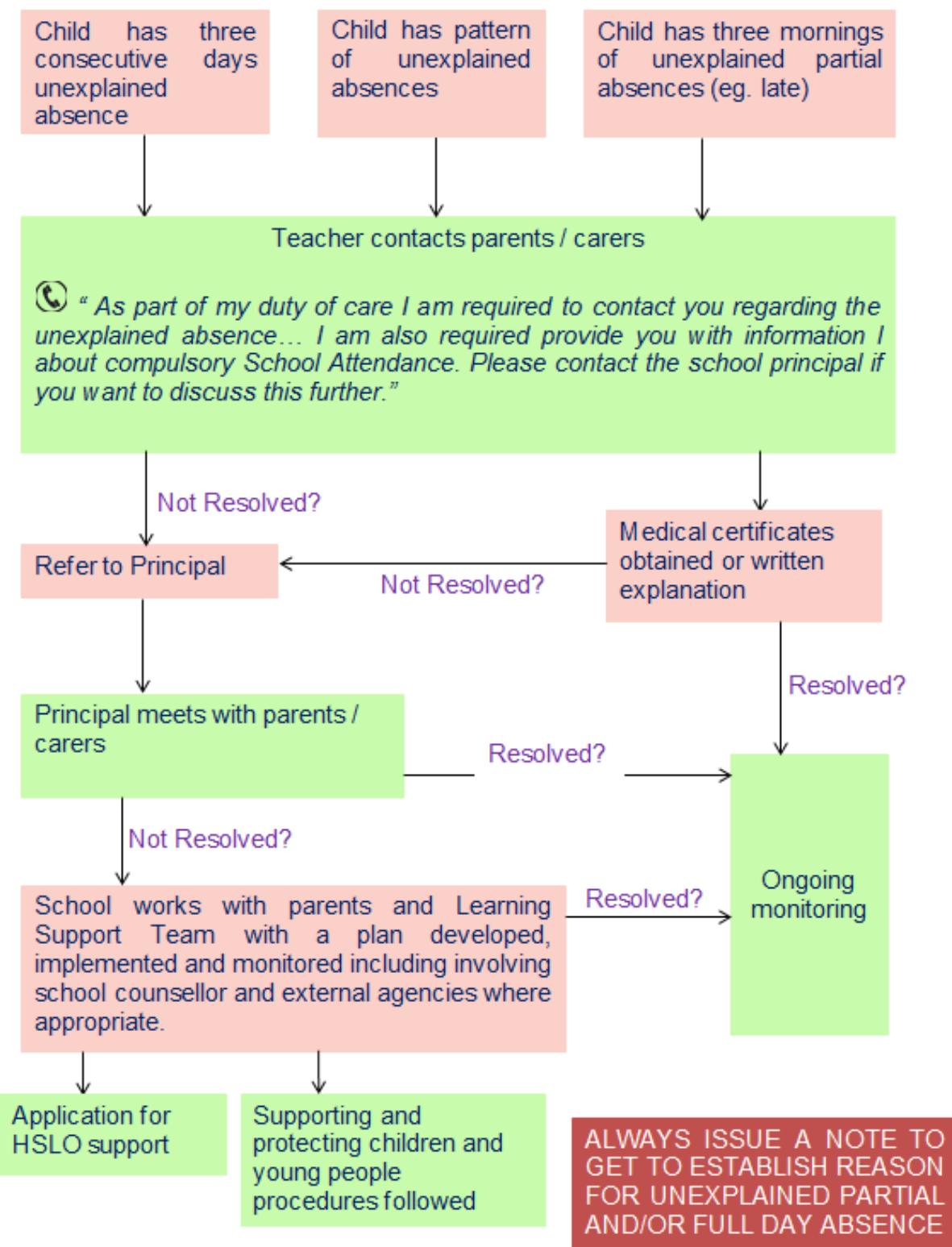
Teachers notify the principal if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

The principal will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

Extended Leave

Parents and carers must formally apply for extended leave from school such as an extended holiday. An Exemption from School Attendance Application must be completed.

