



**ST. PETER'S**  
Anglican Primary School

# St Peter's Anglican Primary School

## Student Welfare Policy



## **STUDENT WELFARE POLICY**

### **VERSION CONTROL/CHANGE HISTORY**

| <b>Version</b> | <b>Change</b>          | <b>Author</b>           | <b>Date</b>    |
|----------------|------------------------|-------------------------|----------------|
| 1.0            | Creating of new policy | E Stelzer & M McDonnell | March 2014     |
| 2.0            | Policy reviewed        | E Stelzer & M McDonnell | September 2016 |
| 3.0            | Policy reviewed        | M McDonnell, N Hadfield | March 2018     |

**Next to be reviewed:** March 2020

"The School's policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the NSW Education Standards Authority (NESA)."



## STUDENT WELFARE POLICY

### INTRODUCTION

St Peter's Anglican Primary School Student Welfare Policy outlines expectations of student behaviour, strategies which may be employed by staff to monitor student behaviour and processes by which the school will encourage positive behaviour and manage unacceptable behaviour.

The school aims to ensure that:

- All children should experience school as an engaging and safe learning environment.
- The approach to discipline is positive, consistently applied and facilitates the development of responsibility for self and restoration of relationships.
- The school has expectations for behaviour and logical consequences for breaches of these.
- Students are expected to respect and follow directions of teachers and other people with authority delegated by the school.
- Bullying will not be tolerated.

*As required, support for children who experience difficulty with demonstrating appropriate behaviour is given by the School Executive and additional professional support from outside agencies as needed. At all times, when considering behaviour management, the specific circumstances and individual student needs should be considered.*

### Pastoral Care

Pastoral care, while the responsibility of all staff at St Peter's Anglican Primary School, is primarily overseen by the class teacher. In this relationship, students are nurtured intellectually, emotionally and spiritually. Team leaders assist their colleagues in creating and maintaining an atmosphere where students are encouraged, valued and listened to. Section Directors/Coordinators will assist in the Pastoral Care of students who require further care and possible intervention.

Our House system encompasses and develops pastoral care, school spirit and encourages interaction between children of different ages. A number of exciting competitive activities are run throughout the year for our six Houses involving both classroom activities and outdoor sports competitions. Each House group in our school is associated with one of the parish counties which was established after the foundation of the Australian colonies: Argyle, Bligh, Cook, Cumberland, Durham and Roxburgh.

All students are members of a House Buddy group which meets fortnightly to develop friendships and teach social and emotional skills. House Buddy Groups also present an opportunity for students to develop relationships with other staff who are not their class teachers. These staff spend time each fortnight building relationships with students while teaching social and emotional skills to a range of age groups.



## PASTORAL CARE RESPONSIBILITIES

| Person Responsible   | Responsible for   |
|--|---|
| Class Teacher  | <ol style="list-style-type: none"><li>1. Creating a culture of student engagement and responsibility where all children are aware of appropriate behaviour and choices.</li><li>2. Appropriately working with students in their care.</li><li>3. Working in partnership with the parents of the students in their care and to communicate with them via the communication folder, student diary, phone or personal contact.</li></ol>   |
| Team Leader  | <ol style="list-style-type: none"><li>1. Supporting the class teachers on their grade in fulfilling their responsibilities.</li><li>2. Offering support and assistance in student welfare matters at this level.</li><li>3. Consulting with the relevant Director/Coordinator as needed.</li></ol>  |
| Coordinator of Sections<br>Director of Learning<br>Director of Junior Primary<br>Director of Primary<br>Deputy Head of School<br>Dean of Student Support | <ol style="list-style-type: none"><li>1. Supporting the class teacher/ Team Leader in behaviour management</li><li>2. Communicating concerns to parents and to the Deputy Head of School.</li><li>3. Documenting all relevant information to be stored on the student file.</li><li>4. Sighting and acting on all incident reports</li><li>5. Informing the Deputy Head/ Head of School as needed</li><li>6. Consult with Dean of Student Support, as needed/required</li></ol> |
| Head of School   | <ol style="list-style-type: none"><li>1. Supporting the relevant Directors/ Deputy Head of School.</li><li>2. Approving the suspension or expulsion of a student in the school.</li><li>3. Re-entry interviews following a suspension.</li></ol>  |
| Counsellor   | <ol style="list-style-type: none"><li>1. Working with relevant students who have been referred and approved.</li><li>2. Regularly briefing the Section Directors in relation to referred students.</li></ol>  |
| Educational Psychologist   | <ol style="list-style-type: none"><li>1. Conducting assessments on an as needs basis and reporting to The Deputy Head of School.</li></ol>  |
| Buddy Group Teacher  | <ol style="list-style-type: none"><li>1. Providing a supportive environment for students in multi-aged buddy groups.</li><li>2. Appropriately working with students in their care.</li></ol>  |



