

**Chatsworth Island Public School
Student Welfare & Discipline Policy,
2014**

Core Rules

Student Discipline in NSW Government Schools

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 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 co-operating 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.

Behaviour Management Policy

Rationale:

The essential foundation of the management of school behaviour at Chatsworth Island Public School is the development of a collaborative learning environment, where students and teachers work together towards the common goal of learning.

The AIMS of this policy are to:

- Encourage responsible behaviour
- Encourage a supportive non confrontational, non violent, non coercive and non discriminatory environment
- Encourage students to identify themselves as individuals and active members of the community
- Develop partnerships between students, their families and staff, so that students are supported in achieving their full potential in a success oriented environment.

We at Chatsworth Island Public School believe:

- Education of students is a team effort
- The school's values are best expressed in agreements about responsibilities and rights
- In shared responsibilities between teachers, parents and students to uphold these rights. See Appendices A, B and C.
- Responsible thinking needs to be learned
- Responsibilities are fulfilled by following agreed procedures
- All individuals have control of their own actions and hence are primarily responsible for their own behaviour
- All students should abide by the Department of Education and Communities Core Rules.

Objectives:

- Promote awareness and acceptance of the responsibilities and rights throughout the school community
- Create positive interpersonal relationships between all members of the school community
- Maximise the educational and social opportunities and outcomes for all students
- Promote awareness of consistent consequences for undesirable behaviour
- Enhance the school community morale and to promote a harmonious environment where conflict and stress are minimised.

School Values

Our school aims to:

1. Provide a stable, safe and ordered environment within which students learn effectively and behave responsibly
2. Promote international harmony, national pride and inspire in students a sense of common purpose
3. Create and maintain positive relationships within the school community
4. Encourage pupils to develop self discipline by accepting responsibility for their behaviour
5. Foster in students a feeling of belonging to the school and its community
6. Contribute with enthusiasm to establishing and maintaining the desirable tone and direction of the school
7. Insist on responsible pupil behaviour and develop practices which prevent irresponsible behaviour
8. Encourage pupils to value the personal dignity and worth of themselves and others
9. Promote in students a respect for the values that underpin our society and its laws
10. Recognise student achievement and promote positive behaviour.

School Responsibilities

The Principal:

- Ensures that the principles of student welfare have the highest priority in all activities of the school
- Regularly reviews the Chatsworth Island Public School Welfare Policy to ensure that it meets the needs of the school community
- Documents the results of the review in an implementation plan for student welfare
- Assists staff in developing strategies for addressing student welfare needs in all activities of the school
- Regularly reviews other policies and practices to ensure that they meet the needs of all students in the school
- Ensures that Grievance Procedures are made available and that all in the school community are familiar with the procedures
- Is familiar with the mandatory notification procedures in child safety, welfare and wellbeing cases and ensures that the staff is familiar with the procedure as well.

The Teachers:

- Contribute to the provision of a caring, safe environment for all students
- Participate in the learning and teaching process in ways that take account of the principles of the Student Welfare Policy
- Ensure that they are familiar with the Student Welfare Policy
- Accept the responsibility to actively implement the Student Welfare Policy
- Participate in an ongoing process of review of the Student Welfare Policy and ensure that the policy continues to respond to the needs of the students
- Be aware of, and familiar with, Grievance Procedures
- Develop appropriate and effective learning programs to ensure all children's needs are met
- Ensure a safe and ordered environment through a well developed classroom management plan.

The Students:

- Respect the rights of other children to learn and participate in school activities
- Learn class and school rules and respond responsibly to them
- Work to the best of their ability and keep teachers and parents informed of their progress
- Seek help when it is needed
- Participate in all school activities to their individual best
- Be familiar with the school's rules and understand the process involved when school rules are broken
- Be sensitive to the rights, needs and responsibilities of those around them
- Appreciate everybody's right to be different
- Communicate their grievances to a teacher.