Ashfield Public School Attendance Flowchart



Codes used to record student absences

The following absence codes are to be used by the teacher recording student absences within Sentral:

Absence Reasons					
Unexplained					
Code	Description	Counted?	All Day	Late 14:00	Early 10:00
W	Absent	Yes	All Day (W)	Late 14:00 (W)	Early 10:00 (W)
A	Unjustified	Yes	All Day (A)	Late 14:00 (A)	Early 10:00 (A)
Explained					
Code	Description	Counted?	All Day	Late 14:00	Early 10:00
S	Sick	Yes	All Day (S)	Late 14:00 (S)	Early 10:00 (S)
M	Exempt	No	All Day (M)	Late 14:00 (M)	Early 10:00 (M)
F	Flexible	No	All Day (F)	Late 14:00 (F)	Early 10:00 (F)
L	Leave	Yes	All Day (L)	Late 14:00 (L)	Early 10:00 (L)
B	School Business	No	All Day (B)	Late 14:00 (B)	Early 10:00 (B)
H	Shared Enrolment	No	All Day (H)	Late 14:00 (H)	Early 10:00 (H)
E	Suspended	Yes	All Day (E)	Late 14:00 (E)	Early 10:00 (E)

These codes are the School Attendance Register Codes used by the Department of Education.

2. Succeed

Our students will be respected, valued, encouraged, supported and empowered to succeed.

2.1 Student Behaviour and Discipline

Foster engagement in learning by setting high standards of behaviour and discipline.

Recognising and celebrating appropriate behaviour and achievement

Teachers at Ashfield Public School recognise, encourage and show appreciation for appropriate behaviour in a number of ways including:

House Points

House points contribute to a House team tally. Each week a House Point tally is announced on morning lines with the winning House enjoying a Principal's disco at the end of the term.

Certificate of Success

The Certificate of Success and House Points are awarded to an individual or group and are related to the Ashfield Wellbeing Choices with commitment to learning, acting responsibly, being safe, demonstrating responsibility, being fabulous, being resilient and/or being a good friend.

Certificates of Success may be awarded directly to the student or presented on assembly. Ten Certificates of Success earn a School Award. Five School Awards earn a School Medal. Five School Medals earn a School Trophy.



Parent Contact

Upon occasion a parent/carer will be contacted to share news of good and appropriate behaviour and learning success.

Our Wellbeing Ladder (OWL)

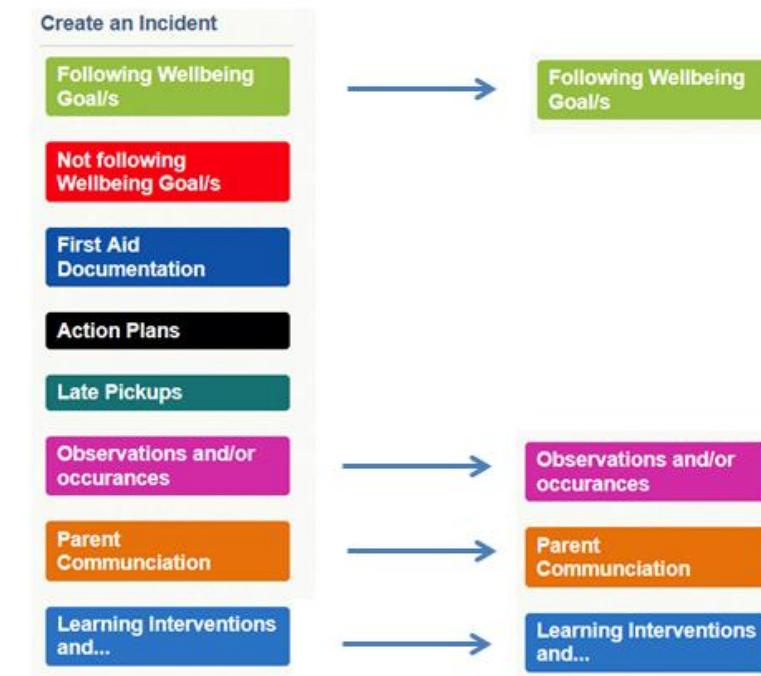
The *Our Wellbeing Ladder* is a series of steps that the teacher typically follows to guide a child towards making positive choices and demonstrating appropriate behaviour. The ladder provides a consistent language for the school community. The ladder includes three steps to acknowledge positive behaviour:

- Step One: The child or group is acknowledged for good choices.
- Step Two: The child or group is acknowledged for great choices.
- Step Three: The child or group is acknowledged for outstanding choices.



