

Student Welfare Policy

Darcy Road Public School



Reviewed by Staff 15th June 2010

Ref: This school based policy should be read in conjunction with the current DET Student Welfare, Good Discipline and Effective Learning Policy. This policy is on our shared staff server under DET Policies. A copy is provided at the end of this school based policy.

Context:

Within the framework of our school rules, which reflect the ethos of the school community, this policy will:

- Provide a manageable and effective plan for reinforcing positive behaviour;
- Provide a manageable and effective plan for disciplining unacceptable behaviour in the school setting;
- Define the expected standards of behaviour, reflecting legislation and government and departmental policies;
- Define the responsibilities for parents, teachers and students; and
- Ensure positive pupil self-esteem, as this has the highest impact on behaviour.

The fundamental responsibility for developing socially acceptable behaviour in students is that of the parent. The school will act as a partner in providing role models and support structures for desirable and appropriate behaviour by communicating and demonstrating the benefits of cooperative behaviour. Where parents are unable to meet their responsibilities the school will:

- Provide information to link the family to appropriate support agencies;
- provide special programs to address the needs of students with behavioural problems; and
- explore resources to assist families affected by difficult circumstances.

Values

These major values, which underpin all actions and policies of the school, most particularly in relation to student welfare and discipline, are:

- Respect
 - Excellence
 - Fairness

School Rules

Be a learner

Be on task
Do your best
have necessary equipment organised
Take care of your belongings
Pay attention
Seek help when you need it

Be safe

Be in the right place.
Walk in buildings and on hard surfaces
Keep your hands and feet to yourself
Don't do anything to cause injury
Follow school routines
Wear a hat when outside

Be respectful

Be honest and truthful
Work and play fairly
Be helpful to others
Listen to the person speaking
Respond to all school staff politely
Wear school uniform
Behave responsibly
Keep the school clean and tidy
Take care of buildings, furniture and grounds
Practise recycling
Care for animals

Strategies to Promote Good Discipline and Effective Learning

Establishing a well-managed teaching and learning environment

At Darcy Road Public School individual teachers will be responsible for the promotion of positive behaviour management in the classroom. The following management strategies will form the basis of an effective classroom climate

- A few short, simple and positive classroom rules (or class contract). These will be developed in collaboration with students; contain both positive and negative consequences; be prominently displayed within the room and students will be actively taught what the rules mean.

- Classroom routines (or protocols for learning) will be established and regularly reinforced. This includes movement into and out of room, distribution of materials, placement and care of resources and individual requirements, and routines for roll marking and money collection.
- Students will be provided with leadership opportunities and responsibilities
- A developmental management plan for disruptive students with special needs.
- Teachers will provide a positive role model of consistent, caring and controlled behaviour
 - Teachers will develop a consistent, supportive and safe learning environment
 - The classroom will be conducive to the development of self-discipline

Award System

The merit system aims to improve self-esteem and to encourage contribution, effort and achievement.

- Sufficient Bronze Awards will be available to all teachers in the school, which will allow the possibility for every child to receive one award per term.
- A Silver Award is presented on receipt of 5 Bronze Awards. Parents are invited to attend the award assembly and names are acknowledged in the newsletter. Silver Award assemblies are held each term.
- Upon attainment of 4 Silver Awards, a Gold Award is presented. Parents are invited to a special assembly, name is acknowledged in newsletter and in the office foyer and a special Principal's morning tea is held during term 4 of each year.
- Students carry the accumulation of awards from one year to the next.
- Students, in Year 6, who have attained **2** gold awards will be taken on a special excursion in term 4. The Principal is to decide on the venue.

Assertive Discipline Strategy:

Teachers must ensure that all students have a full understanding of the class rules and expectations and how these look and sound in the classroom. Students must also be fully aware of and understand the hierarchy of consequences, the visual prompt to be used in some classrooms. The "Thinking Lights" strategy can be used in classrooms and learning environments to deal with unacceptable behaviour.

When a student is behaving unacceptably in the classroom, the teacher will

- Give the student warnings. Direct comments or signals will be used to remind the student to act appropriately.
- The student will be placed on the second level of behaviour plan (Blue Light). This is to signify that they are now participating in the Thinking Light process. Students will be warned that if the behaviour continues, they will be moved onto the next light.

- Yellow light signifies time out in the classroom. Each classroom will have a chair or table that students will move to when inappropriate behaviour occurs.
- Orange light signifies time out in the buddy class. The student will spend 5 – 10 minutes in an adjoining room. The student will spend this time reflecting on his/her behaviour. The buddy teacher will discuss the behaviour with the student and strategies that may be employed to correct the behaviour.
- Red light warrants time out with an Assistant Principal. The student has chosen not to correct his/ her behaviour despite participating in the Thinking Light process. The Assistant Principal will decide the appropriate consequence for the student relative to the misbehaviour. Parents may be contacted if necessary.
- The Principal will be notified of repeated and continued unacceptable misbehaviour. Documentation will be provided as a point of reference. Parents will be contacted.
- Suspension for continued disobedience according to the DET Guidelines.
- In the case of violent, extreme or dangerous behaviour, the teacher will assess the situation and seek the help of the principal or other executive staff. Parents will be contacted immediately.

