



MATRAVILLE PUBLIC SCHOOL

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2022/2023

Student Welfare and Discipline Guidelines



Matrville Public School Student Welfare Guidelines

Matrville Public School promotes student achievement and wellbeing, catering for the individual needs of students through an inclusive social, cultural and academic environment. The school "is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development" (Wellbeing Framework for Schools, Department of Education, 2015). Matrville Public School embeds the values of being safe, respectful, responsible and active learners. At Matrville Public School, we provide opportunities for students to achieve excellence and success. We strive to instil in our students the skills and values necessary to become lifelong learners who think critically and creatively and have the ability to communicate and collaborate in a changing world.

The aim of these guidelines is to communicate Matrville Public School's commitment and procedures to ensure the wellbeing of all students. The Welfare Guidelines will contain the following elements:

- Discipline Guidelines
- Anti-Bullying Guidelines
- Anti-Racism Guidelines
- Uniform Guidelines
- Sun Protection Guidelines

The Welfare Guidelines will be supported by:

- Enrolment Guidelines
- Student Leadership Guidelines
- Student Use of Digital Devices and Online Services Guidelines
- Homework Guidelines

Each of these policies will be reviewed every two years.

Matraverse Public School Guidelines

Rationale

The Matraverse Public School Discipline Guidelines emphasise prevention, teaching and reinforcement as a means to achieve meaningful outcomes regarding student behaviour. Teaching and learning programs within the school focus on educating students about appropriate behaviour, using motivation and responsibility to encourage positive interactions. Matraverse Public School consistently reinforces positive behaviour and aims to ensure that all members of our community feel happy and safe at school. The school develops socially responsible young people, empowering them to be self-reflective and make informed decisions. Through the creation of a culture of respect, responsibility and safety, students will be able to engage in educational programs with success.

Roles and Responsibilities

All members of the Matraverse Public School community are responsible for ensuring that high standards of behaviour are maintained.

Staff are responsible for:

- Ensuring the effective and consistent implementation of the Discipline Guidelines.
- Providing explicit learning experiences for all students to develop an understanding of the school values, expected behaviours and student rights and responsibilities.
- Building positive relationships and actively contributing to the safe and caring environment of Matraverse Public School.
- Communicating with parents/carers regarding student discipline.

Parents/Carers are responsible for:

- Supporting the school in the implementation of the Discipline Guidelines.
- Working in collaboration with the school to shape their child's understanding of the school values, expected behaviours and student rights and responsibilities.
- Building positive relationships and actively contributing to the safe and caring environment of Matraverse Public School.
- Communicating any concerns they or their child has to the school.

Students are responsible for:

- Demonstrating the school values and expected behaviours when engaged in any school activity, both on and off site.
- Acknowledging and following the rights and responsibilities as set out in the Student Rights and Responsibilities table.
- Building positive relationships and actively contributing to the safe and caring environment of Matraverse Public School.
- Communicating any concerns they have to a staff member.

Students Rights and Responsibilities

<p>You have the right to feel safe and secure at school. This means the school will provide safe classrooms, equipment and rules to ensure your safety and sense of wellbeing. You will be treated respectfully by other students and staff.</p>	<p>You have a responsibility to make our school a safe and friendly place. This means you are friendly, respectful and caring towards other students, staff, school visitors and community members. You will demonstrate the school values and expected behaviours.</p>
<p>You have the right to a quality education at our school. This means you can learn and perform to the best of your ability. Learning opportunities will help you think critically, understand clearly and produce high quality work.</p>	<p>You have a responsibility to be an active learner and work to the best of your ability. This means you need to actively listen, ask questions to clarify meaning, participate willingly and try your best at all times.</p>
<p>You have the right to learn without being disturbed. This means others will allow you to get on with your learning. Your property will be respected.</p>	<p>You have a responsibility to allow others to work without disturbing them. This means you stay focused on your work and allow others to get on with theirs. You will respect your own property and the property of others.</p>
<p>You have the right to your own opinions, beliefs and values. This means you may express your point of view appropriately and be able to give reasons. Your religious and cultural beliefs will be respected.</p>	<p>You have a responsibility to respect the opinions, beliefs and values of others. This means you are tolerant of others' beliefs and values. You will learn to understand and accept different people's views.</p>
<p>You have the right to tell your side of the story. This means you will be given the opportunity to tell what happened and be supported to resolve any issues.</p>	<p>You have a responsibility to tell the truth. This means answering the "what happened" question honestly so that a problem can be resolved more quickly. It takes courage to tell the truth!</p>
<p>You have the right to be yourself. This means you will be treated fairly and respectfully by all, so you have a sense of belonging.</p>	<p>You have a responsibility to accept others. This means you are friendly and respectful to others. You will encourage others to make the right choices.</p>

Student rights and responsibilities are supported by the Matraville Public School Expectations Matrix (See Appendix).

Strategies and practices to promote positive student behaviour

Matraville Public School maintains a focus on promoting positive student behaviour. When students demonstrate positive behaviour, a culture of respect is present within our community, all students feel safe and are successfully engaged in the learning cycle. The range of strategies and practices used to promote positive student behaviour may include:

- Curriculum - is planned to engage and challenge students while meeting syllabus requirements. Learning experiences promote collaboration and communication and develop critical and creative thinking skills, Activities will be differentiated to support the personalised learning needs of students.
- Values – the values of being safe, respectful, responsible and active learners are instilled in all students.
- Expectations matrix - this matrix describes the behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. These expectations and behaviours are regularly discussed with the students and are visible in prominent areas of the school for students to refer (See Appendix).
- Playground organisation – explicit procedures to follow before and after school and when on the playground are communicated to students and teachers regularly throughout the year (See Appendix 2). This organisation ensures structure on the playground and maintains safety for students for before and after school as well as break times on the playground
- Student voice - the school SRC selects focus values and expected behaviours from the Expectations Matrix. These are announced each fortnight at school assemblies and are published in the school newsletter each week. These focus values create a common language to be used by staff, students and the community when discussing behaviour, expectations and achievements.
- Green tickets - these are handed out by staff members to promote the school expectations. Two draws take place at weekly school assemblies and the K-2 and 3-6 winners select a small prize.
- Merit awards – these are handed out to three students in each class each week. The class teacher selects the recipient based on their performance in line with the school values and expectations.
- Principal's awards – two awards are given out to students in each class per term. The recipients of these awards are selected based on their demonstration of the school values and expectations.
- Proactive supervision – provided by all teachers on the playground and within the classroom. Regular discussions and 'check ins' with individuals and groups of students will occur to ensure all students are demonstrating the school values, following expectations and interacting appropriately with all members of the school community.
- Learning and Support Team (LST) – the LST supports the wellbeing needs of students through the coordination, development, implementation, monitoring and evaluation of whole school and targeted intervention strategies and programs that cater for identified student need, for example academic, behavioural, emotional, physical and social.
- Leadership opportunities – these opportunities are provided at a classroom level, as well as a school level, including the Student Representative Council, Audio Visual Monitors, Library Monitors, House Captains, Prefects and Captains.
- Code of Behaviour - at the beginning of each year, class teachers will discuss the Department of Education's Code of Behaviour (See Appendix).