The Parents:

- Be aware of the school rules and policies and encourage their children to learn and observe them
- Assist the school community by responding to school notices
- Assist the school community by keeping it informed on matters concerning their child's health and emotional well-being
- Ensure the regular attendance of their child
- Positively encourage their child to be involved in all school activities
- Provide feedback to the class teacher on the progress, both academic and social, of their child at Chatsworth Island Public School
- Be involved in school life in a way that benefits the needs of their family and the school
- Encourage and nurture their child's academic and social growth at school and promptly inform the school when there are any concerns
- Encourage their children to respect the rights of others and appreciate differences in other
- Be aware of the school support services and access them if it is needed
- Not approach/confront other students at the school regarding their behaviour.

Expected standards of behaviour for:

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.

Classroom

- Behave in a friendly and polite manner
- Listen and follow staff instructions
- Use technology responsibly
- Raise hand - do not call out
- Complete all work set to the best of your ability
- Keep hands, feet and other objects to ourselves
- Speak when it is your turn – do not interrupt others
- Ask before using other people's belongings
- Pack away equipment and leave classroom clean
- Ask teacher's permission to leave class
- Enter classroom only with staff permission.

Playground

- Be friendly in the playground. This means no anti-social play, no swearing, no fighting, no teasing, no bullying, no harassing, no inappropriate gestures
- Stay in defined boundaries of school
- Follow directions given by staff or other responsible person such as School Leaders or Sport Leaders
- Always use respectful language
- Keep the playground clean of litter
- Play safely and care for all equipment. Ask teacher for permission to use equipment.
- Move safely in all school areas
- Wear a sun safe hat in the playground.

Travel to and from school



- Behave safely, considerately and responsibly
- Follow road rules, bus and bike safety rules
- Follow directions given by staff, bus driver or other responsible persons.

Safety in and around school and at all school activities



- Behave safely, considerately and responsibly at all times
- Student safety and safety of fellow students while at school is paramount
- Students are to follow the expected standards of behaviour for the classroom, the playground and while travelling to and from school
- When standards of student behaviour are followed, safety will follow.



Indicates that a core rule has been incorporated.

Excursions and Sporting Activities

All students are expected to behave to the standards of behaviour set for the classroom and playground while on an excursion or participating in a sporting event. Specific behaviours include:



- Show respect for staff, parents and community members
- Show respect for other people's property
- Good manners
- Following instructions at all times
- Travel safely to and from venues
- Demonstrate good sportsmanship
- Participate to the best of your ability
- To be aware of and responsible to the different situations and circumstances which occur during excursions
- Parents to receive written notices of school's concern that continuing inappropriate behaviour will result in exclusion from excursions
- Students on **Level 3, 4 or 5** will be excluded from socials, excursions, performances, representative sporting activities and any other event at the school during the time out period and for a set period following completion of the time out depending on the level.

Obedience to requests from staff and others in position of authority

Students are expected to follow instructions from all staff members, visiting teachers, guest speakers and others in positions of authority.

Students are expected to speak in a courteous manner to all staff members and other people in positions of authority.

Homework Policy

All students are expected to complete homework assigned each week and hand it in to their class teacher when due.

Students have weekly homework throughout the term. Students may have a theme project to complete at home during term.

Dress standards



All students should maintain a neat appearance by wearing the Chatsworth Island Public School uniform as stated below. **To be reviewed Term 2, 2014**

SPORT:

Students are prohibited from wearing clothing that is inappropriate, is immodest, offensive or unsafe or non-sun safe. This includes thongs, midriff tops, tank tops, singlets, platform shoes, make-up, jewellery, etc.



Indicates that a core rule has been incorporated.

Punctuality



- Students are to attend every school day, unless they are legally excused.
- Students are to be in class on time and prepared to learn throughout the day.
- All absences and partial absences must be explained by parents/caregivers.

- Students should not arrive at school before 8.30am when a teacher is on duty.
- Students must be collected from school by 3.30 pm which is half an hour after school finishes and teachers are off duty.

Positive and respectful relationships between all members of school community

A positive and respectful relationship is to be promoted between all members of the school community including students, staff and the parent community.

Treatment of Animals

- Responsible behaviour towards animals in the school grounds and on excursions
- Awareness of the danger in approaching unknown animals
- Cruelty to animals is prohibited
- Foster a respect and a desire to protect all living animals. This is supported and developed in our Science and Technology Key Learning Area.