Documentation via Sentral

Incidents of appropriate behaviour may be documented using an online management tool, Sentral. The documentation is used as an evidence-based approach to understand and meet individual needs and plan to effectively engage the student using appropriate adjustments. The documentation is used to inform communication with teachers, parents/carers and professional networks.



Responding to inappropriate behaviour

At all times appropriate professional practice guides the care and discipline of children. Teachers at Ashfield Public School respond to inappropriate behaviour in a non-confrontational, calm manner.

Student behaviour is considered to be inappropriate when an individual or group do not show commitment to learning, act irresponsibly, are not inclusive or accepting of diversity, are not safe, do not demonstrate responsibility and/or are not good friends.

When a student's behaviour is inappropriate, teachers at Ashfield Public School aim to guide the student back to appropriate behaviour through a consistent process. This includes:

Our Wellbeing Ladder (OWL)

The *Our Wellbeing Ladder* is a series of steps that the teacher typically follows to guide a child towards making positive choices and demonstrating appropriate behaviour. The ladder provides a consistent language for the school community. The ladder includes four steps to guide children back to positive behaviour:

- Step One: The child or group is given a caution.
- Step Two: The child or group is given reflection time.
- Step Three: The child or group is sent to the Assistant Principal.
- Step Four: The child or group is sent to the Principal.

At any time a student may be sent directly to the Principal or Assistant Principal if the inappropriate behaviour is particularly serious.

Teachers are advised at all times to send for the Principal or Assistant Principal if they require immediate support to deal with a more extreme situation of inappropriate behaviour, particularly if that behaviour is violent and/or abusive.



At all times the following aspects are taking into account when responding to inappropriate behaviour:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Explicitly teach students how to identify behaviour

Inappropriate behavior is described to students as being like an engine with different levels:

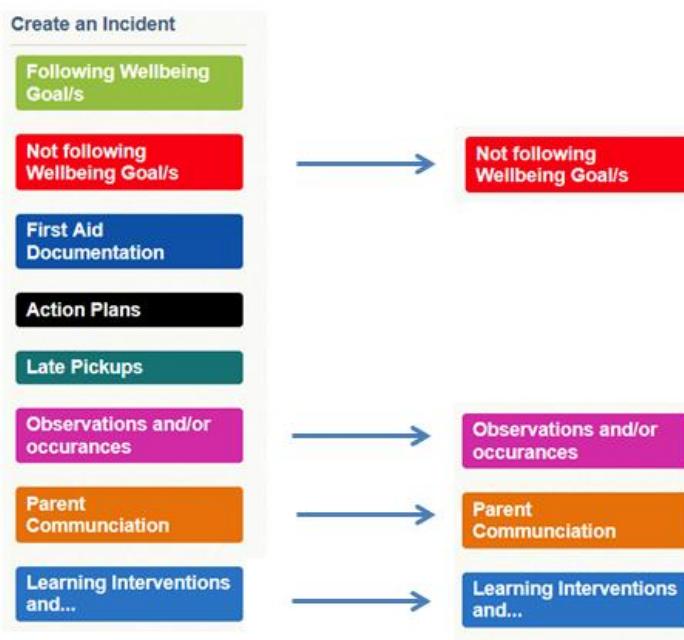
- Engine running too high - big problem
- Engine running fast - small and medium problems
- Engine running just - making good wellbeing choices
- Engine running low -feeling melancholy

HOW IS MY ENGINE RUNNING?



Documentation via Sentral

Incidents of inappropriate behaviour are documented using an online management tool, Sentral. The documentation is used as an evidence-based approach to understand and meet individual needs and plan to effectively engage the student using appropriate adjustments. The documentation is used to inform communication with teachers, parents/carers and professional networks.



Behaviour Support Plan

Teachers prepare Behaviour Support Plans for students who have been identified as requiring specific support to achieve the wellbeing choices. These plans use data collected on social achievement to support making good wellbeing choices. These plans are typically prepared in consultation with staff and parents.

