# Temora West Public School

 **Policy Area: *School Planning and Management***

 **Student Welfare**

 Curriculum

 Staff Training & Development

 Parent & Community

 **Policy Name: *Student Welfare Policy***

Temora West Public School provides a quality education for all students taking into account their age, background, ability and interest.

Children come to **Temora West** to learn.

It is expected they will comply with the following principles:

* Show respect to other people and their property
* Be courteous to other students, teachers and community members
* Respect teachers and support staff
* Maintain a harmonious school environment without violence, bullying, harassment, intimidation or discrimination
* Resolve conflict peacefully
* Wear the school uniform determined by the school community
* Be safe within the school and at all school activities
* Comply with school rules and the school discipline policy

It is expected that parents and caregivers will share responsibility for student welfare.

Our school is a safe and happy environment for students, staff and parents. We strongly encourage community participation and derive great benefits from the positive interactions of all stakeholders in our school.

Our Student Welfare Policy is our commitment to providing an environment where students:

* are safe and healthy.
* are able to develop and thrive.
* take responsibility for their actions.
* Underpinning our Student Welfare Policy is a belief in promoting the values of public education:

*Integrity*: being honest and trustworthy

*Excellence*: striving for the highest personal achievements

*Respect:* having regard for yourself and others*Responsibility:* making good choices in actions

*Cooperation:* working together and supporting others

*Participation:* being a productive individual and group member

*Care:* having concern for yourself and others

*Fairness:* supporting honesty and justice without prejudice

*Democracy:* accepting and promoting rights, freedoms and responsibilities

**Context**

*Student Welfare in our school:*

* 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 social skills programs and promotes the development of emotional resilience
* stresses the value of collaborative early intervention when problems are identified
* provides ongoing educational services to support students
* recognises diversity within the school community, providing 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
* provided opportunities for students to:
	+ enjoy success and recognition
	+ make a useful contribution to the life of the school
	+ derive enjoyment from their learning.

Our school provides 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***.

**Focus Areas – Results for Students**

**Effective Learning and Teaching:**

* 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:**

* 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 inappropriate 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 know and understand their school’s organisation and know about student representative councils and other representative bodies such as the School Council.

**Community Participation:**

* 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**

**Principal and Executive Staff**

*The Principal 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**

*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 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 behavior management, conflict resolution and support for students experiencing difficulties

**Students**

*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
* practise peaceful resolution of conflict.

**Parents**

*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.

**DISCIPLINE CODE**

**The School Rules**

The school has only three broad rules. These were deliberately selected so that students could more easily remember them and be able to apply them to a range of situations. They are:

1. **Work and Play Safely**
2. **Care for Yourself and Others**
3. **Care for the School and its Environment**

**Class Rules**

At the beginning of the year, clear, positive, enforceable and ‘owned’ class rules are set by each teacher in collaboration with the students of their class. They are to be clearly displayed in the classroom as well as a set of standardised school rules.

**Playground Rules**

Refer to school rules and *Student Supervision Policy*. The teacher on duty is to mediate and resolve playground disputes, with the exception of major incidents such as accidents/ injuries, which are referred to the office and Executive body. Any concerning incident is to be recorded on Sentral and brought to the notice of the class teacher.

**Travel to and from School**

All Temora West students are expected to travel in a safe manner to and from school. Those riding bikes are expected to observe all the road rules including the wearing of safety helmets. Those traveling on buses must abide by the bus operators Code of Conduct:

* Behave safely at all times
* Respect the needs and comfort of other passengers
* Respect bus property
* Always follow the bus driver’s instructions

The bus operators work closely with our school and will contact parents and the Principal should they have any ongoing safety concerns.