Strategies and practices to recognise and reinforce student achievements

Matraverse Public School provides opportunities to recognise students for their achievements and respond positively to student learning and behaviour. Formative and summative assessments are used to support identification of these achievements. The range of strategies and practices used to recognise and reinforce student achievement may include:

- Verbal praise and encouragement - used consistently throughout classrooms and playgrounds on a daily basis.
- Feedback - formal and informal feedback is provided by all teachers to their students throughout daily class activities. Students may also participate in peer feedback opportunities.
- Communication with parents/carers - opportunities are provided to communicate student achievement with parents/carers, for example parent-teacher interviews held in Term 1.
- Community acknowledgment - students are acknowledged for their achievements in the weekly school newsletter, on the school website and at school assemblies.
- Class reward systems - used in individual classrooms as an immediate response of effort or cooperation and to acknowledge a pleasing standard of work or positive behaviour.
- Green tickets – these are handed out by staff members to promote the school expectations. Two draws take place at weekly school assemblies and the K-2 and 3-6 winners select a small prize.
- Merit awards – these are handed out to three students in each class each week. The class teacher selects the recipient based on their performance in line with the school's values and expectations.
- Principal's Awards - two awards are given out to students in each class per term. The recipients of these awards are selected based on their demonstration of the school values and expectations.
- Annual Presentation Day awards - these awards are presented for academic, sporting and extra-curricular achievements throughout the year.

Strategies and practices to manage inappropriate behaviour

Inappropriate behaviour may include, but is not limited to:

- swearing
- physical violence (hitting, kicking, punching)
- spitting
- intimidation
- verbal threats
- any form of racism or discrimination

The strategies and practices to manage inappropriate behaviour will be determined according to the severity and the impact of the behaviour, the location where the behaviour took place (e.g. classroom or playground), as well as the frequency with which the behaviour has occurred. These strategies will be supported by Matraverse Public School's *Anti-Bullying Guidelines* as well as the [Department of Education's Suspension and Expulsion Procedures](#).

The range of strategies and practices used to manage inappropriate behaviour may include:

- Explicit teaching - whole school commitment to the teaching of school values, expected behaviours and student rights and responsibilities. This also includes explicit teaching of social skills and cooperation.
- Redirection to other tasks.
- Verbal reminder and reteaching of expected behaviour.
- Restorative reflection - teachers employ the restorative practice process to manage challenging behaviours and incidents. In the case of repeated challenging behaviour/incidents, the Assistant Principal will support this process.

- Written/verbal apology.
- Communication with parents/carers - parents/carers are kept informed of their child's behaviour in order to support the school's implementation of the school values, expected behaviours and student rights and responsibilities. This may occur through a phone call or formal meeting to discuss ongoing behaviours.
- Reflection time – students may be directed to take time to reflect on their behaviour and the choices they have made. This may occur in the classroom or on the playground. An alternative teacher may support this process if needed.
- Loss of privileges – this may include the use of technological or sporting equipment, removal from a school team or the playground during break times, withdrawal from an activity, etc.
- Acts of community service in consultation with parents- e.g. cleaning up the mess made, picking up rubbish(consideration will be given to allergies).
- Personalised learning and support plans – the development of an Individual Learning Plan, behaviour support plan and / or risk management plan will occur for identified students.
- Learning and Support Team (LST) – the LST supports the wellbeing needs of students through the coordination, development, implementation, monitoring and evaluation of whole school and targeted intervention strategies and programs that cater for identified student need, for example academic, behavioural, emotional, physical and social.
- Referral process - students with identified needs may be referred to the school counsellor or external services for further support.
- School Learning Support Officer – employed to support students in the classroom or on the playground to ensure the safety of all students.
- Serious incidents in the playground or the classroom will be referred immediately to the relevant Assistant Principal for management. If the Assistant Principal deems the behaviour to be too severe, the student will be referred to the Principal. The Principal will be notified of all serious incidents through our welfare recording system, as well as the resolution strategy that was implemented.
- Alternate education programs / support classes.
- Suspension.

Procedures for Managing Student Behaviour - Inappropriate student behaviour in the classroom or playground may be documented in the school's welfare recording system. This document provides procedures for staff to utilise when dealing with student behaviour and incidents, both in the classroom and on the playground (See Appendix).

SERIOUS MISBEHAVIOUR

The document, "*Suspension and Expulsion of School Students—Procedures*" outlines consequences of serious misbehaviour. Some excerpts of this document that will be considered when there is evidence of serious misbehaviour include:

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff. With consideration having been given to the factors outlined (including age, individual needs, any disability and developmental level of students). Principals must suspend immediately any student who:

- Is physically violent, resulting in serious injury.
- Is in possession of a firearm, prohibited weapon or knife (without reasonable cause).
- Uses, supplies or is in possession of, a suspected illegal substance or supplies a restricted substance.
- Engages in serious criminal behaviour related to the school.

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

Continued disobedience which includes but is not limited to, breaches of school discipline code such as:

- Refusal to obey staff instructions.
- Defiance.
- Disrupting other students.
- Minor criminal behaviour related to the school.
- Use of alcohol or use of tobacco.

Aggressive behaviour which includes, but is not limited to:

- Hostile behaviour directed towards students, members of staff or other persons.
- Bullying (including cyberbullying while at school).
- Verbal abuse.
- Abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means during the school day.