## Student Leadership

St Peter's Anglican Primary School has a student Prefect Body, which includes a School Captain and Vice-Captain. This group of Year 6 students is elected by their peers and staff in the year preceding their leadership. (Year 5). The Prefect Body have a number of responsibilities in the school including conducting fortnightly assemblies, assisting teachers and discussing possible improvement to the school.

The Prefect Body meet with the Director of Primary on a regular basis and with the Head of School each term.

The responsibilities, election and purpose of the Prefect Body is reviewed on an annual basis in staff meetings and at a Senior Executive level.

House Captains also assist the school with various responsibilities in both the fundraising and sporting arena. This includes our sport carnivals and weekly sport. House captains are also elected by their peers and approved by Section Directors, Deputy Head and Head of School. House Captains and Vice captains meet regularly with the Director of Primary and assist in undertaking fundraising opportunities in the school and wider community.

At St Peter's Anglican Primary School, all Year 6 students are viewed as leaders within the school community. There are many opportunities for them to develop and demonstrate their leadership qualities and potential. One of these is through leading a buddy group within their house. This groups comprises of their Kindergarten buddies, along with students from Year One to Five. These groups meet fortnightly to participate in activities based on aspects of Social-Emotional learning and play an important part in the pastoral care of all students.

## Student Behaviour Guidelines

Students are expected to adhere to the following guidelines when at school or when participating in off-site activities such as excursions and sport.

| <b>Appropriate Use of Learning Environment</b>  |
|---|
| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Remain focused on task and work to the best of their ability</li> <li>• Take responsibility for their own learning</li> <li>• Respect the rights of the teacher and peers to do their work</li> <li>• Listen to and follow teacher directions</li> <li>• Adhere to the class essential agreement</li> <li>• Co-operate with the teacher and fellow students</li> <li>• Enter classrooms only when a teacher is present</li> </ul> |
| <b>Care and Respect for Others</b>  |
| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Welcome newcomers</li> <li>• Include others in all activities</li> <li>• Play fairly</li> <li>• Speak respectfully and in a friendly manner</li> <li>• Display affirming language and behaviour</li> <li>• Always be courteous to staff</li> <li>• Listen to and follow instructions cheerfully and promptly</li> </ul>   |



- Accept correction and guidance
- Seek permission from one staff member only
- Indicate when they wish to speak and wait to be acknowledged.
- Keep desks, classroom and playground clean and tidy
- Be responsible with their own property, school equipment and facilities
- Ask before borrowing school equipment or other children's belongings
- Take care with and return everything used or borrowed
- Place lost property in the appropriately marked 'Lost Property' box
- Place litter in designated bins
- Wear the school uniform with pride
- Be a responsible ambassador when outside the school

### Safety

#### Students will:

- Stand still when the bell rings or when a whistle is blown by a member of staff
- Walk quickly and quietly between classes and activities
- Sit quietly in the designated area after school. If it is necessary to leave the area for any reason, seek permission from the staff member on duty.
- Play carefully, considering the safety of others
- Walk around corners, on pathways, up and down stairs
- Play in designated areas
- Play games within areas defined for those games
- Stay within the school boundaries
- Ask permission before leaving the playground

## Essential Agreement:

An Essential Agreement is designed within a collaborative decision-making approach amongst all stakeholders, in order to establish an agreement as to the function of a team/class/learning area.