Positive Outcomes Will Be:

- You will feel a valuable and trusted school community member
- You will be able to participate in all school excursions, representative sport and cultural activities
- You will be recognised for positive behaviour at assemblies or receive a STAR CARD
- You may receive a Merit Certificate



Indicates that a core rule has been incorporated.

Behaviour Management Plan



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.

Strategies to promote good discipline and effective learning

- Curriculum appropriate to each student's needs
- Support students in achieving success in learning
- Consistent use of good behaviour management techniques
- Discussions with parents/caregivers of their roles and responsibilities in managing student behaviour
- Provision of social skills program (to be reviewed 2014)
- Provision of support programs such as counselling and remediation
- Liaison with supportive community agencies
- Staff attendance at relevant training and development programs
- Staff modelling of consistent, caring and controlled behaviour
- Promotion of healthy eating habits ie Crunch & Sip, Fruito
- Student Representative Council
- Kindergarten and Year 6 Buddy system.

Practices to recognise and reinforce student achievement

- Provision of positive ongoing feedback to student for appropriate behaviour, such as a smile or encouraging comments. Reinforcement should be appropriate for the age and development of student
 - Consistent and caring behaviour by staff
- Recognition at school assemblies and in the newsletter and on special school occasions
- Regular ongoing contact with parents or caregivers, in person, by letter or by telephone
- Whole school special activity for end of term e.g. disco, video, local excursion
- Students displaying appropriate behaviours have access to all school activities e.g. excursions
- An end of year Presentation Assembly is conducted to acknowledge academic achievement across all KLAs, citizenship and sporting awards.
- Special activities will be held at the end of each term for any students that have not been on **Level 3 or above**.

Monitoring Playground / Classroom Behaviour Program

GUIDELINES TO ASSIST STAFF IN IMPOSING CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR IN THE PLAYGROUND AND THE CLASSROOM

These guidelines are designed to assist teachers to select appropriate consequences and ensure that consequences are imposed consistently. If the behaviour is recurrent then the level of consequences will be increased. Students who have a diagnosed disability must be treated with discretion when applying these consequences to any unacceptable behaviour.

<p>Minor Breaches:</p> <p>Teacher deals with these on the spot.</p>	<p>TIME OUT – 1 DAY – DEMERIT LEVEL – 1</p> <p>Re-offending at level 1 within a 1 week school period – placed on demerit level 2 (2 days time out). Parents may be requested for interview with Principal.</p>
<ul style="list-style-type: none"> • Disruptive, late for lines. • Failure to follow sensibly school procedures i.e. non-reporting taking action in own hands. • Interfering in others games/work. • Littering. • Running on gardens / concrete. • Throwing food – not at others. • Put down-one off. • Using equipment at wrong time. • Out of bounds. • Climbing trees. • No sun safe/school hat in playground. • Taking others hats. • Eating in wrong area. • Fooling around at bubblers / water station. • Bad manners towards peers. • Taking equipment from others. • Playing in toilets. 	<ul style="list-style-type: none"> • Continuous warnings of any minor breaches (3+) • Non-appearance at time-out. • Inappropriate gestures. • Disrupting bus lines. • Disrupting assembly lines. • Unacceptable use of school equipment. • In classrooms without permission
<p>TIME OUT – 2 DAYS – DEMERIT LEVEL – 2</p> <p>Re-offending at level 2 within a 2 week period – placed on demerit level 3 (3 days time-out). Students will return to level 0 after completion of time-out plus 2 weeks free from unacceptable behaviour at school. Parents may be requested for interview with the Principal.</p>	<p>TIME OUT – 3 DAYS – DEMERIT LEVEL 3</p> <p>Re-offending at level 3 within a 3 week period – placed on demerit level 4 (4 days time-out). Students will return to level 0 after completion of time-out plus 3 weeks free from unacceptable behaviour at school. Note sent home to parents. Parents may be requested to attend interview with Principal.</p>
<ul style="list-style-type: none"> • Inappropriate language • Throwing food at others • Throwing rocks/sticks not at others. • Teasing or putting others down • Spitting • Leaving classroom without permission. • Inappropriate touching – (minor pushing, tripping, shouldering etc) 	<ul style="list-style-type: none"> • Throwing objects at others • Vandalism (minor) • Sent from scripture or from RFF teachers • Tripping another deliberately. • Disrespect to teachers, peers and other staff/visitors • Theft • Leaving school grounds without permission • Bullying behaviour: both verbal/non-verbal & physical • Breach of student transport. • Disobeying teachers request • Spitting on a student • Inappropriate touching – (hitting, kicking, punching

