This policy articulates what the school community will do to support and promote student wellbeing for every learner at Sutherland North Public School.

Revised 2014
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Overview</td>
</tr>
<tr>
<td>Student Rights and Responsibilities</td>
</tr>
<tr>
<td>Merit Scheme</td>
</tr>
<tr>
<td>Discipline Policy and Procedures</td>
</tr>
<tr>
<td>Student Supervision Plan</td>
</tr>
<tr>
<td>Homework Policy</td>
</tr>
<tr>
<td>Uniform Policy</td>
</tr>
<tr>
<td>Attendance Policy</td>
</tr>
<tr>
<td>Health Care Policy and Procedures</td>
</tr>
<tr>
<td>Code of Conduct for Sport</td>
</tr>
<tr>
<td>Programs to Enhance Student Well Being</td>
</tr>
</tbody>
</table>
Policy Overview

Statement of Purpose

Sutherland North Public School endeavours to create a school environment in which students are safe, secure and feel cared for. Student wellbeing is a priority for all staff and within all school programs. Students are encouraged to become active and empowered members of our school community.

This policy aims to communicate our focus on developing the following:

- A safe and caring school environment that is free from bullying and any form of discrimination.
- Students that are self-reliant, responsible and active citizens of our community.
- Clear expectations for student behaviour.
- Clear procedures for acknowledging student achievement and citizenship.
- Clear procedures and expectations for student supervision, attendance, uniform and health care.

Sutherland North Public School will implement the procedures and expectations within the Student Welfare Policy to students by:

- Communicating the policy to students within the classroom.
- Discussing our Rules, Rights and Responsibilities and appropriate behaviour and consequences with students.
- Reminding students of their Responsibilities during school assemblies.
- Using the procedures of this policy in our interactions with students.

Parents will:

- Be made aware of the Student Welfare Policy through the newsletter, information flyer, school website and Parents & Citizens’ Association meetings.
- Be involved in the evaluation of the policy and asked to provide comment regarding future directions.
- Support the principles of the policy at home and when required to attend meetings at school.

Teachers will:

- Ensure that they are familiar with all aspects of the Student Welfare Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the school community’s implementation of the Student Welfare Policy.
Core Rules

The Student Welfare Policy at Sutherland North Public School is centred on the following core rules:

- Care for yourself
- Care for others
- Care for the school

Student Rights and Responsibilities

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>I have the right to feel safe and secure in the classroom and playground.</td>
<td>I am responsible for working and playing safely with peers in the classroom and playground.</td>
</tr>
<tr>
<td>CARE</td>
<td>I have the right to be educated in a caring and supportive learning environment.</td>
<td>I have the responsibility of caring for other people, my classroom and the playground environment.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>I have the right to belong and feel respected. I have the right to be treated with respect, understanding and tolerance.</td>
<td>I have the responsibility to respect and cooperate with all members of the school community.</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>I have the right to speak and to be heard. I have the right to be treated fairly and equitably.</td>
<td>I have the responsibility to listen to others and treat others fairly and equitably.</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>I have the right to be educated in an environment which maximises my learning potential and provides me with a broad range of learning experiences.</td>
<td>I have the responsibility to actively participate in all aspects of school life and take responsibility for my own learning.</td>
</tr>
</tbody>
</table>
Merit Scheme

Sutherland North Public School believes that fundamentally, students should be pleased with their achievements when they try their best and are motivated to succeed (intrinsic). This is achieved though the creation of a quality learning environment and when students are engaged in experiences that possess intellectual quality and significance. At Sutherland North PS, intrinsic rewards are coupled with our school merit scheme which rewards students for actively demonstrating our school’s core values and trying their best academically.

All students in Early Stage 1 through to Stage 3 have the opportunity to receive:

- Recognition in the classroom and playground through positive feedback and class based recognition such as stickers and stamps.
- Merit awards presented at assemblies which recognise achievement, improvement and citizenship.
- Special awards for achievements when representing the school, contributions to the community, outstanding citizenship and other special events.
- Acknowledgement of student achievement in the school newsletter.

Commendation Levels

In addition to the acknowledgements outlined above, students are able to work towards the achievement of a series of commendation levels. Placement on these levels is earned by upholding the school’s rights and responsibilities, exemplary behaviour, outstanding citizenship and working to potential within learning programs. In order to work towards the various levels students earn assembly awards. Each week the children will have the opportunity to receive the following awards at the Friday assembly:

- Merit Certificates – 2 or 3 per class
- Student of the Week ribbon – 1 per class
- Library – 2 certificates
- RFF – 1 certificate
- Spelling Award – 1 award per week on a class roster basis
- Sports Awards – infants sport, primary sport & PSSA sport – 2 certificates per group
- Principal’s Award

All of the above awards have a value of one, except for the Principal’s Award, which is worth two as it is more difficult to achieve.