To ensure that all students are aware of our Student Behaviour Guidelines, and to demonstrate understanding and agreement of how these can lead to a safe and supportive learning environment, Essential Agreements will be developed for various aspects of our school.

Each class within the school will develop an 'Essential Agreement' in conjunction with their teacher at the commencement of the year. This agreement identifies behaviours, attitudes and values to ensure the classroom environment is conducive to learning for all participants. This agreement is then signed and displayed in the classroom and is referred to as the need arises.

As a student community, an "Essential Agreement" for use of our playground will be developed. Input will be gathered from students (facilitated by Buddy Group leaders) and collated to create an agreement which can then be displayed in one or more central locations. Students will have the opportunity to sign or place a hand print near this to show their agreement. The display may differ depending on the age of students using the playground space.



## BEHAVIOUR MANAGEMENT FRAMEWORK

### Recognition of Positive Student Behaviour

All students at St Peter's Anglican Primary School deserve to be recognised and rewarded for consistent effort, maintaining high standards and for demonstrating improvement in the various areas of school life. Our hope is that students will work, seek to improve and behave appropriately due to intrinsic motivation, not extrinsic; although, we acknowledge the place of rewards in our school.

Each classroom teacher operates various reward systems that can be negotiated with their class, are age appropriate and are discussed with grade colleagues before implementation.

*To promote and reinforce positive student behaviour, staff may:*

- Use verbal and non-verbal praise
- Use a **positive** class-based reward system
- Use an individual reward system to encourage the Learner Profile
- Use the School House Point system
- Communicate to parents via the communication folder or diary
- Encourage development of intrinsic motivation

The following formal awards are presented to students:

- Class Awards are presented on a fortnightly basis at Junior Primary and Primary Assemblies
- Students who receive three (3) class awards receive an Achievement Award in assembly.
- Term Awards are presented at the whole school assembly to one student per class who has applied themselves diligently in effort and application throughout the term.
- A Student of the Month award is presented to a specific student nominated by staff for being an outstanding school citizen. This highly coveted award is also presented in a relevant assembly.
- Awards are presented to students in each class at Presentation Evening.



## MONITORING STUDENT BEHAVIOUR

High expectations of student behavior will be the focus of our behavior management system. Students will be informed of these expectations and redirected towards them when necessary. Our focus will at all times be to encourage positive behavior choices and put in place plans to encourage this. Where unacceptable behavior continues to occur, the following table provides a framework for responding to this.

Staff will at all times adhere to the Staff Code of Conduct in regards to managing students' behaviour.

