



Somers School Camp



WELLBEING POLICY

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RATIONALE

The wellbeing of all members of the Somers School Camp community is important to the successful and harmonious operation of the school. Welfare is an ongoing process that establishes and maintains the well being of all members of the school community.

VALUES

The Somers School Camp community places great importance on developing a positive social environment where challenge, tolerance, awareness, self-esteem and community living are maintained and nurtured. National Values are interwoven throughout the Somers School Camp Wellbeing Policy.

**SOMERS SCHOOL CAMP PROHIBITS CORPORAL PUNISHMENT
UNDER ANY CIRCUMSTANCES.**



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STUDENTS' CODE OF CONDUCT

At Somers School Camp the Guiding Principles are:

- To ensure that the rights of all individuals are protected whilst at Somers School Camp and in transit to and from the camp.
- To ensure that the learning environment is supportive and productive at all times.
- To ensure that the learning environment caters for the needs, backgrounds, perspectives and interests of all students.
- To ensure that breaches of the code are treated in a fair and consistent manner within the expectations of the staff and students.

RIGHTS AND RESPONSIBILITIES

RIGHTS:

- All individuals have the right to a safe and supportive learning and communal environment.
- All individuals and their belongings are valued and treated with respect.
- All individuals have the right to a safe, secure and cooperative learning environment in which participation, risk taking and undertaking challenge are encouraged.
- All individuals have the right to privacy.
- All individuals have the right to exist in a healthy and environmentally sustainable atmosphere.

RESPONSIBILITIES:

- All students should treat one another, staff and property with respect.
- All students should act and behave in a way which does not endanger, intimidate or interfere with the participation of others.
- All students should respect others right to privacy.
- All students should comply with all reasonable instructions given by staff.
- All students should conduct themselves in a manner that respects the environment .
- All students in breach of the code will be made aware of the consequences of their actions.
- All students have a responsibility to take action or report unfair treatment of themselves or others eg: bullying



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SOMERS SCHOOL CAMP RULES/ STUDENT DECLARATION

Prior to attending Somers School Camp children agree to the STUDENT'S DECLARATION on the Application Form by signing.

"I hereby declare that I am fully committed to my participation in the nine days of the Somers School Camp program. I also declare that while travelling to and from camp and while in attendance there, I shall behave appropriately and shall obey all the rules decided upon as best for the welfare of all. I will leave at home all items of value including electronic media such as mobile phones, game boys, ipods and mp3 players etc;"

In the Camp Booklet the following rules are outlined.

"For a happy, enjoyable and safe camp there are a few rules for everyone. Please obey these rules, be considerate of others and use your common sense."

- You must not leave the area around the camp buildings without a teacher. This means that the bridge, creek, beach and all ropes courses are out of bounds unless a teacher is with you.
- You must wear shoes around the camp at all times.
- All buildings, except your own hut, are out of bounds unless a teacher is with you.
- Treat all camp equipment and property with respect.
- Please don't walk on the grass and embankments. Use pathways at all times.
- In fairness to other children in your hut trying to sleep, LIGHTS OUT in the evening means SILENCE.

During Intake Day, with the guidance of staff, the children in their huts will be given the opportunity to discuss and formulate any rules or conditions they think necessary to comply with the students' code of conduct and each students rights and responsibilities. This exercise will give the students an opportunity to take part in the decision making process at the camp and will also give them a sense of ownership regarding the hut/camp rules.



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HOMESICKNESS

Due to the longevity of the Somers Camp program (9 days), signs of homesickness in students do occur and a protocol is needed to manage each child's needs. On intake day the principal welcomes the students and congratulates them on making the commitment to enter a nine day program. On the morning of the Visitors day, the Assistant Principal reminds students of the commitment they have made and the sense of achievement they will feel after completing the entire nine day program. The following table outlines the steps and strategies staff will take when dealing with homesick children.