The following number of assembly awards need to be earned in order to achieve the commendation levels of gold, silver and bronze.

4 awards = Bronze Pennant   8 awards = Silver Pennant   12 awards = Gold Pennant

On reaching each level students are presented with their pennant at the whole school assembly. A letter is sent home congratulating the student and inviting parents to attend the assembly. The children are also recognised in the school newsletter.
Statement of Purpose

All students at Sutherland North Public School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this it is necessary to maintain high standards of discipline. Our school’s Discipline Policy aims to intervene when managing inappropriate behaviour, determined by the intensity, frequency and duration of the behaviour, within the learning context.

Responsibilities

All members of our school community are responsible for ensuring that high standards of discipline are maintained.

The Principal and School Executive are responsible for:

- providing a safe, secure and harmonious work environment for students and staff;
- developing, implementing and monitoring the school’s policy;
- ensuring school discipline code procedures are implemented in all classes and that all teachers are informed of procedures;
- communicating with parents and carers in regard to school discipline policy and procedures.

Teachers are responsible for:

- supporting the effective implementation of the school discipline code;
- communicating with parents/carers in regard to school procedures and the school discipline code.

Parents are responsible for:

- supporting the school in the implementation of the school discipline policy;
- communicating with school staff in regard to their child’s behaviour and circumstances which may influence this behaviour.

Students are responsible for:

- following the discipline code and school rules, rights and responsibilities and to comply with staff directions regarding discipline and appropriate behaviour;
- demonstrating respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment or intimidation.
# Strategies for Managing Inappropriate Student Behaviour

All students at Sutherland North Public School are expected to:

- attend every school day and be in class on time and prepared to learn.
- behave safely and responsibly at all times.
- show respect at all times for their peers, teachers and other school staff, including following class rules, speaking courteously and cooperating with instructions and learning activities;
- care for property belonging to themselves, the school and others.

## Classroom Behaviour Management

Strategies will be used within the classroom context:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Action/Consequences</th>
</tr>
</thead>
</table>
| **The student:**  
  - does not follow class or school rules;  
  - disrupts the learning environment. |  
  - Verbal redirection to an appropriate behaviour or cueing the student to class rules.  
  - Reminder of student rights and responsibilities. |
| **The student:**  
  - continues to display inappropriate behaviour by disrupting learning or breaking rules. |  
  - Setting limits for a student by stating a positive direction and then giving a simple choice or consequence direction.  
  - The student’s name is written on the board as a visual reminder with a cross (X) against their name. |
| **The student:**  
  - continues to display inappropriate behaviour by disrupting learning or breaking rules despite the previous warning. |  
  - Further reminder of appropriate behaviour.  
  - A second cross (XX) is placed against the student’s name on the board.  
  - *Time Out* within the classroom. |
| **The student:**  
  - continues to display inappropriate behaviour by disrupting learning or breaking rules;  
  - behaviour has not been modified as a result of the classroom timeout. |  
  - Final reminder of appropriate behaviour.  
  - A third cross (XXX) is placed against the student’s name on the board.  
  - Student receives a behaviour reminder and is sent with work to *buddy class for Time Out*.  
  - Behaviour is recorded in the class behaviour book. |
| **The student:**  
  - repeatedly displays inappropriate behaviour and has their name recorded in the class behaviour book three times within a term.  
  - is involved in behaviours such as fighting, hurting others, stealing or any other behaviour deemed serious. |  
  - The teacher (in consultation with CT) completes a behaviour notification which is then signed by an Executive and sent home to be signed by the student’s parent.  
  - The student spends 1 lunchtime completing *School Service*.  
  - The classroom teacher will contact the student’s parents to discuss the behaviour. |
## Discipline Levels