| DEFINITIONS OF BEHAVIOUR   | MANAGEMENT OF BEHAVIOUR   |
|--|---|
| <p><b>Unacceptable Behaviour</b></p> <ul style="list-style-type: none"> <li>• Interfering in other children's games or play</li> <li>• Entering the Sports Shed without a teacher</li> <li>• Playing on the fixed equipment at the wrong time</li> <li>• Playing in the toilets</li> <li>• Disruptive or disobedient behaviour in the classroom and playground</li> <li>• Interfering with others' belongings (including lunches)</li> <li>• Interfering with property on teachers' desks</li> <li>• Breaking of essential class agreement</li> <li>• Lying to a member of staff</li> </ul>  | <p><i>To deal with unacceptable behaviour, staff may employ the following strategies:</i></p> <ul style="list-style-type: none"> <li>• Verbal reminder of acceptable behaviour</li> <li>• Cooling off time</li> <li>• Withdrawal of privileges</li> <li>• Verbal or written apology</li> <li>• Removal from activity for a period of time</li> <li>• Interview with class teacher</li> <li>• Notification of parent / carer through diary note or phone call</li> <li>• <u>Enter onto Sentral</u></li> </ul>  |
| <p><b>Serious Unacceptable Behaviour</b></p> <ul style="list-style-type: none"> <li>• Consistent Unacceptable Behaviour mentioned above</li> <li>• Violence of any nature, whether it causes harm or not.</li> <li>• Bullying * (See note below)</li> <li>• Physically threatening types of behaviour.</li> <li>• Unacceptable treatment of another e.g. spitting, throwing object with hurtful intent.</li> <li>• Abusive or foul language.</li> <li>• Failure to obey staff instructions, bells or whistles.</li> <li>• Deliberately creating a situation which causes others to break the playground/ school rules.</li> <li>• Leaving the classroom without permission</li> <li>• Causing bodily harm or intent to cause bodily harm.</li> </ul> | <p><i>To deal with serious unacceptable behaviour, staff may employ the following strategies:</i></p> <ul style="list-style-type: none"> <li>• Cooling off time</li> <li>• Withdrawal of privileges</li> <li>• Verbal or written apology</li> <li>• Removal from activity / playground for a substantial period of time</li> <li>• Notification of parent / carer through phone call</li> <li>• Classroom / Playground Behaviour Card</li> <li>• Monitoring by Team Leader and/or Section Director/Coordinator</li> <li>• <u>Must be entered onto Sentral and Team Leader Notified</u></li> </ul> <p><i>For serious unacceptable behaviour or continual disobedience, involvement of one or more of the following should occur.</i></p> |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Insolence or abusive language to staff and other helpers.</li> <li>• Graffiti and serious property damage.</li> <li>• Stealing or deliberate destruction of another's property.</li> </ul>   | <ul style="list-style-type: none"> <li>• Team Leader</li> <li>• Section Coordinator/Director</li> <li>• Parents / Guardian</li> <li>• School Counsellor</li> <li>• Deputy Head of School</li> <li>• Head of School</li> </ul> <p><i>Record of Conversations should be sent to Section Coordinator/Director.</i></p>  |
| <p><b>Behaviour warranting suspension and/or expulsion</b></p> <ul style="list-style-type: none"> <li>• Closed fist punch to the head or neck region</li> <li>• Biting</li> <li>• Choking</li> <li>• Violence toward a staff member</li> <li>• Severe violence causing bodily harm</li> <li>• Bringing a weapon on school property</li> <li>• Vandalism</li> <li>• Ongoing bullying following intervention</li> </ul> | <p><b><i>Immediate notification must be made to Deputy Head and/or Head of School</i></b></p> <p><i>Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and their parent / guardian will be:</i></p> <ol style="list-style-type: none"> <li>Informed of the alleged infringement</li> <li>Given an opportunity to respond to the allegation</li> <li>Informed that the Head of School will make the final decision regarding suspension or expulsion</li> <li>Afforded a right of review of appeal<br/>In the first instance, a request for review should be directed to the Head of School. If dissatisfied with the outcome of the appeal, parents / guardians should refer to the Grievance Policy.</li> </ol> |

### Process for Restitution after Suspension:

- Student and Parents / Guardians will be required to attend a re-entry interview with the Head of School.
- Discussions regarding further behavioural modification plans and strategies may be negotiated.
- Student and Parents / Guardians with the Head of School will discuss the way forward in reconciling broken relationships with those affected.
- Resolutions will be undertaken to ensure the student has a clear understanding of behavioural expectations.

The above St Peter's Anglican Primary School Welfare Policy prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.



## **\*BULLYING**

**Bullying** is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It may also involve cyber bullying which is carried out through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimization and all forms of harassment that is based on gender, race or disability.

Conflicts or fights between equals or single incidents are not defined as bullying.

Bullying is totally against the mission and purpose of St Peter's Anglican Primary School. The School is committed to providing an educational environment in which students feel valued and secure.