Matraverse Public School Anti-Bullying Guidelines

Rationale

Matraverse Public School maintains an inclusive environment, where diversity is celebrated, and individual differences are respected. Student welfare is enhanced when all members of the school community work together in harmony, participating in all aspects of school life. Students, teachers, parents/carers and members of the wider school community have a shared responsibility to create a safe, respectful and resilient environment. Matraverse Public School rejects all forms of bullying, including cyberbullying. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation. The Matraverse Public School Anti-Bullying Guidelines apply at all times on school grounds and may also apply outside of school hours and off school premises, where there is a clear and close connection between the school and the conduct of students. This includes any online interactions.

Statement

Matraverse Public School's Anti-Bullying Guidelines are supported by the *DoE Bullying of Students – Prevention and Response Policy* and the *DoE Behaviour Code for Students* (See See Appendix). The guidelines define bullying in all contexts and environments, while distinguishing the differences between rude, mean and bullying behaviours. The rights and responsibilities of students, teachers, parents/carers and the community are outlined within these guidelines, and determinations made for both preventative strategies and courses of action once a bullying incident has been reported. Matraverse Public Schools Anti-Bullying Guidelines also contain procedures for reporting bullying and strategies to prevent bullying occurring within the school environment, as well as avenues to access help when required.

Protection

The Department of Education defines bullying behaviour as having three key features. "It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm". Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying can take many forms. We consider the following behaviours to be bullying when repeated:

Verbal bullying involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.

Physical bullying is any form of physical violence such as hitting, tripping, kicking, pushing or shoving, stealing or damaging the belongings of others, and forcing others to hand over food, money or something which belongs to them.

Social bullying includes being left out, ignored, spreading rumours, making inappropriate gestures, writing offensive notes or graffiti about others and excluding someone from your group or game.

Psychological bullying involves incidences such as when a child is stalked, given dirty looks, hiding or damaging possessions, forcing others to act against their will or singling them out for unfair treatment.

Cyber bullying involves malicious SMS, email or social media instant messages, misuse of websites, blogs and social media sites, inappropriate use of mobile phones and cameras and hacking of online accounts.

Rude vs Mean vs Bullying: Defining the Difference

Rude = inadvertently saying or doing something that hurts someone else. From a student's perspective rudeness might look like burping in someone's face, jumping ahead in a line, or even bragging about achieving the highest grade. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned consideration, based on thoughtlessness or poor manners, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once. The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour aims to hurt someone. Students are mean to each other when they criticise or insult clothing, appearance, intelligence, etc. Meanness also sounds like words spoken in anger – impulsive cruelty that is often regretted. Very often, mean behaviour in students is motivated by angry feelings and/or the misguided goal of building themselves up in comparison to the person they are putting down. Commonly, meanness in students may sound like:

- "Are you seriously wearing that again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid."
- "I hate you."

Mean behaviours can wound deeply and staff can make a huge difference in the lives of young people when they hold students accountable for being mean. Meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power. Bullying entails three key elements: an intent to harm, a power imbalance, and repeated acts or threats of aggressive behaviour. Students who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse – even when targets of bullying show or express their hurt or tell the aggressors to stop. Bullying may be physical, verbal, relational or carried out via technology:

- Physical aggression was once the gold standard of bullying – the 'sticks and stones' that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling and a range of other behaviours that involve physical aggression.
- Verbal aggression is what our parents used to advise us to 'just ignore'. We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- Relational aggression is a form of bullying in which students use their friendship, or the threat of taking their friendship away, to hurt someone. Social exclusion, shunning, hazing and rumour spreading are all forms of this pervasive type of bullying.
- Cyberbullying is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the 'willful and repeated harm inflicted using computers, mobile phones and other electronic devices. 'Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

It is important to distinguish between rude, mean and bullying behaviours so that teachers, school staff, parents and students all know what to pay attention to and when to intervene.

Source: https://www.huffpost.com/entry/bullying_b_2188819

Roles and Responsibilities

Every member of the school community has a specific role for ensuring the prevention and resolution of bullying.

Staff are responsible for:

- Being aware of DoE Policy relating to student behaviour and bullying.
- Listening and responding to all student concerns and complaints in a timely manner in accordance with the Matraville Public School Anti-Bullying Guidelines.
- Implementing a common language related to the Matraville Public School Expectations by promoting and acknowledging safe, respectful and responsible behaviours and encouraging students to become active learners.
- Explicit teaching of the Bounce Back program including the anti-bullying unit, as well as the characteristics of bullying and differences between rude, mean and bullying behaviours. Students should be taught the impact bullying has on individuals and the broader community. Anti-bullying messages should be embedded into curriculum areas.
- Contributing to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.
- Being vigilant, proactive and assisting with identification of students who are using bullying behaviour.
- Providing appropriate and proactive support to both the subject of and those responsible for the behaviour, when issues of bullying within the school are reported or identified.
- Providing learning opportunities where internet safety and 'good online citizenship' are discussed, and safe forms of online communication are modelled.

Schools are responsible for:

- Developing anti-bullying guidelines through consultation with parents, carers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for managing bullying in the classroom and playground (following the guidelines established by the Department of Education).
- Informing students, parents/carers and the community about Matraville Public School's Discipline Guidelines, school expectations and the Anti-Bullying Guidelines.
- Providing students and parents/carers with strategies to respond positively to incidents of bullying behaviour, including responsibilities of bystanders or observers.
- Communicating to parents/cares that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- Providing staff with support and professional development to discourage, prevent, identify and respond to student bullying.
- Following up complaints of bullying, harassment, intimidation and victimisation in a timely manner, and facilitate the resolution of all incidents of reported bullying.
- Maintaining an Anti-Bullying Plan each year, outlining the school's commitment to rejecting bullying.

Parents/Carers are responsible for:

- Being aware of the school's Anti-Bullying Guidelines and discussing with their child to assist them to understand the differences between rude, mean and bullying behaviours.
- Supporting their child to become responsible, cooperative and safe citizens to develop appropriate responses to incidents of bullying, which discourage retaliation, consistent with the school's Anti Bullying Guidelines.
- Contributing to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.
- Being alert for signs of distress in their child and reporting all incidents of school related bullying

behaviour to the school. Parents should not approach other students or parents/carers to attempt to resolve the issue themselves.