Students are placed on discipline levels as a consequence of inappropriate behaviour in the classroom, playground or during any school activity. They are placed on levels through the classroom behaviour management system or by referral to the Assistant Principal or Principal. The names of students placed on levels will be recorded on the whole school welfare tracking system for monitoring purposes.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Action/Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong>&lt;br&gt;Behaviour Notification</td>
<td>The student:&lt;br&gt;• repeatedly displays inappropriate behaviour and has their name recorded in the class behaviour book three times.&lt;br&gt;• is involved in behaviours such as fighting, hurting others, stealing or any other behaviour deemed serious.</td>
<td>• The classroom teacher completes a behaviour notification which is then signed by an Executive and sent home to be signed by the student’s parent.&lt;br&gt;• The student spends 1 lunchtime completing School Service.&lt;br&gt;• The classroom teacher will contact the student’s parents to discuss the behaviour.&lt;br&gt;• A behaviour contract is put in place if necessary.</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong>&lt;br&gt;Green Card&lt;br&gt;Referred to the Assistant Principal</td>
<td>The student:&lt;br&gt;• repeatedly displays inappropriate behaviour or has had 3 behaviour notifications sent home.&lt;br&gt;• is referred to the Assistant Principal for being involved in behaviours such as fighting, hurting others, stealing, vandalism, arguing with staff, serious bullying, inappropriate language or any other behaviour deemed serious.</td>
<td>• The student completes 1 day School Service followed by 4 days in lunch time Passive Play.&lt;br&gt;• The student’s parents are contacted by the Assistant Principal to discuss the behaviour and a notification is sent home.&lt;br&gt;• A behaviour contract (Green Card) is put in place for 1 week with possibility of extension – monitored by AP.</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong>&lt;br&gt;Red Card&lt;br&gt;Referred to the Principal</td>
<td>The student:&lt;br&gt;• persists with inappropriate behaviour while on Level 2;&lt;br&gt;• is referred to the Assistant Principal or Principal for being involved in behaviours such as fighting, hurting others, stealing, vandalism, arguing with staff, serious bullying, inappropriate language or any other behaviour deemed very serious.</td>
<td>• The student completes 5 days School Service followed by 5 days in lunch time Passive Play.&lt;br&gt;• An interview with the student’s parents is held and a Formal Caution letter is issued.&lt;br&gt;• A behaviour contract (Red Card) is put in place for 1 week, followed by a Green Card for 1 week.&lt;br&gt;• The student will be unable to participate in PSSA sport or attend excursions.&lt;br&gt;• The student is not eligible for any awards.&lt;br&gt;• The student will remain on Level 3 for 1 week and Level 2 for 1 week providing there is no further misbehaviour.&lt;br&gt;• A referral to the Learning Support Team will be made for the student.</td>
</tr>
<tr>
<td>SUSPENSION&lt;br&gt;Referred to the Principal</td>
<td>The student:&lt;br&gt;• displays serious inappropriate behaviours as outlined in the DEC Suspension and Expulsion of Students Policy.</td>
<td>The student will be suspended at the discretion of the Principal and in accordance with the DEC policy: <a href="https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml">https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml</a></td>
</tr>
</tbody>
</table>
Long Term Behaviour Management Strategies

The following strategies will be put in place to manage a student’s inappropriate behaviour in the long term. This will be done through consultation with the classroom teacher and where necessary the Assistant Principal or Principal.

- Evaluating individual student learning and support needs and modifying learning tasks to match these needs.
- An ongoing behaviour contract which is monitored on a daily basis by the Assistant Principal or Principal and parents.
- Referral to the Learning Support Team for consideration of further action eg. inclusion in specific welfare/behaviour programs, application for regional itinerant support, school counsellor intervention.

Core Rules for Students in NSW Government Schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and carers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

The Core Rules

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated.
Student Supervision Plan

The school supervision plan recognises the duty of care to students accounting for specific school conditions including the school size, physical layout of the grounds and transport arrangements. The school’s commitment to duty of care to our students begins at 8.30am each day until they safely depart the school grounds at 3.00pm after classes finish.

**Before School (8.30am – 9.00am)**

At 8.30am students are able to arrive at school. Students are required to remain in the main quadrangle where teacher supervision is provided. All other playground areas are out-of-bounds before school as they are not supervised. Students are not to be in the school grounds before 8.30am. A bell at 9.00am signifies all students are to move to their class lines under the COLA where they will be met by the teachers. All buildings are out of bounds before school unless students are participating in a supervised extra-curricular activity. In the case of wet weather the wet weather bell will be rung and all students are to proceed to their own classrooms where they will be supervised by their class teacher.

**Session Breaks**

Recess (11.00am – 11.30am) – Lunch seats & Grass area - 2 duty teachers
Lunch Eating Time (1.15pm – 1.30pm) – supervised by rostered class teachers
Lunch Play time (1.30pm – 2.00pm) – Playground Equipment, Grass & Passive Play – 3 duty teachers

Teachers move students to the designated play areas at the beginning of each break. Each area is supervised by a teacher who has the responsibility for ensuring all games and play is safe.