REFERRAL TO PRINCIPAL, ASSISTANT PRINCIPAL OR EXECUTIVE – DEMERIT LEVEL 4

Time-out – 4 days and Principal’s discretion whether student will be suspended. Demerit level 4 – 4 days time-out. Re-offending at any level 4 within a 4 week period – placed on level 4 again and may be suspended by Principal. Principal will request an interview with parents. Level 5 is suspension.

- Throwing rocks and injuring someone.
- Violence capable of causing injury.
- Abusive language directed at staff or student.
- Repeated or extreme disobedience.
- Throwing objects in a forcible manner, which may or has injured someone.
- Vandalism – major.
- Continual bullying.
- Inappropriate touching (aggressively hitting, punching, slapping etc).
- Cyber bullying-explicit emailing, face book etc

Students return to level 0 after completion of time-out plus 4 weeks free from unacceptable behaviour at school.

Level 4 and 5 will follow documented management plan until student reaches level 0.

If a child is placed on Level 1, 2 or 3, three times or more throughout the term they will automatically be placed on the higher Level. eg Three Level 2 offences placed on Level 3. One time out session will be held in the second play break of the day.

Demerit Level 1

Students are placed on Level 1 for continually breaking (minor) school rules, or unco-operative behaviour as reported in the time-out book. They are sent to the time-out room for 1 session. Correct behaviour is reinforced by supervisor. Students will return to level 0 after completion of time-out plus 1 week free from unacceptable behaviour at school.

Demerit Level 2

Students are placed on Level 2 for a 2 day time out offence. Students will return to level 0 after completion of time-out plus 2 weeks free from unacceptable behaviour at school. Parents may be requested for an interview with the Principal.

Demerit Level 3

On demerit level 3 there is significant loss of privileges during the 3 week period. This will include: socials, excursions, sporting gala days, visiting performances, and any other event at the schools Welfare Committee’s discretion. A note is sent home to parents explaining the loss of privileges, and parents may be requested for an interview to discuss their child’s behaviour. The student may be referred to the School Counsellor.

Students return to Level 0 after completion of time-out plus 3 weeks free from unacceptable behaviour at school.

Demerit Level 4

On Demerit Level 4 students will lose all extra privileges during the 4 week period which includes all excursions, sporting team activities, competitions including school, district, zone and State representation, visiting performances and any other events at the school’s welfare Committee’s discretion. Students involved in Level 4 behaviour will have a very high chance of being suspended for a short or long period. If a child is placed on Level 4, 2 or more times throughout the year this will result in suspension and they will be excluded from any major excursions which would include the Years 5/6 excursion.

Demerit Level 5

If a student continues to disobey school rules following a Level 4 the student will be placed on a Level 5 and will be suspended. On their return to school a documented program of improvement is set in place, loss of privileges still occurs and the student will need to complete time-out as per Level 4.

Principals must suspend immediately and consistently with DEC procedures any student who:

- Is continually disobedient
- Is physically violent.
- Is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).
- Uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Re-occurrence of poor behaviour can lead to expulsion from school.

Note: Continual re-offending of poor behaviour during the indicated weekly period will stop at Level 4 and a short suspension will be imposed on the student. If this behaviour continues on return to school after behaviour management plans have been implemented, a long suspension may result. Poor behaviour will be recorded in the teachers’ yellow book which students will recognise as the behaviour management book.

Time Out / Detention Procedures

- Detention box with reflection sheet, school rules, worksheets and pencils will be stored in staff room.
- Detention folder and yellow books will be stored in staff room.

Students

- Student receives a copy of reflection sheet and student responsibilities sheet to write out neatly on worksheet.
- Student to hand worksheet back to teacher at end of session.
- Students on detention for more than 2 consecutive sessions may be given an alternate task.