Risk Management Plan

Upon occasion teachers prepare Risk Management Plans for students who have been identified as requiring support to act in ways that are safe, responsible and respectful. These plans are typically prepared in consultation with staff and parents.

Parent contact and/or interview

Upon occasion a parent/carer will be contacted to discuss how to guide a student back to appropriate behaviour.

Time in another class or with another teacher

Upon occasion a student making inappropriate choices will benefit by temporarily spending time in another class or with another teacher to change the environment. This decision will be made in consultation with the principal and class teacher. A parent/carer may be contacted.

Modified participation in class and/or school activities and/ or development of an individual behaviour plan

Upon occasion a student may require modified participation in class and/ or school activities. An individual behaviour plan will be implemented if necessary.

Child sent home

Upon occasion a student making inappropriate choices will benefit by going home early to change the environment. This decision will be made in consultation with the parent, principal and class teacher.

Formal Caution

Upon occasion a student's behaviour might warrant a formal caution. The caution is discussed with the parent and the student during an interview and formalised in a letter.

Suspension

In keeping with Department of Education policy, upon occasion a student may be suspended from school.

2.2 Protecting Children (Child Protection)

Ensure the safety, welfare or wellbeing of children.

- Child Protection**

The staff at Ashfield Public School participates in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

- **Working With Children Check**

All adults working on a Department of Education site are required to have a current and valid Working with Children's Check (WWCC). This includes staff, tradespeople, volunteers including parents obtain a Working With Children Check involving a national criminal history check and review of findings of workplace misconduct.

The result of a WWCC is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

All visitors to the school site are require to check in via the office and confirm WWCC.

2.3 Out-of-Home-Care

Support children and young people in statutory out-of-home-care.

- **Education Plan**

Ashfield Public School will prepare an education plan developed within 30 school days of notification that a child has entered or is in care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning.

2.4 Supporting Students with Disability

Plan and coordinate support needs for students with disability and additional learning needs.

- **Inclusive Education**

At Ashfield Public School staff are aware of their obligations towards students with disability and their parents and carers under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

School and teacher practice supports the provision of personalised learning and support for students of all abilities. This is about quality differentiated teaching practice and includes making adjustments to curriculum delivery and assessment that anticipates and responds to students' learning differences. School and teacher practice also focuses on using resources in a manner that enables the school to meet identified learning and support needs of students with a particular ability in consultation with students and or their parents and carers.

The school participates in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

- **Individual Learning Plans**

Teachers prepare Individual Education Plans (IEP) or Personalised Learning Pathway (PLP) for every student with a disability and/or special needs. These plans use data collected on academic to set learning goals. These plans are typically prepared in consultation with staff and parents.

- **Support Unit**

The Support Unit at Ashfield Public School is committed to a wholistic approach to the education and wellbeing of students with a range of abilities and special needs. It is made up of three classes and includes students with Moderate Intellectual Disabilities, Down's syndrome, Global Developmental Delay, Autism Spectrum Disorder and Sensory Processing Disorders. Each class has a Specialist teacher and full time School Learning Support Officer.

Individual Learning and Support Plans are designed for each student. These plans cover all curriculum areas and are developed in consultation with teachers, families and outside agencies such as speech therapists, occupational therapists, physiotherapists and counsellors. They also include a strong emphasis on the Social/Emotional, Behavioural and Sensory needs of students.

2.5 Positive Behaviour for Learning

Improve learning outcomes through an evidence-based whole-school process.

- **What is Positive Behaviour for Learning?**

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing. It is underpinned by the support and commitment of the whole school community.

Ashfield Public School encourages student self-evaluation of progress and achievement on wellbeing choices. It helps students understand the consequences of choices and of their behaviours

Positive Behaviour for Learning is based on a three-tiered continuum of prevention and intervention:

- **Tier One: Student Wellbeing Choices**

Tier One of the Ashfield Public School's Positive Behaviour for Learning is universal prevention through a school-wide and classroom system for all students, staff and settings.

The school is committed to a learning community that pursues ten student wellbeing choices. These student wellbeing choices are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.