**The following guidelines are in place:**

- Only handball games should be played in the quadrangle. No large ball games or running games are to be played in this area.
- Safe games such as soccer, netball & basketball can be played on the Games Court and Grass Area. Any game involving tackling or grabbing is not allowed. If the teacher on duty deems the game to be unsafe at any time the game will be stopped.
- No ball games are permitted in the Passive Play area. This is a quiet play area.
- Students are not permitted to be in designated out-of-bounds areas including in and around the classrooms.
- Safe play guidelines will be in place for use of the playground equipment. This includes the type of movement allowed on various parts of the equipment and careful monitoring of the number of children on the equipment at any one point in time.

In the event of wet weather students will remain in their own classrooms where they will participate in quiet play activities supervised by the rostered teacher.
After School (3.00pm)

All students will be dismissed at 3.00pm from their classroom or a designated area in the playground. Students attending after school care are to proceed directly to the classroom. Children who have not been picked up by 3.10pm are to proceed to the school office where arrangements will be made to contact their parents. Parents are advised to phone the school office if they are inadvertently delayed in picking up their children. The children will wait at the school office to be picked up by their parents or carers. Students who attend an extra-curricular activity are to proceed directly to the area where that activity is held. Only students directly supervised by their own parent are permitted on the playground equipment after school. The school gates are locked at 3.45pm.
Homework Policy

It is the policy of the school to set homework at all levels. It must be a purposeful learning experience that may consolidate, extend and/or enrich the school’s program and it should be presented in such a way that the child sees it as deserving attention out of school. Teachers are to base their homework activities on the following guidelines:

<table>
<thead>
<tr>
<th>Year</th>
<th>Maximum Time/Night</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5 minutes</td>
<td>Informal – finding pictures to match sounds, counting, home reading</td>
</tr>
<tr>
<td>Year 1</td>
<td>10 minutes</td>
<td>Worksheets – spelling, maths, home reading</td>
</tr>
<tr>
<td>Year 2</td>
<td>15 minutes</td>
<td>Worksheets – spelling, maths, home reading</td>
</tr>
<tr>
<td>Year 3</td>
<td>20 minutes</td>
<td>Becoming more formal – learn spelling, maths worksheets, home reading</td>
</tr>
<tr>
<td>Year 4</td>
<td>25 minutes</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>30 minutes</td>
<td>Formal - complete research, worksheet, memorise tables, maths worksheets, home reading.</td>
</tr>
<tr>
<td>Year 6</td>
<td>40 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Homework will:
- be set on a regular basis;
- be essentially based on mathematics, reading and spelling but other subjects may periodically appear;
- be voluntary on the part of the students and parents;
- not vary markedly in amount from one night to the next and should not be so restrictive that a student cannot sometimes pursue an individual interest;
- follow an effective routine ie.
  - how and when the homework assignment is communicated to students;
  - how the students remember what is to be done for homework;
  - when & how it is marked.
- be done where possible, in a designated Homework Book;
- be set at an appropriate level for the students to complete with minimal parent assistance.
Uniform Policy

Our school uniform identifies our students as belonging to Sutherland North Public School. All students are expected to wear the full school uniform during school hours, while travelling to and from school and when engaged in school activities out of school hours. The wearing of school uniforms by students assists in:

- defining an identity for the school within the community.
- developing students' sense of belonging to the school community.
- promoting a sense of inclusiveness, non-discrimination and equal opportunity.
- reinforcing the perception of the school as an ordered and safe environment.
- increasing the personal safety of students and staff by allowing easier recognition of visitors.
- making school clothing more affordable for families.

At Sutherland North Public School we encourage students to wear their school uniform with pride. With sun safety in mind the school has a No School Hat No Play policy supported by the P&C Association. Students not wearing a hat are required to remain in the shade during recess, lunch and sport sessions. The school uniform colours are sky blue and maroon. Children wear their summer uniform during Terms 1 and 4 while winter uniforms are worn during the colder months in Terms 2 and 3. Hats must be worn outdoors at all times.