- Working collaboratively with key stakeholders of the school, for example, school executive, parents/carers and students, to resolve incidents of bullying when they occur.
- Implementing safe computer practices in the home and educating their children with regard to the use of digital devices.

Students can expect to:

- Be treated with respect within the school community, regardless of their race, religion, abilities, physical appearance, family background, or sexual orientation.
- Know that their concerns will be responded to by school staff in a timely manner.
- Be provided with appropriate and proactive support when reporting issues of bullying within the school.
- Be provided with appropriate and proactive support if displaying rude, mean or bullying behaviours.
- Take part in learning and social experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabus, Values Education and learning in other Key learning Areas.
- Engage in learning experiences related to the safe use of digital media, including the importance of not sharing identification details with strangers and the correct use of language when communicating online.

Students are responsible for:

- Knowing what is expected of them and others in relation to the Anti-Bullying Guidelines.
- Reporting and responding to incidents of bullying according to the Matraville Public School Anti-Bullying Guidelines.
- Maintaining a positive climate of respectful relationships with all members of the school community, respecting and accepting individual differences and diversity.
- Behaving as responsible and respectful citizens and bystanders.
- Engaging in learning experiences to develop their understanding of rude vs mean vs bullying behaviour, and strategies to respond to bullying behaviour.
- Behaving as responsible digital citizens.

Managing Bullying

As part of the school's Personal Development, Health program, all students in K-6 will participate in learning experiences that explicitly teach strategies students can use to eliminate bullying behaviours and promote respectful relationships.

These learning experiences will be stage-specific so that they meet the needs of students at their level of understanding. Throughout these lessons students will also be taught strategies for reporting incidents of bullying and will be consistently reminded that they have the right to come to school and feel happy and confident in their learning and play, free from bullying and harassment. Teaching staff will be involved in professional development experiences which will focus on identifying bullying behaviours, the school's reporting procedures and skills and understandings that they can teach their students about dealing with bullying behaviours effectively.

Our school community will be empowered, through a variety of strategies, to recognise and respond appropriately to bullying, harassment and victimisation, and behave as responsible bystanders. These may include through parent/carer forums, information evenings, parent/carer - teacher interviews, school website or the school newsletter. No member of the school community has the right to make another person feel worried or uncomfortable. If someone is making a student or community member feel like this, then they should tell a trusted adult about it. Bullying only flourishes in a culture of silence or not telling. Telling someone about bullying behaviour is not "dobbing". It is merely asserting the right to feel safe and happy while at school, and while coming and going to school.

Students and parents are well informed of procedures at Matraville Public School for dealing with bullying behaviours through school information in newsletters and orientations, and the School Expectations Matrix.

One-off incidents of inappropriate behaviour should be addressed by the class or playground teachers as they arise. These issues should be dealt with using strategies outlined in the school's Discipline Guidelines, which encompass a range of options available to deal with unacceptable behaviours. If the inappropriate behaviours are repeated, whether they are verbal, physical, social or psychological, then other strategies should come into action.

Prevention

Strategies to prevent bullying

- Maintain a positive school culture that acknowledges that bullying is not tolerated within the school community.
- Employ an explicit Anti-Bullying Program in classrooms in each school year. This will include formulating a definition and anti-bullying discussions and activities.
- Provision of programs throughout the year that teach skills to build self-esteem, empowerment and promote resilience, for example, life skills and social skills, conflict resolution and communication skills, Bounce Back, Harmony Day initiatives, Child Protection and Circle Time.
- Consistent focus on school behaviour expectations and understanding of acceptable behaviours as listed in the School Expectations Matrix.
- Professional development for staff related to bullying and strategies to counteract it.
- Build community awareness and input relating to anti-bullying, its characteristics and the school's programs and response (newsletters, assemblies, parent/carer information sessions, parent forums, etc).
- Maintain staff commitment to acknowledge victims of bullying and deal with bullying incidents.
- Ongoing gathering and recording of data.

Advice to students who are being bullied

- Ignore or walk away.
- Look directly into the eyes of the person attempting to bully you, speak firmly and say, "Stop that, I don't like it".
- Go directly to a teacher or staff member and report the incident if the attempts to stop the bullying behaviour do not work.
- Other protective strategies, such as stay away from the bully or places where bullying occurs and be with supportive friends.
- Do not share private information like passwords, name and address, phone numbers, with anyone. This can include sharing photos of yourself, friends and family.

Advice to students who know someone else is being bullied

- Students should be made aware that witnesses to bullying have a very powerful role to play and early intervention can defuse situations before bullying gets out of hand.
- If possible, intervene as the bullying occurs by telling the bully to stop.
- Refuse to join in with the bully.
- Support students who are being bullied – just standing by them can help prevent bullying.
- Tell an adult if you are concerned about bullying.
- It is every student's right and responsibility to report bullying whether it happens to them or to someone else.

Incidents of cyberbullying

If students are being bullied online they are encouraged to take the following actions immediately:

- Tell a trusted adult – teacher, parent/carer, older sibling, grandparent.
- Log out and stop messaging if they feel they are being harassed.
- Block users and messages if being harassed through email, social media, SMS or instant messaging.
- Never respond or reply to harassing messages.
- Keep a record of calls, messages, posts or emails that may be hurtful or harmful.
- Report instances of cyberbullying to a teacher and show them screen shots of the bullying if the allegation involves another member of the school.

- Click the 'Report Concern' button if the site being visited has one.
- Advise the Internet Service Provider (ISP) or phone company. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of harassment over their networks or help track down the appropriate agency to report to.
- Report incidents to police if bullying includes physical threats. Some people believe they can get away with serious threats because it is anonymous. They are wrong. Most can be traced and it is a criminal offence to use a mobile phone or any form of communication to menace, harass or offend another person.

Early intervention

- Students to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents and reiterate that reporting is not "dobbing".
- Parents/carers encouraged to contact the school if they become aware of a problem.
- Students recognised for positive behaviours.
- Teachers use Restorative Practice Strategies if an incident of bullying occurs.
- Executive staff made aware of incidents of bullying.
- Incidents of bullying are recorded on ESR.
- Regular discussions, informal and formal, including role plays of how to respond to the situation if it were to occur again.
- Those students who are at risk or identified as being ongoing victims of bullying type behaviour will be encouraged to report directly and immediately to a member of staff if they feel either bullied or intimidated.
- Early intervention arrangements for students at risk will be communicated to all staff.