Each student at Ashfield Public School is supported to:

- Wellbeing Choice 1: Be responsible
- Wellbeing Choice 2: Be respectful
- Wellbeing Choice 3: Be resilient
- Wellbeing Choice 4: Act safely
- Wellbeing Choice 5: Be a learner
- Wellbeing Choice 6: Be fabulous
- Wellbeing Choice 7: Be a good friend
- Wellbeing Choice 8: Be healthy
- Wellbeing Choice 9: Be inclusive
- Wellbeing Choice 10: Embrace diversity

- **Tier Two: Group Interventions**

Tier Two of the Ashfield Public School's Positive Behaviour for Learning typically involves interventions for a small group of students who have been identified as requiring support to engage in behaviour that sees them feel resilient and successful.

An example of such an intervention is the Scoobie String Club whereby a group of students meet with a teacher once a week to make Scoobie String creations. This meeting time is an important time for the designated teacher to touch base with the students for a highly enjoyable and relaxed activity. During the activity the teacher chats with the students about any issues that might have arisen during the week, particularly in the area of friendship. Anything of significance is communicated to the teacher, Learning Support Team and parents.

- **Tier Three: Intensive Interventions**

Tier Three of the Ashfield Public School's Positive Behaviour for Learning is intensive interventions which involve systems for students with high-risk behaviour and/or learning and health needs.

Engaging children who exhibit inappropriate behaviour is about understanding their wellbeing, engagement and learning needs. It is about targeting resources to tailor a flexible quality learning environment that maximises their success.

It will typically involve an adult working with the identified student with a focus on assisting the student to understand situations that might lead to inappropriate behaviour, teaching the student to self-regulate their behaviour with an emphasis on good, great and outstanding choices (OWL) and assisting the student to engage in learning activities.

An example of an intensive intervention is the school chaplain supporting the academic and social needs of identified students. In a one-on-one situation the chaplain works to establish and develop positive social expectations, reduce unproductive and challenging behaviour and progress academic outcomes.

3. Thrive

Our students will grow and flourish, do well and prosper.

3.1 Nutrition in Schools

Promote and model healthy eating and good nutrition in school programs.

- **Classroom Learning**

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. It is about the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle. Children participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

- **Crunch & Sip**

Crunch & Sip is a time during the school day when students can eat fruit or salad vegetables and drink water in the classroom. The idea is to help kids to re-fuel and boost their physical and mental performance and concentration in the classroom. Crunch & Sip is about the school promoting and modelling healthy eating and good nutrition involving food and drink.

Each day, students bring a piece of fruit or salad vegetables to school to eat in the classroom, usually at a set time. In addition, each child has a small, clear bottle of water in the classroom to drink throughout the day to maintain hydration. Through Crunch & Sip Ashfield Public School demonstrates its commitment to nutrition education in the classroom.

In Kindergarten and the Support Unit, Crunch & Sip is an actual break where children stop work. In Years 1 – 6, children are permitted to snack on healthy food and sip water as they work.

3.2 Sun Safety for Students

Plan and implement best practice strategies for sun safety.

- **Wear a Hat - Stay Safe**

All children are required to wear a hat when they are outdoors which is part of 'Wear a Hat - Stay Safe" philosophy. Children without a hat during recess and lunch are directed by the teacher on duty to remain in a shaded area.

During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen. It is the responsibility of Parents and Caregivers to inform the class teacher if their child is not permitted to apply sunscreen.

Each morning children wear their hat to morning lines. Hat monitors award points to classes for most children wearing hats.

3.3 Student Health

Promote the healthy development of students and protect the health and safety of those with health care needs.

• Action Plans

Many children have medical conditions such as asthma or eczema that need to be managed by the staff here at school. Management includes making special provisions or administering medication.

If a child has an ongoing medical condition that needs to be managed by the staff it is essential that parents go to your local doctor for an individual action plan.

This plan needs to be given to the school. The plan needs to be updated annually or if the medical condition changes.