| Girls Uniform | Summer | Sky blue and white check tunic or culottes, sky blue polo shirt, white socks, black shoes and maroon school hat. |
|               | Winter | Sky blue blouse or school polo shirt, navy & maroon check tunic or long navy trousers, white socks or navy tights, black shoes, maroon school rugby jersey, maroon school tracksuit top, maroon school hat. |
|               | Sport  | Sky blue school polo shirt, maroon sport shorts, white socks, sport shoes, maroon school rugby jersey, maroon school tracksuit, maroon school hat. |

| Boys Uniform | Summer | Grey shorts, sky blue school polo shirt, grey socks, black shoes and maroon school hat. |
|             | Winter | Sky blue school polo shirt, long grey trousers, grey socks, black shoes, maroon school rugby jersey, maroon school tracksuit top, maroon school hat. |
|             | Sport  | Sky blue school polo shirt, maroon sport shorts, school soccer socks/white socks, sport shoes, maroon school rugby jersey, maroon school tracksuit, maroon school hat. |

Uniforms for PSSA Sport: The school supplies soccer shirts, softball knickerbockers and netball bibs. Representative athletes will have athletic singlets supplied. Students require boots and shin pads for soccer and softball. Sydney East Area sports apparel, whilst not part of the standard school uniform, may be worn at school by students who have competed at that level, but should not be worn on excursions.

DEC policy on school uniforms can be found at: http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/index.php
Attendance Policy

In NSW, students must attend school regularly. Students of compulsory school age (6 - 17) are required to attend school every day unless they are sick or have another good reason for being absent. Parents are required to explain their children's absences within seven days of the occurrence of an absence. Failure to explain an absence within this time will be recorded as an unjustified absence on a student's record. Reasons such as birthdays, helping with shopping or minding younger brothers or sisters are generally regarded as unsatisfactory reasons for an absence.

In line with DEC policy, student attendance is constantly monitored at Sutherland North Public School. The school will inform parents if a student is absent from school without explanation. Parents who have difficulty in ensuring the regular attendance of their children at school should contact their class teacher or the Principal.

Where a teacher has concerns regarding a student's attendance they will in the first instance contact the parents, discuss the issue and offer assistance. If the student's attendance continues to be of concern a Notification of Attendance Concerns form is completed by the teacher and submitted to the Principal who oversees attendance. Action taken from this point may include notification of concerns to the parent in writing, a formal parent interview to discuss and resolve the issue, referral to the school Learning Support Team, referral to the Home School Liaison Officer. In resolving attendance issues and monitoring attendance the Sydney Region Attendance checklist is used.

DEC policy on attendance can be found at:


This policy sets out the requirements for the attendance of students in NSW government schools.
Health Care Policy and Procedures

Health care policy and procedures at Sutherland North Public School are informed by DEC policy. The policy and procedures can be accessed at:


Parents have the prime responsibility for the health of their children. School staff have a duty to keep students safe while they are at school or are involved in school activities. The school encourages parents to provide information about their children’s health both on enrolment and on an ongoing basis. When students need help with health issues at school, parents may need to consult with their medical practitioner about the implications of the child’s health condition for their schooling. Parents need to convey relevant information from the medical practitioner to the school.

The school will arrange support for students to have their health needs met so that they can participate in their learning program. Refusing enrolment or continued access to education because of a need to administer prescribed medication and/or health care procedures other than in circumstances where there are unresolvable safety issues would be to unlawfully discriminate against the student on the ground of his or her disability. Where student’s health support needs are more complex or sensitive, a written individual health care plan is required. Parents need to provide prescribed medication or other consumables as agreed with the school before the plan commences.

An individual health care plan must be developed for:
- severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- any student who is diagnosed as being at risk of an emergency reaction
- any student who requires the administration of health care procedures

Care of Students Who Become Unwell at School
Students who become unwell at school are best transferred to the care of a parent or caregiver. The aim of care provided at school for such students is to make them comfortable in the interim. The school has identified staff members who will care for students who are unwell and the procedures that are to be followed. Parents are asked to ensure their contact numbers and emergency contact numbers are always current to assist the school in contacting them immediately if needed.
Administering prescribed medication at school

Parents are asked to liaise with their doctor to request prescribed medication that can be administered outside school hours if possible. When a medical practitioner has prescribed medication that must be administered during the school day, parents are responsible for:

- bringing this need to the attention of the school
- ensuring that the information is updated if it changes
- supplying the medication and any 'consumables' necessary for its administration in a timely way
- collaborating with the school in working out arrangements for the supply and administration of the prescribed medication.

The administration of such medication forms part the Department’s common law duty of care to take reasonable steps to keep students safe while they attend school. The administration of prescribed medication in schools is carried out by staff who volunteer and who are trained. Parents of children who require prescribed medication to be administered at school must complete a written request. Students must not carry medications unless there is a written agreement between the school and the student's parents that this is a planned part of the student's health care support. Students' immediate access to prescribed medication is very important for the effective management of conditions such as asthma. Students and parents need to be advised of this requirement so that students are not left without access to critical medication.