Students do not remain on current level/light beyond a teaching session.

Unacceptable Behaviour in the Playground

(This section should be read in conjunction with the DET
MEMORANDUM TO PRINCIPALS

97/138 (S.130)

**WELFARE OF STUDENTS WHILE ENGAGED IN ACTIVITIES
CONDUCTED UNDER THE AUSPICES OF THE SCHOOL)**

A copy of this is to be found at the end of this policy.

It is the responsibility of the teacher/s on playground duty to

- Be prompt on arrival on duty
- Supervise regularly all areas of the playground through proximity, comment and movement

All teachers have a **First Aid Bag** which is worn to assist students with minor injuries.

All staff have **cards** which clearly **provide access to assistance from the office staff.**

Teachers will attempt to ensure that students needing this assistance will have these cards.

Minor misdemeanours are dealt with immediately by the duty teacher. Have the student refer to the rule which has been broken and to restate the appropriate way to react. Support the students engaged in the conflict to solve their problems in a peaceful manner.

Time out may be appropriate for interfering with other games, unsafe or silly play, inappropriate language, unsafe out of bounds, toilet misdemeanours.

If a misdemeanour requires time out, it should be conducted immediately by the teacher dealing with the incident. Warnings can mean that, with staff rotations on playground duty, a student receives no more than a warning for continual infringements.

If a teacher believes that a particular student is persistently operating at this level of misbehaviour they will follow the directions for the issuing of a pink slip which will be followed up by the nominated executive member of staff.

The **emergency card should be sent with two responsible students** to the assistant principal or principal if the teacher on playground duty requires the immediate removal of a student or students for violent behaviour. Any activity involving extreme rough play should incur this penalty – grabbing, tackling, wrestling, kicking, barging, punching, fighting and abusive language.

The teacher on playground duty will, as soon as is possible, complete a pink slip and send it to the member of the executive responsible for student welfare.

Pink slips:

These slips are to be used to document **major incidents of inappropriate behaviour** and **repeated breaking of school rules**. If the teacher thinks that the issue is unresolved, they will indicate so on the bottom of the pink slip. It is that playground teacher's responsibility to accurately and comprehensively complete the slip and hand it to the student's classroom teacher with a minimum of delay.

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Parents may be contacted upon the discretion of the Assistant Principal.

Class detention: If students are placed on a detention as the result of classroom behaviour they are to be supervised, in the classroom, by the class teacher. A teacher should never be in a classroom or similar area with only one child.

All students are entitled to time for eating and the toilet.

Suspension, Exclusion and Expulsion from School

Suspension

The principal may suspend a student who:

- Is physically violent;
- Uses, or is in possession of, a suspected illegal substance or who supplies a restricted substance;
- is in possession of a firearm, prohibited weapon or a knife; or

- is involved in criminal behaviour (the NSW Police will be notified by the school).

The principal can suspend a student for:

- continued disobedience; and
- aggressive behaviour.

The Principal has ultimate responsibility to the Director General of Education for the effectiveness of school discipline. Policies on school discipline have been established legislatively and consistent with government policy. The Principal (or delegated officer) has the authority to determine the conditions for any student's continued enrolment. In exercising his/her authority the principal will:

- consider community principles of fairness and natural justice;
- cooperate with other members of the school community in determining discipline policies; and
- follow departmental guidelines.

Student Leadership

Students actively participate in decision making in the school and classroom decision making.

The school provides leadership to our students by:

- SRC
- Peer Support
- Sporting House Captains
- Class captains?
- Class responsibilities
- School Captains, Vice Captains and prefects.

Student Welfare, Good Discipline and Effective Learning Student Welfare Policy

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Student Welfare Policy

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Student Welfare Directorate

Introduction

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self directed, life long learners who can create a positive future for themselves and for the wider community. For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school. School communities have developed their own student welfare policies and practices within the framework of the Student Welfare Policy, introduced in 1986. The policy has now been extensively revised to assist schools to build on existing good practice and to incorporate contemporary educational perspectives. With the release of the revised Student Welfare Policy it is now timely for each school community to:

- review student welfare, including discipline
- determine key issues for action
- develop action plans relating to student welfare
- implement student welfare actions and the school discipline policy
- review student welfare within the school's ongoing planning and reporting processes.

Context

Student welfare in government schools:

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

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

- Effective learning and teaching
- Positive climate and good discipline

Community participation.