Example of Action Plans to be completed by the doctor:

 ACTION PLAN FOR Anaphylaxis For use with EpiPen® adrenalin autoinjectors www.allergy.org.au	 ACTION PLAN FOR Allergic Reactions For use with EpiPen® adrenalin autoinjectors www.allergy.org.au	ASTHMA ACTION PLAN Take this ASTHMA ACTION PLAN with you when you visit your doctor www.nationalasthma.org.au
MILD TO MODERATE ALLERGIC REACTION <ul style="list-style-type: none">Swelling of lips, face, eyesHives or weltsItching and/or rashAbdominal pain, vomiting (these are signs of anaphylaxis for insect allergy) ACTION FOR MILD TO MODERATE ALLERGIC REACTION <ul style="list-style-type: none">For insect allergy, flick out sting if visible. Do not remove ticks.Stay with person and call for help.Locate EpiPen® or EpiPen® Jr adrenalin autoinjector.Give other medications if prescribed.Phone family/emergency contact. <p>Mild to moderate allergic reactions may not always occur before anaphylaxis</p> <p>Watch for ANY ONE of the following signs of anaphylaxis</p> <p>ANAPHYLAXIS (SEVERE ALLERGIC REACTION)<ul style="list-style-type: none">Difficulty/noise breathingSwelling of tongueSwelling of lips, face, eyesDifficulty talking and/or hoarse voiceWheezes or persistent coughPale and mottled skinPale and floppy (young children)ACTION FOR ANAPHYLAXIS<ol style="list-style-type: none">For anaphylaxis, lay person flat - do NOT allow them to stand or walk.If breathing is difficult allow them to sit.Give EpiPen® or EpiPen® Jr adrenalin autoinjector.Phone ambulance - 000 (AU) or 111 (NZ).Further adrenalin doses may be given if no response after 5 minutes, if another adrenalin autoinjector is available.<p>If in doubt, give adrenalin autoinjector: Commence CPR if necessary. If person is conscious and not breathing normally, give a general dose of epinephrine (adrenalin). If person is unconscious, give a dose of epinephrine (adrenalin) and then commence CPR. If in doubt, give adrenalin autoinjector.</p><p>IF UNCERTAIN WHETHER IT IS ANAPHYLAXIS OR ASTHMA<ul style="list-style-type: none">Give adrenalin autoinjector FIRST, then asthma inhaler.If person is still having difficulty breathing, give asthma inhaler again.If symptoms improve, give asthma inhaler again.If symptoms do not improve, give adrenalin autoinjector, then asthma inhaler.Further doses of adrenalin may be given if no response after 5 minutes.<p><small>*Medical observation is required for adult children over 12 years. Refer to the manufacturer's instructions for use.</small></p><p><small>Instructions are also on the device when and as required. See instructions on the device label and in the accompanying product information leaflet.</small></p><p><small>© ASCIA 2012. This plan was developed as a medical document that can only be completed and signed by the patient's treating medical doctor and cannot be altered without their permission.</small></p></p></p>	SIGNS OF MILD TO MODERATE ALLERGIC REACTION <ul style="list-style-type: none">Swelling of lips, face, eyesHives or weltsItching and/or rashAbdominal pain, vomiting (these are signs of anaphylaxis for insect allergy) ACTION FOR MILD TO MODERATE ALLERGIC REACTION <ul style="list-style-type: none">For insect allergy, flick out sting if visible.Stay with person and call for help.Locate EpiPen® or EpiPen® Jr adrenalin autoinjector.Give other medications if prescribed.Phone family/emergency contact. <p>Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis</p> <p>WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)<ul style="list-style-type: none">Difficulty/noise breathingSwelling of tongueSwelling of lips, face, eyesDifficulty talking and/or hoarse voiceWheezing/tightness in throatWheezes or persistent coughPale and floppy (young children)ACTION FOR ANAPHYLAXIS<ol style="list-style-type: none">Lay person flat - do NOT allow them to stand or walk.If breathing is difficult allow them to sit.Give EpiPen® (epinephrine) autoinjector if available.Phone family/emergency contact.Transfer person to hospital for at least 4 hours of observation.<p>If in doubt give adrenalin autoinjector: Commence CPR at any time if person is unresponsive and not breathing normally.</p><p>ALWAYS give adrenalin autoinjector FIRST if available, and then asthma inhaler. If person is having difficulty breathing and is allergic to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheezes, persistent cough or hoarse voice) even if there are no skin symptoms. Asthma inhaler medication prescribed: <input checked="" type="checkbox"/> <input type="checkbox"/> Medication.