Non-prescribed medications

In general, schools do not administer medication which has not been specifically requested by a medical practitioner for an individual student for a specific condition. In some cases the medical practitioner may not write 'a prescription' for such medication because it may be available 'over the counter'. NSW Health advises that this does not mean that the medication is not potentially harmful and that schools should follow the same procedures for such medications as for 'prescribed medications'.
Code of Conduct for Sport

Representing Sutherland North Public School in organised or competitive sport at venues outside the school grounds is an honour and a privilege. Accordingly the following code of conduct must be adhered to by students, parents and spectators.

Sutherland Zone PSSA Students’ Code of Conduct for Sport

Rationale:
Representing the school in PSSA Competitions provides an opportunity for talented athletes to extend their skills and compete against similarly skilled students from other schools. Representing the school is an honour and students have a responsibility to compete at all times in a manner that brings credit to themselves and their school. The following Code of Conduct has been devised to guide the achievement of this outcome.

1. Play for the fun of it.
2. Work equally hard for yourself and your team.
3. Be a good sport and encourage fellow team members.
4. Co-operate at all times with your coach, teammates and opponents.
5. Compete by the rules and always abide by the referees/umpires or touch judges’ decision.
6. Control your temper and behaviour whilst on and off the playing field and make no criticism either by word or gesture.
7. Whilst on the sideline do not touch any sporting equipment. Sit and support your participating school mates.
8. Be modest in success and generous in defeat. (don't show off when successful or be a bad sport when defeated)

Sutherland Zone PSSA Parents/Spectators’ Code of Conduct for Sport

Rationale:
The support of parents and spectators at PSSA events is a welcomed and highly valued contributor to students overall enjoyment in school sport. The following Code of Conduct has been devised to ensure that high levels of student enjoyment are maintained.

1. Remember that children play sport for their enjoyment, not yours.
2. Encourage children to participate, do not force them.
3. Focus on the child's efforts and performance rather than on winning or losing.
4. Encourage children to always participate according to the rules and the officials’ decisions.
5. Never ridicule or yell at a child for making a mistake or losing a game. Positive comments are motivational.
6. Applaud good performance & efforts from each team and congratulate all participants upon their performance regardless of the game’s outcome.
7. Show respect for your child's opponents for without them there would be no game.
8. Show appreciation of volunteer coaches, officials and administrators for without them, your child could not participate.
9. Do not publicly question the officials’ judgement and never their honesty.
10. If you do disagree with an official raise the issue through the appropriate channels in writing rather than questioning the official’s judgement & honesty in public.
Sutherland North Public School is committed to providing proactive welfare programs which enhance student wellbeing at all levels and provide students with explicit skills and training in all areas of their personal and social development. Outlined below are some of the wellbeing programs available to students at Sutherland North.

**Personal Development and Health Programs K–6**

All students participate in personal development and health programs focused on the school’s values, student rights and responsibilities, the development of social skills and safe living. These programs are guided by the DEC Personal Development, Health and Physical Education K–6 syllabus.

**Peer Mediation Program**

Peer mediation is one of the conflict resolution strategies used by the school. Peer mediation invites students (disputants) to take responsibility for their actions by working together to find solutions to conflict. It involves two trained students (mediators) leading the disputants through a structured process. The Peer Mediation program aims to:

- increase awareness of how conflict can affect peoples’ lives
- improve communication between students and between teachers and students
- teach students skills such as listening, critical thinking and problem solving
- empower students by having them take greater responsibility for resolving their own disputes.

**Peer Support Program**

Groups of cross-grade students, under the leadership of one or two senior students undertake activities designed to enhance self-esteem and develop a sense of co-operation and consideration for others.

**Social Skills & Anti-Bullying Programs**

All students take part in discussions and activities which help develop their social skills and instil the core values for NSW Government Schools. The concepts of interdependence and co-operation are examined and reinforced. In particular, the issue of bullying, including cyber-bullying, is discussed and strategies to reduce bullying are established.
Student Representative Council

SRCs are a NSW public school tradition. An SRC is a group of students in a school elected by their fellow students to represent all students in the school and who organise ways for students to participate in school life. SRCs work democratically to represent the student body in school decision-making. Students work together, with help from a staff member, to improve school life and to contribute students' ideas.

More information can be found at: