



ST. PETER'S
Anglican Primary School

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Student Welfare Policy

STUDENT WELFARE POLICY

VERSION CONTROL/CHANGE HISTORY

Version	Change	Author	Date
0.01	Creating of new policy	E Stelzer & M McDonnell	March 2014

Next to be reviewed: March 2015

"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 Board of Studies, Teaching and Educational Standards."

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 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.

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.

1. 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.

Learning Environment

Students should:

- Remain focused on task
- Take responsibility for their own learning
- Respect the rights of the teacher and peers to do their work
- Listen to and follow teacher directions
- Adhere to the class rules
- Co-operate with the teacher and fellow students
- Only be in a classroom with a teacher present

Care for Others

Students should:

- Be kind to everyone
- Welcome newcomers
- Include others in games
- Play fairly
- Use kind and affirming language and behaviour

Respect and Obey Teachers

Students should:

- Always be courteous to all teachers
- Listen to and follow instructions cheerfully and promptly
- Accept correction and guidance
- Seek permission from one teacher only

Speak Politely to Each Other, to All Staff and to All Parents

Students should:

- Speak to each other, to teachers and to parents with respect and in a friendly manner at all times.
- Indicate when they wish to speak and wait to be acknowledged.

Respect Property of Students, Teachers and the School

Students should:

- Keep desks, classroom and playground clean and tidy
- Ask before borrowing school equipment or other children's belongings
- Take care with everything used or borrowed
- Return everything borrowed
- Place lost property in the appropriately marked 'Lost Property' box

Movement Around the School

Students should:

- Stand still when the bell rings or when a whistle is blown by a teacher
- Move quickly and quietly between classes and activities
- Sit quietly in the designated area after school. If it is necessary to leave the designated area for any reason, seek permission from the teacher on duty.

Play Safely

Students should:

- Play carefully and thoughtfully, considering the safety of others
- Walk around corners, on pathways, up and down stairs
- Play games within areas defined for those games
- Stay within the school boundaries
- Ask permission before leaving the playground

Bring Credit upon Yourself and the School

Students should:

- Wear the school uniform with pride
- Keep neat and clean
- Work to the best of your ability
- Be responsible for keeping your property safe and tidy
- Carry out all tasks to the best of their ability
- Be a responsible ambassador when they travel to school, when they are at school, when they are on excursions and when they are going home.

Respect our Environment

Students should:

- Be responsible with school equipment and facilities
- Keep the classroom clean and tidy
- All rubbish should be placed in the appropriate bin
- Keep the school grounds clean and tidy. Care for gardens and trees in an appropriate manner. Do not play on or in the gardens
- Before school, place bags neatly in the designated area

2. Student Summary – Code of Conduct

Always consider others and treat them the way you would like them to treat you, with respect and courtesy.

- Respect and obey teachers at all times
- Participate in all learning activities
- Play fairly
- Use appropriate and encouraging language
- Play carefully, considering the safety of others
- Move around the school quietly between classes and activities
- Seek permission to leave the playground
- Keep the playground and your classroom tidy
- Respect the property of others the school
- Take responsibility for your own actions and decisions
- Adhere to the ICT Student User Agreement

Special Needs Students – Differentiated Behavioural Response and guidelines.

It is recognized that students with special needs require planning and consideration in the implementation of discipline. Behaviour modification programmes are developed on an individualized basis in consultation with the Classroom Teacher and relevant section director. The grade Coordinator and Learning Support Team may be involved as determined necessary. These plans need to integrate into the behaviour management framework of the school.

In some incidences, a student may be referred to the School Counsellor. This is done through a referral process that requires the parents to be aware of the referral.

External Providers

Campbelltown Police – School Liaison Officer
4620 1106 (Louise Michell)

Campbelltown Anglicare – For external assistance with Counselling.
4625 4666

Campbelltown Mental Health (SWAHS) ICHAMAS
46295400

The relevant Director (Junior Primary/ Primary) in consultation with the Deputy Head of School and/or Head of School would make contact with the relevant provider or make a recommended referral to such services.