# Behaviour code for students in NSW public schools: NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.*In NSW public schools students are expected to:*

# Respect other students, their teachers and school staff and community members

# Follow school and class rules and follow the directions of their teachers

# Strive for the highest standards in learning

# Respect all members of the school community and show courtesy to all students, teachers and community members

# Resolve conflict respectfully, calmly and fairly

# Comply with the school’s uniform policy or dress code

# Attend school every day (unless legally excused)

# Respect all property

# Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools

# Not bully, harass, intimidate or discriminate against anyone in our schools

**Adherence to the Standards of Dress set by the School Community**

The Temora West School community expect all students to wear the school summer and winter uniform. There has been a strong tradition and acceptance of this community standard with nearly one hundred per cent of our students wearing the prescribed uniform. (*Please refer School Uniform Policy*). Please note the following guidelines:

* School hats compulsory in Terms 1 and 4, school caps may be worn in Term 2 and 3
* Fashion caps are not to be worn at school (1995 P&C decision)
* School spray jacket optional
* School beanies may be worn in very cold weather

**Punctual Adherence to the School Timetable**

All staff and students are expected to be punctual in meeting their obligations to observe the school timetable. Teaching staff must be on duty one half hour before lessons commence.

Supervision begins at 8.35 am when teachers are officially required to be on duty. Students arriving early because of their bus timetables must sit quietly around the quadrangle until the bell rings at 8.40 am.

***Temora West School Timetable***

8.45 am - First Bell 9.15am- Morning Assembly

11.15 – 11.40 am Recess 1.10 – 1.35 pm first half Lunch

1.35 – 2.00 pm second half Lunch 3.15 pm - Final Bell

Bus students are supervised until buses have departed. Those students who are not bus travelers are not to be in the school grounds before

8.45 am or after 3.15 pm.

**Prohibition of Illegal Drugs, Alcohol, Tobacco and Weapons**

Students, staff and community members are bound to observe the letter of the law in regard to this area of our Student Welfare Policy. This prohibition will be easily enforced by our school community, where instances of these problems are virtually negligible. Parents and visitors to the school are reminded that smoking on the school premises is prohibited.

**Behaviour Management Plan**

Our School Behaviour Management Plan has three components;

* **Strategies to promote good discipline and effective learning**
* **Practices to recognise and reinforce student achievement**
* **Strategies for dealing with unacceptable behavior**

**Strategies to Promote Good Discipline and Effective Learning** *The following practices promote positive discipline at Temora West:*

***Provision of Appropriate Curriculum to meet each student’s needs.***

***Classroom Discipline Plans***

All teachers will develop a classroom discipline plan that will include:

* Clear classroom rules
* Clear consequences
* Discipline/welfare goals
* A least-to-most intrusive plan for corrective intervention
* A clear plan for positive encouragement/reinforcement
* An exit plan for time out where in-class consequences do not achieve behaviour ownership

***Classroom Disciplinary Principles***

Staff members have agreed to work from the following principles:

* Behaviour ownership (choices/consequences)
* Using a rights/responsibility focus
* Establishing clear, fair, enforceable and ‘owned’ rules
* Implementing non-confrontational practices (least-to-most intrusive corrective intervention)

***Use of good behaviour management techniques such as:***

* giving simple directions
* setting high expectations to comply with rules and directions
* regularly noticing an commending students for exhibiting desired behaviours
* teacher modeling of consistent, caring and controlled behaviour
* avoiding the use of ridicule, embarrassment or ‘put-downs’
* involving all members of the class by directing questions to the full range of students
* encouraging on-task behaviour by moving around the room and actively supervising students work
* refocusing and redirecting attention when students become restless or inattentive
* having a plan for managing behaviour disruptions
* following up any significant behaviour disruptions

***Parents and caregivers understand their roles and responsibilities in managing student behaviour***

***A School Discipline Code***

Our School Discipline Code clearly states expected behaviour which can be monitored and consistently and fairly applied.

***Provision of programs which develop self-discipline, communication and responsible decision making skills***

* ‘You Can Do It’/Buddy classes
* Student Representative Council
* ‘What’s the Buzz’ Social Program
* Public Speaking/Debating
* Child Protection
* Personal Development component of the PD/Health & PE syllabus
* Drug Education – Life Education
* Anti-bullying

**Practices to Recognise and Reinforce Student Achievement**

The use of positive feedback, in most instances is a far more powerful moderator of behaviour than negative comments or consequences.