Teachers

- Teacher record on overall attendance sheet for the term.

Time Out - Classroom

- If a student is sent to another classroom due to disruptive behaviour they will be accompanied to the other classroom by another student
- In addition the student may take work with him/her to complete in the other classroom.
- Depending on the behaviour a student may be sent directly to the Assistant Principal or Principal

Suspension

Suspension will occur after the Principal has:

- Ensured that appropriate school student welfare strategies and discipline options have been applied and documented.
- Ensured that appropriate support personnel available within the school system and externally have been involved.
- Ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension.
- Developed, in conjunction with the school learning support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour.
- Provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- Recorded all action taken.

Principals must suspend immediately and consistently with these procedures any student who:

- is physically violent.
- is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).
- uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Short Suspensions

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

- **Continued Disobedience.** This includes, but is not limited to, breaches of the 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 persistent use of tobacco.
- **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse transmitted electronically such as by email or SMS text messages.

Long Suspensions

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. Principals will impose a long suspension for:

- **Physical Violence** - which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
- **Use or possession of a prohibited weapon, firearm or knife** - when the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- **Possession or use of suspected illegal substance** - not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

- **Use of an implement as a weapon or threatening to use a weapon.** When any item is used as a weapon in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.
- **Serious criminal behaviour related to the school.** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Persistent Misbehaviour.** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

* For further information relating to Suspension refer to the Suspension and Expulsion of School Students Procedures (NSW Department of Education and Training 2011).

Appendix A STUDENT RESPONSIBILITIES AND RIGHTS

Roles are the part you play as part of the team.

Responsibilities are the things you should do without being told. Some of these things you do for others and some of these you do for yourself.

Rights are things, which belong to you as a student and cannot be taken away by anyone.

RESPONSIBILITIES	RIGHTS
I have the responsibility to treat others with the respect and understanding - not laughing at others, tease or try to hurt their feelings. I have the responsibility to treat others politely and with respect irrespective of race, ethnic background, gender, socio-economics status, ability or disability.	I have the right to be happy and to be treated with understanding. I have the right to be treated with respect and politeness.
I have the responsibility to behave in a manner that promotes teaching/learning without disruption. I have the responsibility to come to school prepared to work and to be on time.	I have the right to expect effective teaching and uninterrupted learning.
I have the responsibility to not threaten, bully, harass or hurt anyone in anyway.	I have the right to be safe.
I have the responsibility to express my opinion in a non-aggressive manner using appropriate language and at an appropriate time.	I have the right to express my opinion.
I have the responsibility for my own learning by being on task in the classroom, completing homework, assignments and study.	I have the right to obtain maximum benefit from all learning experiences.
I have the responsibility to support and acknowledge the achievements of others.	I have the right to be proud of my achievements.
I have the responsibility to respect other people's property by not stealing, damaging or interfering with it.	I have the right to expect my property to be safe.
I have the responsibility to care for the school environment, to keep it clean and free of litter.	I have the right to have pleasant, clean and well-maintained school grounds.
I have the responsibility to uphold the school's personal appearance and uniform policies and to behave in a way that will enhance the public image of the school.	I have the right to be proud of my school's appearance and reputation.
I have the responsibility to uphold the Code of Conduct of the school and accept ownership for my behaviour.	I have the right to be treated as a valued member of the school and to be treated fairly.
CONCLUSION	CONCLUSION
I HAVE THE RESPONSIBILITY TO PROTECT MY RIGHTS AND THE RIGHTS OF OTHERS AT ALL TIMES.	I HAVE THE RIGHT TO EXPECT THAT ALL THESE RIGHTS WILL BE MINE SO LONG AS I AM CARRYING OUT MY FULL RESPONSIBILITIES.

Appendix B STAFF RESPONSIBILITIES AND RIGHTS

Roles are the part you play as part of the team.

Responsibilities are the things you should do without being told. Some of these things you do for others and some of these you do for yourself.

Rights are things, which belong to you as a staff member and cannot be taken away by anyone.