Effective learning and teaching

Objective

To enhance effective learning and teaching by:

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

Outcomes

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

Results for students

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

Positive climate and good discipline

Objective

To enhance school climate and discipline by:

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

Outcomes

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

- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students

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

Community participation

Objective

To enhance community participation by:

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

Outcomes

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

Results for students

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

Responsibilities

Schools

Principals will ensure that:

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

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

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy

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

Staff with a specific student support role will ensure that:

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

Students will be encouraged to:

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

Parents will be encouraged to:

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

Districts and state office

The district superintendent will ensure that:

- all staff are familiar with, and implement the Student Welfare Policy
- the implementation of this policy is supported by district office staff
- school programs support student welfare priorities and are responsive to the school community.

State office directors will ensure that:

- all staff are familiar with the Student Welfare Policy
- support generated in their directorate is consistent with this policy
- all staff consider the implications of this policy
- State Executive is provided with information on system-wide performance and policy advice in relation to student welfare.

MEMORANDUM TO PRINCIPALS

97/138 (S.130)

WELFARE OF STUDENTS WHILE ENGAGED IN ACTIVITIES CONDUCTED UNDER THE AUSPICES OF THE SCHOOL

The deliberations of the Police Royal Commission have made it apparent that there is a need to clarify the roles and responsibilities of Department of School Education staff when activities are conducted in collaboration with other community organisations, but under the auspices of the school.

In many school communities, partnerships of a range of kinds have been established to enhance the educational opportunities available to students, either in groups or individually. In some instances schools have joined with external community-based organisations or businesses to offer a program, such as musical or physical education, either for a fee or at no cost to students. In other circumstances, schools have sponsored activities after regular hours or on weekends involving sporting, recreational, artistic, cultural or other educational activities. Often individuals from beyond the school staff have been involved in these activities as coaches, tutors, performers, demonstrators or supervisors, either in a paid or voluntary capacity.

Conditions relating to school and community activities

When a school joins with members, employees or volunteers from the community or a community organisation, charity or business in a school-organised or school-endorsed activity then certain conditions apply. These conditions are based on the premise that the school retains responsibility for supervision and a duty of care for students so long as the activity is school-organised, endorsed or conducted under the auspices or name of the school. It is not necessary for the activity to be conducted on school premises for these conditions to apply.

The conditions are:

- The principal, representing the school and the Department of School Education, should develop, in conjunction with the external organisation or individual, guidelines to ensure the safety and wellbeing of students while engaged in the

activity. These guidelines should be signed by those involved.

The guidelines should include explicit roles, responsibilities and accountabilities and should be documented and retained by the principal at the school.

- The principal, or a member of the school staff with delegated responsibility from the principal, should be responsible for the supervision of the activity, and in this capacity, exercise a duty of care for the students involved.

In the cases of Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School 2

Authorised Performances for Schools and school sport, supervision must be direct. In other circumstances principals should be aware that supervision does not necessarily require that the staff member be physically present at all times during the activity. On the other hand, the school's duty of care cannot be transferred to a parent, community member or paid employee of the community organisation.

- Staff should be aware that departmental requirements in relation to child protection, including mandatory reporting, apply while they are supervising a school and community activity. Members of the external organisation involved in the activity should also be made aware of these requirements.
- The bona fides and qualifications of community members who offer educational services as part of an activity conducted under the auspices of the school should be carefully assessed by principals prior to it becoming a school-endorsed activity. Depending on the circumstances, principals should:
 - check the Department's not-to-be-employed list
 - sight the originals of qualifications
 - consult referees
 - sight evidence of a satisfactory criminal record check by police
 - require the person to sign a declaration that they have no convictions that would preclude their working with children.

In relation to Authorised Performances for Schools, check with the Department of School Education's list of registered performers whose performances have been authorised.

Off-site activities endorsed by the school

In addition to this policy, for school-endorsed activities conducted away from the school, the policy on *Excursions and Other Visits* [97/137 (S.129)] and appropriate sport policies, for example, *Bushwalking Operational Guidelines*, also apply.

On-site activities not endorsed by the school

Where an activity is conducted by an external organisation on school premises, but is not an activity conducted under the auspices of the school, the policy on *Community Use of School Facilities* (January 1994) applies. In this context parents should be made aware that the activity is neither school-endorsed nor under the supervision of school staff.

External organisations are not permitted in these situations to imply school endorsement through the name of the activity. For example, an organisation offering after school care at Westbend Public School but not under the auspices of the school *Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School 3* may not use the name Westbend Public School After School Care Group. On the other hand, if the After School Care Group is a school endorsed activity, it will be necessary for the principal, among other things, to be assured of the bona fides of the care givers as indicated above.

Off-site activities not endorsed by the school

Activities involving students conducted by external organisations not on school premises and without the endorsement of the school should be treated as “privately arranged tours” under the *Other Visits* section of the *Excursions and Other Visits* Policy of the Department [97/137 (S.129)].

Consultation

Principals seeking assistance in this matter should consult their District Superintendent on policy matters and the Legal Services Unit, Executive Services Directorate [phone (02) 9561 5240, fax (02) 9561 8543] on legal matters.

Ken Boston

DIRECTOR-GENERAL OF SCHOOL EDUCATION

16 June 1997