Response

Incidents of bullying can be reported immediately to any staff member by students and/or their parent/carer. Any incident of bullying will be investigated and recorded as outlined in these guidelines. Consequences for inappropriate behaviour will be managed by the class teacher, teacher on playground duty, Assistant Principal or Principal. Individual cases will be dealt with according to the individual circumstances and in line with the school's Discipline Guidelines.

Strategies when a bullying incident is observed or reported

- The incident is initially investigated by the teacher to whom it has been reported.
- The teacher determines whether or not the incident is bullying, according to the agreed definition.
- If it is not bullying the incident is dealt with by the teacher.

If it is bullying the incident is dealt with by the teacher or Assistant Principal using the following strategies:

- Interview with the victim, bully and witnesses using restorative justice practices. For the bully, this is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy, and to come to some agreement as to what the person might do to help the victim.
- For the victim, this is done in a supportive manner and the aim is to explore ways in which the victim can behave to minimise the chances of the bullying being repeated. This may involve the victim being shown assertive behaviour or reducing behaviour that may be provoking the bully.
- During the meeting the teacher remains calm, empathetic, never angry or indignant, and respect is shown for each person.
- All information will be documented on the school's student welfare recording system (ESR) to monitor student behaviour in order to ensure that students can be tracked in cases of repeat offending.
- Consequences, as outlined in the school's Discipline Guidelines, may occur depending on the circumstances.
- The Principal will be informed of all incidents of bullying, including the consequences and actions taken.
- Both victim and bully will be offered counselling if deemed necessary.
- It is essential that daily follow-up takes place with bullies and victims. This involves asking the bullies individually how they have followed through what they agreed to do to help the victim, asking the victim how they are progressing and whether or not there have been any further incidents. The follow-up is initially carried out daily, and then tapered off if all is going well.
- Communicate with parents/carers (both victims and bullies) the details of the incident, how it has been dealt with and how it will be followed up. Ask for support from the parents/carers to help develop behaviours and attitudes in their children that are consistent with the Anti-Bullying Guidelines.
- If the bullying behaviour does not stop as a result of this intervention, then other strategies will be implemented as part of the Discipline Policy. There will be a need to keep working with the victim at this time to support them. This may have to be carried out by a member of the executive.

The school will manage serious incidents as per Department of Education policies, including:

- Student Discipline in Government Schools.
- [Suspension and Expulsion of School Students Procedures](#) Wellbeing Framework for Schools (PDF).
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#) Bullying Among Young Children: A guide for parents (PDF).
- Anti-Bullying – how to encourage your child to be an effective bystander (PDF) [National Safe Schools Framework](#).
- Keep Them Safe: A shared approach to child wellbeing - Summary (PDF) [Complaints Handling Policy Guidelines](#).

Procedures for Reporting Bullying

Bullying may be very hard to see. It usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed or are frightened that it will only make things worse. They also feel it is wrong to 'dob' or tell tales on other children. If they tell anyone, it is most likely they will tell their parent/carer or their friends before they will tell a teacher.

Some tell-tale signs of bullying are:

- Bruises, scratches or cuts that the child can't really explain.
- Torn or damaged clothing.
- Damaged or missing belongings.
- Headaches, stomach aches and other pains that the child can't identify.
- Unexplained tears or depression.
- Unusual outbursts of temper.
- Not wanting to go to school.
- Not wanting to play with friends.
- Wanting changes in the way he or she travels to and from school
- Quality of school work declines.
- Wanting extra money without giving a reason.

As well as the school, parents are able to access additional information, resources and support relating to effective anti-bullying strategies using the following resources:

- APEEL (A Partnership Encouraging Effective Learning) provides a series of four workshops aimed at building a positive partnership between home and school.
- The Bully, the Bullied, and the Bystander: From Preschool to High School—How parents can help break the cycle of violence (Collins 2004).
- Facing the Schoolyard Bully: How to raise an assertive child in an aggressive world (FireflyBooks 2000).
- The University of Sydney - Psychological treatment for children ages 8-14 to manage bullying, anxiety and aggression (9351 2629)
- Kids Help Line <http://www.kidshelp.com.au> 1800 55 1800
- Bullying. No Way! <http://www.bullyingnoway.com.au/>
- Reach Out! <http://www.reachout.com.au/>
- Police Youth Liaison Officer, Maroubra Police 9349 9299
- The Department of Education has clear procedures for appealing decisions made by the school. These procedures can be found on the Department of Education website.

Monitoring and Evaluation

The Matraville Public School Anti-Bullying Guidelines will be monitored and regularly reviewed to ensure that reporting and intervention strategies are successfully reducing the incidences of bullying at Matraville Public School. This process should include school staff, parents/carers and students. Monitoring and evaluation strategies will include:

- Collection and review of data from ESR.
- Monitoring the number of incidents reported and tracking of students involved.
- Discussion with staff in regard to classroom implementation and teaching and learning strategies.
- Evaluation by parents and students as part of the annual school evaluations.

Student wellbeing programs will be evaluated and reported on annually. The Anti-Bullying Guidelines will be formally reviewed every two years.

Matrville Public School Anti-Racism Guidelines

Rationale

Matrville Public School is committed to the elimination of all forms of racial discrimination. The Matrville Public School Anti-Racism Guidelines apply to all students and staff and has implications for members of the Matrville Public School community and visitors to the school.

Statement

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

Context

The NSW Anti-Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department. The [Multicultural NSW Act \(2000\)](#), the [OCHRE: Two years on. Learning together, working together, walking together \(2015\)](#) the [National Framework For Values Education In Australian Schools \(2005\)](#) as well as the Department's [Aboriginal Education and Training Policy](#), [Code of Conduct Policy](#), [Multicultural Education Policy](#), [Student Welfare Policy](#) and the [Values in NSW Public Schools Policy](#) provide related requirements that complement the implementation of these guidelines. The Complaints Handling Policy Guidelines establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

Responsibilities and Delegations

Principals are responsible for:

- Examining school practices and procedures to ensure they are consistent with the policy.
- Nominating an Anti-Racism Contact Officer (ARCO) and ensuring they are trained.
- Including anti-racism education strategies in their school plans.