	Strategies	Who
Step 1A Step 1B Step 1C	Student identified showing signs of homesickness. Decision made re: level of homesickness: <i>-a bit sad, not mixing well, quiet, reserved</i> <i>-teary at times</i> <i>-teary and not participating in activities with group</i> <i>-presenting to FAC with headaches, tummy aches, generally feeling unwell.</i> <i>-not eating at meal-times.</i> <i>-distraught and / or unresponsive to assistance offered</i> - Record concerns / issues / problems in wellbeing folder. Permanent Staff add to narrative- strategies ,successes/failures/behaviours shown etc. - Link up student with P.S mentor.	Visiting Teacher , Permanent Staff , S.S.O or School Nurse
Step 2A Step 2B	In persistent / difficult cases contact made with CP. <u>Possible strategies as follows:</u> <i>Permanent staff (mentor):</i> <i>-an initial chat and periodic follow up – work with VT as well</i> <i>-get to know the student, find out about family by asking questions, demonstrate a personal interest in them.</i> <i>- spending time with student at activity sessions</i> <i>-connecting them with other students (and other PS and VT staff who could provide assistance)</i> <i>-work out coping strategies(in conjunction with CP, Di Sec. and School Nurse)</i> <i>-chunk the time to make it easier for students (9 days seems like an eternity to some! – let's see how you are tomorrow, or by Saturday).</i> <i>-encourage students to deal with problems independently if possible allowing time for student to talk through problems.</i> <i>-get Di Sec to work with this student. Give them another 'go to' person.</i> <i>Campus Principal:</i> <i>- contact with home and or school for more information</i> <i>-encourage students to write about how they feel and either email / fax this information to parents (phone contact first so that parents realise the strategies that are being used) and get parents to respond in writing as soon as possible.</i> <i>-in extreme cases – contact with home to be regular and even allow student access to phone when deemed appropriate</i>	Campus Principal, Permanent Staff
Step 3	Monitor success of these strategies and continue to work with students .Use wellbeing folder as a log of students progress and to inform other staff about child.	Campus Principal, Visiting Teacher, District Secretary



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Step 4	Talk with parents on Sunday and work together to develop a plan so that student can complete camp successfully.	Principal, AP, District Secretary
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FIRST AID

Step 1 (Pre -Injury/Illness) - Permanent Staff and Visiting Teachers must be aware of any relevant medical information of students prior to activity. Teachers need to be aware of when First -Aid Centre is open for non-urgent treatment. If possible, staff to be notified before the start of the camp of any major illnesses or conditions of students coming to the camp.

All Staff need to carry First Aid Bum-bag while on teaching sessions.

Step 2A- If student is feeling unwell, teacher discusses with child what the problem is and what possible strategies could be employed to alleviate problem eg: drink of water, rest for a few minutes etc. If student requires minor first aid eg: minor graze or small cut the teacher applies first aid and record this in first aid register (day office). If complaint is on-going or continuing, refer to step 3

Step 2B- If student has a pre- existing medical condition and that student is feeling unwell then the school nurse to be notified ASAP and any relevant first aid be administered directly eg: Allergic Reaction (Epi-Pen), Diabetic etc.

Step 3- Send student to nurse accompanied with another student or visiting teacher where applicable. Nurse assesses student and will either –

- a) apply first aid and send back to session
- b) apply first aid and send back to session with restrictions
- c) Keep at First Aid Centre.
- d) External Medical Treatment

Information concerning student will be conveyed by whiteboard in the Day Office or through Duty Officer.

- **The school Nurse should be notified immediately of any serious injuries or illness.**
- **Permanent Staff must have mobile phone when teaching activities outside of the camp grounds- ie: ES, Boating, Surfing, Night Hike and Bike Ed.**

Contact during out of Opening Hours can be made via:

- 1) Intercom Extension :
- 2) First Aid Mobile Phone: 0466 646 955
- 3) Main Office during office hours : 5983 5302- Intercom Ext. 201 or 202

Student to be accompanied to the First Aid Centre by a teacher.

- i) if the front door is unlocked, walk down the hall to the intercom located on the wall inside the First Aid Room. Press either the **TALK or CALL** button and wait for attendance.



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- ii) if the door is locked it means that another student is staying in the First Aid Centre overnight. Ring the bell outside and wait for attendance.

STUDENT MISBEHAVIOUR

If a student at Somers Camp breaches ‘the student code of conduct’, the following table outlines the steps and strategies staff will take when dealing with discipline issues.

Any serious discipline breaches should be reported to the Principal or Assistant Principal immediately. If behaviour escalates, proceed to the next step.