RESPONSIBILITIES	RIGHTS
I have the responsibility of upholding the Code of Conduct of the school and to behave in a professional and cooperative manner.	I have the right to feel like a valued member of a professional collegiate environment.
I have the responsibility to ensure a healthy, safe and clean environment.	I have the right to work in a healthy, safe and clean environment.
I have the responsibility for my own professional development.	I have the right to be given opportunity for professional growth and development.
I have the responsibility to treat teachers, support staff, students and their parent/caregivers with courtesy, respect and dignity.	I have the right to be treated with courtesy, respect and dignity.
I have the responsibility to minimize/disengage conflict situations wherever possible and notify administration of any conflict situations, which may require their attention.	I have the right to receive support from administration in conflict resolution.
I have the responsibility to encourage students' learning and development so that each student's opportunity for success is maximized.	I have the right to be considered for class/duties for which I apply and/or am qualified.
I have the responsibility to understand and implement the policies, goals and priorities of the school.	I have the right to participate in the development of school policies.
I have the responsibility to carry out my rostered duties in an active, professional, responsible and efficient manner.	I have the right to be informed of the processes for allocation of duties and rosters and changes to these.
I have the responsibility to conduct myself in a professional manner and abide by established Codes of Conduct in the Public Service and Management Employment Act, the Anti-discrimination Act, the Workplace Health & Safety Act, the Education Act and FOI legalisation.	I have the right to access all information about myself.
I have the responsibility to communicate behavioural expectations to students and to encourage students to take responsibility for their behaviour.	I have the right to expect students to behave in accordance with the Student Welfare and Behaviour Management Policy.
I have the responsibility to create and maintain a safe and supportive learning environment in all aspects of school life.	I have the right to be given quality support in the teaching and learning process by colleagues, including support staff and the School Administration.
CONCLUSION	CONCLUSION
I HAVE THE RESPONSIBILITY TO PROTECT MY RIGHTS AND THE RIGHTS OF OTHERS AT ALL TIMES.	I HAVE THE RIGHT TO EXPECT THAT ALL THESE RIGHTS WILL BE MINE SO LONG AS I AM CARRYING OUT MY FULL RESPONSIBILITIES.

Appendix C PARENT/CAREGIVER RESPONSIBILITIES AND RIGHTS

Roles are the part you play as part of the team.

Responsibilities are the things you should do without being told. Some of these things you do for others and some of these you do for yourself.

Rights are things, which belong to you as a Parent/Caregiver and cannot be taken away by anyone.

RESPONSIBILITIES	RIGHTS
<p>I have the responsibility to ensure my child is working in a safe and secure environment and the school is protecting their rights.</p> <p>I have the responsibility to treat teachers, support staff, students and their parent/caregivers with courtesy, respect and dignity.</p>	<p>I have the right to be treated without prejudice, intimidation or harassment in a just and consistent environment.</p>
<p>I have the responsibility to:</p> <ul style="list-style-type: none"> • ensure my child's attendance and punctuality, • ensure my child is prepared with the proper equipment, • ensure my child wears the school uniform and meets personal appearance expectations, • know and support the Student Welfare and Behaviour Management Policy, and • create a study place that suits my child's needs. 	<p>I have the right to know that my child is taught and learns in a supportive environment</p> <p>I have the right to be informed about my child's progress.</p>
<p>I have the responsibility to report issues, which do not foster a safe and healthy environment where all members feel secure.</p>	<p>I have the right to know that my child will be in a physically safe and emotionally secure environment.</p>
<p>I have the responsibility to be involved in decisions in matters affecting my child.</p> <p>I have the responsibility to model cooperative relationships.</p>	<p>I have the right to express and share ideas, which enhance the quality of decisions affecting my child.</p>
<p>I have the responsibility to encourage effort, to promote self worth, and self confidence of my child.</p>	<p>I have the right to know that my child will be respected and appreciated as an individual in an environment where recognition and success are valued.</p>
<p>CONCLUSION</p>	<p>CONCLUSION</p>
<p>I HAVE THE RESPONSIBILITY TO PROTECT MY RIGHTS AND THE RIGHTS OF OTHERS AT ALL TIMES.</p>	<p>I HAVE THE RIGHT TO EXPECT THAT ALL THESE RIGHTS WILL BE MINE SO LONG AS I AM CARRYING OUT MY FULL RESPONSIBILITIES.</p>