Staff are responsible for:

- Monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.
- Supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.
- Resolving minor complaints informally.
- Reporting serious incidents to the ARCO for management. All complaints of racism, no matter the severity, are to be reported to the ARCO for recording. These records will be stored until the student is 25 years of age.

The Anti-Racism Contact Officer (ARCO) is responsible for:

- Assisting the complainant of a serious incident to write their complaint.
- Collecting written evidence from any person who witnessed the incident.
- Assessing the complaint and proceed accordingly.
- Counselling may be required for both parties. Consequences for any student who participates in racist behaviour will occur as per the school's Discipline Guidelines.

Monitoring, Evaluation and Reporting Requirements

Matraverse Public School will report on the progress of anti-racism education strategies through the Annual Report. The school will maintain records of complaints concerning racism and their resolution in accordance with the [Complaints Handling Policy Guidelines](#).

Matraverse Public School Uniform Guidelines

Rationale

Matraverse Public School supports the wearing of school uniforms by students. The selection of our school uniform promotes a sense of belonging for students, creating a positive identity for the school community. The Matraverse Public School Uniform Guidelines contribute to the health and safety of students when engaged in school activities, both on school grounds and in the community. The uniform reflects the cultural diversity of the community as well as their standards and expectations.

Statement

Matraverse Public School's uniform consists of a selection of clothing, including footwear and headwear, to be worn both at school and during school sporting activities (See Appendix). The school uniform identifies students as belonging to our school. It is expected that students will wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

Review Process

The school uniform should be developed in consultation with and agreed upon by the school community. Decisions about school uniforms should be consistent with work health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, for example, safe footwear and sun protection including hats, will be enforced as appropriate. When reviewing the uniform, consideration will be given to the diverse nature of the student population in the school and should not disadvantage any student. The school's uniform guidelines and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly or issues arise.

Implementing School Uniform Requirements

- Implementation and reinforcement of the School Expectations Matrix by all staff promotes the school values and expectation of wearing the correct school uniform at all times. Positive reinforcement and encouraging the expectations are the preferred approaches to ensuring that students wear the school uniform.
- Everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times.
- Suspension or expulsion solely for non-compliance with uniform requirements will not occur. Student enrolment will not be contingent upon adherence to school uniform guidelines.
- Students will not be disadvantaged where required uniform items are not available because of circumstances beyond their control.
- Responses to students who do not wear uniform will be appropriate and may include notifying parents or exclusion from optional activities such as competitive sport. These responses have been agreed upon by the school community through the P & C and documented.
- Responses to students who do not wear uniform will not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities will be provided.
- All parents/carers and all retailers concerned, will be notified when a change to the uniform is made. Up to three years will be allowed for change, to enable families and school uniform suppliers to prepare appropriately.

Responsibilities and Delegations

Principals are responsible for:

- Ensuring that the school uniform guidelines are developed and reviewed collaboratively with the school community.
- Providing parents/carers with the school's uniform guidelines and school uniform requirements.
- Overseeing contract negotiations with the suppliers of the Matraville Public School uniform.
- Providing assistance for families in need.

Staff are responsible for:

- Ensuring that students are encouraged to wear school uniforms that meet Matraville Public School Uniform guidelines.

Parents and carers are responsible for:

- Providing their child/children with a school uniform that meets the school's uniform guidelines, and raising any concerns with the Principal.
- Providing a note of explanation to the classroom teacher where temporary circumstances prevent the wearing of school uniform. A short term or informal exemption may be granted.
- Ensuring that all items of their child's clothing are labelled with the current owner's name.

Students are responsible for:

- Wearing school uniform that meets the school's uniform guidelines.

Matrville Public School Sun Protection Guidelines

Rationale

Matrville Public School is committed to addressing the sun safety of all students and staff as an important health and safety issue. The school implements a range of evidence based sun safe strategies to minimize student and staff over-exposure to UV radiation, and reduce the risk of skin cancer. Staff, students and the community work together to implement the Sun Protection Guidelines. At Matrville Public School, sun safety is explicitly taught as part of the PD/H curriculum to students in K-6 and is promoted as a health and safety issue, not as a matter of discipline.

Statement

Matrville Public School's Sun Protection Guidelines are divided into nine sections (including review) to meet the *Cancer Council NSW SunSmart Primary Schools Sun Protection Policy* and the *DoE Sun Safety for Students Guidelines*, as well as the *Student Health in NSW Public Schools Policy*. These nine areas include recommendations for items of protective clothing including hats and sunglasses, as well as the time of day activities are scheduled and education for both students and staff. Age appropriate strategies like 'No hat, play in the shade' work in conjunction with the safe element of the Matrville Public School Expectations Matrix. It is expected that students will follow the Sun Protection Guidelines during school hours and when engaged in school activities out of school hours. Each section within the guidelines has been modified to suit the physical environment and the needs of the school community.

Review Process

The comprehensive Sun Protection Guidelines at Matrville Public School should be developed in consultation with and agreed upon by the school community in conjunction with the Matrville Public School Uniform Guidelines. The Sun Protection Guidelines relate directly to the safety of students and staff and will need to be enforced as appropriate. When reviewing the Sun Safety Guidelines, consideration should be given to the diverse nature of the student population in the school and should not disadvantage any student. The guidelines should be reviewed in line with the SunSmart recommendations, amended and sent to the Cancer Council NSW as required. Groups within the school community may also seek a review when circumstances change significantly or issues arise.

Implementation

Scheduling Outdoor Activities

- Schedule outdoor activities outside the peak UV times of 10am-2:00pm (11:00am-3:00pm daylight saving time), in the shade or indoors. This includes assemblies, physical education and fitness lessons, sport, carnivals and excursions, where possible.
- Consider sun protection for both students and staff when planning outdoor activities, including assemblies, physical education and fitness lessons, sport, carnivals and excursions.
- Review class timetables and schedule recess and lunch breaks to minimise outdoor activities during peak UV times.
- Executive staff are responsible for monitoring environmental conditions during extreme weather and informing all staff when changes are made to schedules to ensure the safety of all.

Shade

- Provide adequate shade options in all areas where students congregate. This includes trees and built and portable shade structures in playground areas for recess, lunch, outdoor learning and

physical activities.