	Strategies	Who
Step 1	<ul style="list-style-type: none"> Teacher investigates possible reasons for student behaviour- (school information/ medical information etc.) Teacher plans strategies relevant to any pre-existing condition/ time/ day of program etc.) 	
Step 2	<ul style="list-style-type: none"> Teacher discusses with child what the problem is? What strategies can be employed to solve the issue/ problem. Record incident/behaviour in student wellbeing folder. 	Visiting Teacher , Permanent Staff ,S.S.O
Step 3	<ul style="list-style-type: none"> Teacher implements restorative practices with student. ‘Is what you are doing safe?’ ‘Are you respecting people and property?’ ‘Is what you are doing helping or stopping others from learning?’ ‘How can we fix it?’ 	
Step 4	<p>If behaviour is persistent and a consequence of action is required- Employ one or more of the following strategies.</p> <ul style="list-style-type: none"> Loss of canteen card for a designated period Lunch time duty- (eg :pick up papers) Time out seat(during breaks) Isolate from group for designated period of time (where-ever possible). 	Visiting Teacher or Permanent Staff responsible for activity.
Step 5	<ul style="list-style-type: none"> Removal from Group for an activity. (Consideration of school aims if this best option for student/group) Students to complete a reflection sheet. Students school contacted, parents contacted at Leadership discretion 	Principal or Campus Principal.
Step 6	Dismissal from Camp	Principal



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MANDATORY REPORTING

As a registered teacher, you must-

- Make a report to Child Protection if you form a reasonable belief that a child is in need of protection from physical injury or sexual abuse.

As a registered teacher, you should-

- Give priority to children's best interests, including consideration of the need to protect children from harm, protect their rights and promote their development.
- Exercise professional judgement- using professional skills, knowledge and experience when deciding what action to take in regard to a vulnerable child.
- Consult with the principal where you are unsure what to do and, if necessary, seek the advice of your professional association or union.

Please note that, except in very urgent situations, you should consult with your principal before disclosing information about a child or their family.

RELEVANT POLICIES



Somers School Camp "No Bullying" Policy 2004

Somers School Camp is committed to providing all community members with a healthy and safe environment free from bullying.

Bullying is defined as repeated unreasonable behaviour directed towards a person, or a group of people, that creates a risk to health and safety.

Examples of behaviour that could be bullying include:

- Verbal abuse
- Humiliating someone through sarcasm and insults
- Intimidation and ridicule
- Psychological harassment
- Excluding someone from workplace activities
- Sabotaging someone's work / work space

Somers School Camp expects all community members to behave in a professional manner and to treat each other with dignity and respect when they are at camp.



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We encourage all community members who experience bullying to report it. When bullying is reported, it will be seen as a serious matter and will be investigated quickly and in accordance with Department of Education guidelines. Where necessary, a formal investigation will be undertaken and disciplinary action may result.

Every community member has a responsibility to comply with this policy and to treat everyone who is involved at Somers School Camp in an appropriate manner.



Somers School Camp Sun-smart Policy.

Somers School Camp sun-smart policy has been developed to ensure that all students and staff attending this school camp are protected from skin damage caused by ultra violet rays from the sun. This policy is implemented throughout the year with particular emphasis in Terms 1 and 4

As part of our general sun-smart strategies our school will...

Behaviours

- Require children to wear Broad Brim/ Bucket Hats when outside
- Provide SPF 30 + Broad Spectrum water resistant sun screen for student and staff use.
- Encourage regular application of sun screen before all lessons.
- Encourage student and staff to use shaded areas wherever possible.
- Encourage staff to act as role models by practicing safe sun-smart behaviours.

Curriculum

- Reinforce sun-smart behaviour in a positive way through parent information circular
- Ensure the sun-smart policy is reflected in the planning of all outdoor activities.

Environment

- Encourage sun protective clothing as part of the daily wardrobe.
- Work toward increasing the number of trees and shelters to provide adequate shade throughout the camp-site.

Evaluation

- The sun smart committee will review the effectiveness of this policy each year. They will:-
 1. Review the sun-smart behaviour of students and staff and make recommendations for improvement
 2. Assess shade provision and usage and make recommendations for increasing shade provision.
 3. Promote material relevant to sun smart activities(posters)