Recognition of positive behaviour, actions and achievements are explicitly built into the organisation, routines and practices operating at classroom and whole school levels.

***At the Student Level***

Students to maintain individual folders of awards and present them to the office staff when 10 awards have been received, at least three days before a school assembly.

***At the Classroom Level***

* teachers modeling consistent and caring behaviour
* consistent and broad acknowledgement of all students
* distribution of class and assembly awards
* (teachers keep records of all awards given to ensure all students are recognised publicly and equitably at assembly throughout the year)

***At the School Level***

* Honour Award system, operated by the Principal. Any child receiving ten class, sporting or cultural awards from teachers receives an Honour Award from the Principal.
* recognition of students achievements at whole school assembly and daily assemblies – in the wider community (media, Scribbly Gum)
* Annual Presentation of Awards
* School Administration staff keep a record of certificates.

**Strategies for Dealing with Unacceptable Behaviour**

Students require clear limits and guidelines to learn how to be part of a school community that values learning in a safe, caring environment.

All behaviour positive or negative has a purpose. Negative behaviour can sometimes have complex causes such as:

* inappropriate curriculum – not meeting student needs
* teaching not meeting needs of students
* lack of knowledge and skill in behaving appropriately
* different cultural expectations between home and school
* after a traumatic experience, misbehaviour may be a way that a student can seek help, or indicate that they need support.

***School Wide Discipline***

The Temora West School Community has agreed to the following consequences for negative behaviour.

The use of sentral to record incidents and time-out has been established to deal with a range of actions and behaviours which abuse the rights of others. There are three levels:

***Individual Behaviour Management Plans:***

Where a student is consistently engaged in negative and disruptive behaviour on a regular basis, and the class discipline plan is not currently effective for that student, the following will occur:

* referral to school Wellbeing Team
* referral to School Counsellor with parental permission and communication
* development of an Individual Behaviour Management Plan
* implementation of Behaviour Management Plan with student
* school resources organised to allow time and space for the program to be implemented effectively. For example use of Learning and Support time to release teacher to work with student.

***Suspension and Expulsion***

In extremely serious breaches of discipline that involve the safety of other students and staff, or where a student is physically violent, in possession of a weapon, in possession of an illegal substance, continually harasses other students and staff, a student may be suspended immediately without going through the reporting process. (Refer DET Policy: *Suspension and Expulsion of School Students – Procedures 2011: Information for Parents*)

 **ATTENDANCE**

# *Strategies for Encouraging Good Attendance*

Parents or care-givers will be informed of attendance requirements at the beginning of each school year and regularly throughout the year. This may include sending home to all parents an information

brochure outlining their responsibilities under the legislation and answering any frequently asked questions.

***Recording Daily Attendance***

**T**eachers have a direct responsibility in ensuring daily attendance is monitored in accordance with the procedures outlined below. In the case of teacher absence, when a casual teacher does not replace the class teacher, it is the responsibility of the executive to ensure that the roll is marked.

***Recording Absences***

Temora West is now using Sentral to record absences and monitor attendance. This is done online and is similar to the written method below. Every few weeks the data is transferred from Sentral to ebs (the DoE Student management system)

*Sentral Roll Marking*

# The following symbols are to be used to denote;

# the first day and last day a student attends each term x

# a student was absent on the day a

# an unjustified absence A

# an absence due to sickness S

# leave approved by the Principal L

# absence for part of a day P

# that the student was suspended E

# *Partial Absences*

# Absences for part of a day or unjustified lateness or fractional truancy is shown by placing a ‘P’ next to ‘a’ when the part absence is determined. When it is determined, either an ‘E’,’A’,’S’ or ‘L’ is placed above the ‘Pa’. For example:

#  E A S L

#  Pa Pa Pa Pa

Toni Smart

PRINCIPAL

August 2019