- Staff are responsible for encouraging students to use available shade when outside.
- Staff on duty are responsible for conducting shade assessments and altering locations of eating and playing areas as necessary to ensure the safety of students.

Hats

- Encourage students to wear a Matraville Public School broad brimmed sun-safe hat as part of the Matraville Public School Uniform Guidelines. Encourage staff to wear a broad brimmed sun safe hat. These hats protect the face, neck and ears when outside for play, sport and teaching & learning activities.
- Utilise strategies including 'No hat, play in the shade' where students must remain in the designated shaded areas during playtime, this includes under the COLA (K-2) or covered walkways (3-6).
- Implement and reinforce the School Expectations Matrix, promoting the school values and expectation of being safe by wearing the correct school uniform including hat at all times.

Clothing

- Implement and reinforce the Matraville Public School Uniform Guidelines which include sun safe items such as shirts with collars and sleeves, and school dresses or shorts. These fabrics minimise exposure to UV rays and potential skin damage.
- Encourage the use of rash vests or t-shirts for outdoor swimming activities.

Sunscreen

- Provide sunscreen that it is least SPF50+ broad spectrum and water-resistant for students and staff who will be exposed to the sun during sport, on school excursions and at outdoor school events.
- Encourage staff and students to apply sunscreen before going outdoors and to reapply sunscreen every two hours when outdoors for extended periods.

Role Modelling of Staff

- Display good sun protection behaviours when outside, including wearing sun safe hats, clothing and sunglasses, applying SPF50+ broad spectrum, water resistant sunscreen and seeking shade wherever possible.
- Discussing sun protection with students and demonstrating a positive and proactive approach to the management of sun protection.

Curriculum

- Teach sun safety as part of the PDHPE syllabus across all year levels K-6.
- Develop students' understanding of why sun safety is important, and ensure individuals have the knowledge and skills to take effective sun protection actions.

Informing the Community

- Communicate sun protection information through a range of channels, for example, newsletters, permission notes, school website, parent meetings, staff meetings, school assemblies and student orientation.
- Families and visitors are encouraged to role model positive SunSmart behaviours when attending school.

Appendix – Expectations Matrix

Matrville Public School Expectations



	Classrooms	Playground	Toilets	Assembly Hall	Office Area
SAFE	<ul style="list-style-type: none"> Walk around the room Keep your hands and feet to yourself Use all equipment correctly Push your chair under the desk Pick items up off the floor and put them away 	<ul style="list-style-type: none"> Sit down while eating Be aware of others Stay in bounds Keep your hands and feet to yourself Wear a school hat Use all equipment correctly 	<ul style="list-style-type: none"> Go to the toilet in pairs Walk in the toilets Keep your hands and feet to yourself Use toilets, taps and bubblers correctly 	<ul style="list-style-type: none"> Walk in the hall Sit with legs crossed Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Go to the office in pairs Walk in the office area Use the back door to enter and exit Keep your hands and feet to yourself
RESPECTFUL	<ul style="list-style-type: none"> Listen to others Put your hand up and wait your turn Use kind words Speak using an inside voice Tell the truth Share equipment Wear correct school uniform 	<ul style="list-style-type: none"> Be fair to others Use kind words Tell the truth Include others Share equipment Wear correct school uniform 	<ul style="list-style-type: none"> Give others privacy Use kind words Speak using an inside voice Keep the area clean 	<ul style="list-style-type: none"> Listen to others Stand straight with hands by your side when singing our school song and National Anthem Say thank you when receiving an award Wait to enter and exit in between items 	<ul style="list-style-type: none"> Listen to others Knock and wait your turn Use kind words Speak using an inside voice Tell the truth
RESPONSIBLE	<ul style="list-style-type: none"> Follow instructions Come ready to learn Bring the equipment you need for the day Talk to a teacher if you need help Ask permission to leave the room 	<ul style="list-style-type: none"> Follow instructions Agree on and play by the rules Put your rubbish in the bin Put away equipment after using it Talk to a teacher if you need help 	<ul style="list-style-type: none"> Flush the toilet Wash your hands before leaving Turn off the taps and bubblers Talk to a teacher if you need help 	<ul style="list-style-type: none"> Follow instructions Participate and respond correctly Sit quietly 	<ul style="list-style-type: none"> Ask permission to go to the office Follow instructions Wait patiently for attention
ACTIVE LEARNERS	<ul style="list-style-type: none"> Try your best in all activities Work towards your learning goals Work cooperatively with others Encourage others in their learning 	<ul style="list-style-type: none"> Try new things Be a good sport Play cooperatively with others Encourage others when playing 	<ul style="list-style-type: none"> Go to the toilet at recess and lunch Return straight to the playground or classroom 	<ul style="list-style-type: none"> Learn the words to our school song and National Anthem Encourage others in their achievements 	<ul style="list-style-type: none"> Share your learning proudly Remember and repeat your message

Before School

- Teachers commence duty at 8:30am. Students should not arrive at school before this time.
- School bags are left outside K-6 classrooms; Students must go directly to the K-2 playground.
- No hat, play in the shade refers to the area under the COLA.
- ONLY handballs in the morning - every other ball will be confiscated and returned at 3:00pm
- Buildings are out of bounds – all notes are to be given to class teachers at 9:00am.
- When students hear the first bell, they should go to the toilet, get a drink from the bubblers and move to line out outside their classroom (K-2 students must sit on the silver seats with their bags and wait for the teachers. When the second bell rings, all students should be in class lines and ready for their teacher.

Recess

- K-2 sit in class lines under the COLA; 3-6 sit on the fake grass areas (winter) under the covered walkways (summer) to eat their recess.
- All children sit and eat until dismissed THEN they put rubbish in the bin.
- K-2 students play in the K-2 playground (daily roster for equipment) 3-6 students play in top or bottom asphalt area, fake grass and grassed area.
- No hat, play in the shade refer to the area under the COLA for K-2 students and top playground (fake grass) for 3-6 students.
- Children are not to go past out of bounds green lines on the playground.
- When students hear the bell, they should go to the toilet, get a drink from the bubblers and move to line up outside their classroom (3-6) or sit in class lines under the COLA (K-2) all students should be in class lines and ready for their teacher.