</p><p><small>Note: This ASCIA Action Plan for Anaphylaxis is for people with known severe allergic reactions to food, insects or medication. It is not suitable for certain allergies.</small></p><p><small>For hay fever, pollen or animal allergies (and not to food, insects or medication) there are other ASCIA Action Plans available. These include: ASCIA Action Plan for hay fever, pollen or animal allergies (not to food, insects or medication); ASCIA Action Plan for insect allergy; and ASCIA Action Plan for medication allergy.</small></p><p><small>Instructions are also on the device label and in the accompanying product information leaflet.</small></p><p><small>© ASCIA 2012. This plan was developed as a medical document that can only be completed and signed by the patient's treating medical doctor and cannot be altered without their permission.</small></p></p>	WHEN WELL <small>Always under control (e.g. when not having an asthma attack)</small> Take <input type="checkbox"/> puff(s)/inhaler <small>times every day</small> <input type="checkbox"/> I use a spacer inhaler <small>times every day</small> Take <input type="checkbox"/> puff(s) <small>When you have symptoms like wheezing, coughing or shortness of breath</small> <input type="checkbox"/> I use a spacer inhaler <small>When you have symptoms like wheezing, coughing or shortness of breath</small> WHEN NOT WELL <small>Asthma getting worse (e.g. when having an asthma attack)</small> Take <input type="checkbox"/> puff(s)/inhaler <small>times every day</small> <input type="checkbox"/> I use a spacer inhaler <small>times every day</small> Take <input type="checkbox"/> puff(s) <small>When you have symptoms like wheezing, coughing or shortness of breath</small> <input type="checkbox"/> I use a spacer inhaler <small>When you have symptoms like wheezing, coughing or shortness of breath</small> IF SYMPTOMS GET WORSE <small>Asthma getting really bad (e.g. when having an asthma attack)</small> Take <input type="checkbox"/> puff(s)/inhaler <small>times every day</small> <input type="checkbox"/> I use a spacer inhaler <small>times every day</small> Take <input type="checkbox"/> puff(s) <small>When you have symptoms like wheezing, coughing or shortness of breath</small> <input type="checkbox"/> I use a spacer inhaler <small>When you have symptoms like wheezing, coughing or shortness of breath</small> DANGER SIGNS <small>Asthma emergency (severe breathing problems, including wheezing, coughing or shortness of breath)</small> Call an ambulance immediately <input type="checkbox"/> <small>Call this in an asthma emergency</small> Say that this is an asthma emergency <input type="checkbox"/> Keep taking reliever as often as needed <input type="checkbox"/> DIAL 000 FOR AMBULANCE <small>Call an ambulance immediately</small> Say that this is an asthma emergency <input type="checkbox"/> Keep taking reliever as often as needed <input type="checkbox"/> <small>Take this ASTHMA ACTION PLAN with you when you visit your doctor</small> <small>www.nationalasthma.org.au</small>

• Administering Medication

All medication sent to school must be given to the Office. Medication for any child including Ventolin will be administered with the direct supervision of the staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered.

3.4 Drug Education

Educate children about drugs and preventing drug misuse

- **Classroom Learning**

Ashfield Public School meets the mandatory requirements for drug education in the Personal Development, Health and Physical Education (PDHPE) key learning area. Students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about drug use.

4.5 Road Safety Education, Driver Education and Training

Education students to stay safe on the road through road safety.

- **Classroom Learning**

Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations.

- **Walk Safely to School Day**

Ashfield Public School is situated on a busy road. Pedestrian safety is paramount, with many students walking to and from school and crossing the roads around the school.

Each year the school participates in Walk Safely to School Day which is about encouraging students to walk and commute safely to school. It is a community event and includes students, parents, teachers and officers from Ashfield Police Station.

Included in the Walk Safely to School Day initiative are lessons to teach that children up to 10 years need to hold an adult's hand when crossing the road. The lessons also develop the road-crossing skills children will need as they become mature pedestrians.