Pastoral Care Responsibilities

Person Responsible	Responsible for
Class Teacher	<ol style="list-style-type: none"> 1. Creating a culture of student engagement and student responsibility where all students are aware of appropriate behaviours and choices. 2. Appropriately working with students in their care. 3. To work in partnership with the parents of the students in their care and to communicate with them via Student Handbook, phone or personal contact.
Grade Coordinator	<ol style="list-style-type: none"> 1. For supporting the class teachers on their grade in fulfilling their responsibilities. 2. Offering support and assistance in student welfare matters at this level. 3. For consulting with the relevant director as needed.
Director of Junior Primary/ Primary Deputy Head of School	<ol style="list-style-type: none"> 1. Supporting the class teacher/ Grade Coordinator in behavior management 2. Communicating concerns to parents and to the Deputy Head of School. 3. Documenting all relevant information to be stored on the student file. 4. Sighting and acting on all incident reports 5. Informing the Deputy Head/ Head of School as needed
Head of School	<ol style="list-style-type: none"> 1. Supporting the relevant Directors/ Deputy Head of School. 2. Approving the suspension of a student in the school.
Counsellor	<ol style="list-style-type: none"> 1. Working with relevant students who have been referred and approved. 2. Regularly briefing the Deputy Head/ Head of School in relation to students being worked with.
Educational Psychologist	<ol style="list-style-type: none"> 1. The Deputy Head of School may engage a school approved Educational Psychologist to conduct assessments on an as needs basis.

4. Monitoring Student Behaviour

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

To promote and reinforce positive student behaviour, staff may:

- Use verbal and non-verbal praise
- Use a class-based reward system
- Use an individual reward system
- Use the School House Point system
- Encourage development of intrinsic motivation

To deal with unacceptable behaviour (See Appendix 2), staff may employ the following strategies:

- Verbal reminder of acceptable behaviour
- Cooling off time
- Withdrawal of privileges
- Verbal or written apology
- Removal from activity for a period of time
- Interview with class teacher
- Notification of parent / guardian

For serious unacceptable behaviour or continual disobedience, involvement of one or more of the following may occur, depending on the seriousness of the action:

- Grade Coordinator
- Parents / Guardian
- Director of Junior Primary / Primary
- Deputy Head of School
- Head of School

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:

- a. Informed of the alleged infringement
- b. Given an opportunity to respond to the allegation
- c. Informed that the Head of School will make the final decision regarding suspension or expulsion
- d. Afforded a right of review of appeal (See Appendix 1)
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.

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.

Exclusion

St Peter's Anglican Primary School does not exclude students from enrolment at Broughton Anglican College, our sister school under the same governance as St Peter's Anglican Primary School, or indeed any other school.

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 our 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 the sporting arena. This includes our sport carnivals and weekly sport. House captains are also elected by their peers and approved by the Director of Primary and Head of School.

Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' include the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker," and

The review mechanism adds to the fairness of the process."

The Student Welfare policy at St Peter's Anglican Primary School requires that:

- Each student has the right to be heard and to be treated equally, fairly and justly.
- Rules that encourage responsibility and logical consequences for breaches of these rules are to be known where possible to the school community.
- Disciplines procedures seek to teach and support students through the process, having respect for their freedom and individuality whilst respecting the rights of others.
- The approach to student welfare is to be positive; consistently applied and facilitate the development of responsible self discipline.
- The development and review of behavior guidelines should be a consultative process across the school taking into account the views/ opinions of the full school community.
- We seek to develop supportive relationships with families, students and teachers.

Student Recognition and Rewards

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 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.

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 Award is awarded to students who apply themselves diligently in effort and application throughout the term. This is awarded one student per class at the whole school assembly at the end of the term.

A student of the month award is presented to a specific student nominated by staff for being an outstanding allrounder. This highly coveted award is also presented in a relevant assembly.

Citizenship, Most Improved and Academic Excellence awards are presented from each class at Presentation Evening. Awards for each KLA and subject area are also presented. The school also presents Headmasters Medallions to selected students from each class. Commendation awards are also presented to students who have not received another award.

It is the belief of the school that all students be recognized, therefore all students will receive an award on stage at Presentation Evening.

BEHAVIOUR

Unacceptable Behaviour

- Constantly interfering in other children's play
- Deliberately disrupting children's games or play
- Going to the Sports Shed without a teacher being present
- Being on the fixed equipment at the wrong time
- Playing in the toilets
- Disruptive behaviour in the classroom
- Interfering with others' belongings (including lunches)
- Interfering with property on teachers' desks
- Breaking of agreed class rules
- Leaving the classroom without permission
- Entering a teacher's office without permission
- Running around the classroom

Serious Unacceptable Behaviour

- Violence of any nature, whether it causes harm or not.
- Bullying or physically threatening types of behaviour.
- Unacceptable treatment of another e.g. spitting, throwing object with hurtful intent.
- Abusive or foul language.
- Failure to obey teachers' instructions or bells or whistles.
- Leaving the school playground without permission.
- Deliberately creating a situation which causes others to break the playground/school rules.
- Continual disruptive or disobedient behaviour in the classroom.
- Lying to a teacher.
- Causing bodily harm or intent to cause bodily harm.
- Insolence or abusive language to teachers, support staff and other helpers.
- Graffiti and serious property damage.
- Stealing or deliberate destruction of another's property.