Lunch

- K-2 sit in class lines under the COLA; 3-6 sit on the fake grass areas (winter) under the covered walkways (summer) to eat their recess.
- All children sit and eat until dismissed THEN they put rubbish in the bin.
- K-2 students play in the K-2 playground (daily roster for equipment and sandpit) 3-6 students play in top or bottom asphalt area, fake grass and grassed area.
- No hat, play in the shade refer to the area under the COLA for K-2 students and top playground (fake grass) for 3-6 students.
- Children are not to go past out of bounds green lines on the playground.
- When students hear the bell, they should go to the toilet, get a drink from the bubblers and move to line up outside their classroom (3-6) or sit in class lines under the COLA (K-2) all students should be in class lines and ready for their teacher.

After School

- K-2 students must remain with their teachers until they are collected by an older student or adult. Under no circumstances are K-2 students to leave the school unaccompanied.
- 3-6 students who have permission to walk home must leave the school grounds at the bell, those who are waiting to be collected must assemble outside the school office.
- Parents who are delayed and unable to collect students at 3:00pm must call the school office prior to 3:00pm.

Appendix – Behaviour Code

NSW Department of Education

Behaviour code for students

NSW public schools

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.
- Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Appendix – Procedures for Managing Student Behaviour

- Log all incidents on ESR.
- If you notice a child has lots of recent records, please notify an AP.
- Procedures for managing student with challenging behaviours:
 - Classroom based management strategies, school expectations matrix.
 - Resolutions meeting between student and classroom teacher.
 - Classroom teacher to seek support from Assistant Principal – do not just send a student to AP's office.
 - Classroom teacher to call and discuss behaviour with parent/carer.
 - Resolution meeting between Assistant Principal, student and classroom teacher.
 - Assistant Principal to call and discuss behaviour with parent/carer.
 - Referral to Learning Support Team.
 - Principal referral.
- Serious incidents are referred straight to an AP or Principal.

Appendix – Role of the ARCO

The Anti-Racism Contact Officer (ARCO) is the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO is responsible for following appropriate procedures to deal with and resolve the complaint. The delegate will be responsible for resolving the complaint. The ARCO's role can be described under four headings:

Mediator role

On receiving a complaint the ARCO, in certain circumstances, may attempt to negotiate an informal resolution.

Procedural role

If an informal resolution is not appropriate or satisfactory then the complainant has the option of lodging a formal complaint.

The ARCO may:

- Assist the complainant in writing the complaint, if appropriate.
- Assist in seeking a resolution through the appropriate formal procedure but it is not the ARCO's role to lead the process. It is the delegate's role to lead the process.

In most cases complaints regarding racism are dealt with using the [Complaints Handling Policy Guidelines](#).

Educational role

The ARCO can assist the Principal to:

- Ensure the school community is aware that the school has an ARCO, who the ARCO is and what the ARCO role involves.
- Ensure that staff are aware of the *Anti-Racism Policy 2016*, the *Cultural Diversity and Community Relations Policy: Multicultural education in schools 2018* and the *Complaints Handling Policy 2018*, including the complaints procedures as they relate to complaints about racism, and the *Aboriginal Education Policy 2018*.
- Promote anti-racism education in the school.

Monitoring role

The ARCO can assist the Principal to:

- Maintain records of suggestions, complaints and allegations concerning racism.
- Decide what statistics regarding complaints about racism would be useful to collect.
- Alert the school's executive and welfare team to significant statistical trends.

If a complaint is resolved then further action is not required but the situation will need to be monitored.

Appendix – School Uniform Guidelines

School uniforms are available from Wileys Uniforms which is located at 3/17 Green Street, Banksmeadow. Contact 9344 5777 or see website for online ordering <https://wileys.com.au/>

- All students are encouraged to wear the correct school uniform to school each day.
- All students must wear a Matraville Public School hat each day.

Students may select from the following uniform options:

TOPS

- White short sleeve polo shirt with MPS logo
- White skivvy
- Bottle green jumper with MPS logo
- Bottle green zip jacket with MPS logo

BOTTOMS

- Bottle green shorts
- Bottle green long cotton trousers
- Bottle green culottes (girls)
- Bottle green skort (girls, sport only)

DRESSES

- Green & white checked dress

SHOES/SOCKS

- White ankle socks
- Bottle green tights (to be worn under culottes or dresses)
- Black school shoes with black laces, velcro or buckles
- Black sports shoes

Please note - All polo shirts should have the MPS insignia on the front left hand side.

NO HAT MEANS PLAY IN THE SHADE.

Year 6 students may wear their Year 6 commemorative t-shirt in place of the white polo shirt, during summer or winter. However, on school excursions and formal occasions the MPS regular school uniform must be worn. All other items of the uniform must be worn as per the guidelines.

School Sport and K-2 Sport

- White short sleeve polo shirt with MPS logo
- Bottle green school shorts/ skort / school PSSA sport shorts (3-6 only)
- White socks
- Black sports shoes
- School hat

AFL

- School AFL guernsey (loaned at the beginning of season in Term 1 and must be washed and returned at completion of Term 1, repeated in Term 4)
- School bottle green football shorts
- School bottle green football socks
- Football boots or black sports shoes
- School hat
- Mouth guard

Soffball

- White school polo shirt
- School bottle green school skirt or shorts
- White socks
- Black sports shoes
- School hat

League Tag

- School AFL guernsey (loaned at the beginning of season in Term 1 and must be washed and returned at completion of Term 1, repeated in Term 4)
- School bottle green football shorts
- School bottle green football socks
- Football boots or black sports shoes
- School hat

Gymnastics

- White school polo shirt
- School bottle green shorts/ skirt/ soccer shorts
- School bottle green jacket/jumper
- White socks
- Black sports shoes
- School hat

Netball

- White school polo shirt
- School bottle green netball skirt/ skirt / shorts
- School bottle green jacket/jumper
- White socks
- Black sports shoes
- School hat

Rugby League

- School Rugby League jersey (loaned at the beginning of the season and must be returned at the completion of the season in Term 3)
- School bottle green football shorts
- School bottle green jacket/jumper
- Bottle green football socks
- Football boots or black sports shoes
- School hat
- Mouth guard

Soccer

- School Soccer jersey (loaned at the beginning of the season and must be returned at the completion of the season in Term 3)
- School bottle green soccer shorts
- School bottle green socks
- School bottle green jacket/jumper
- Football boots or black sports shoes
- School hat
- Shin protector