

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 support staff
- Take responsibility for their actions
- Be honest and trustworthy
- Show empathy towards others
- 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 behaviour code for students

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

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
- 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
- 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 school rules and behavior code for students
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- 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
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with teachers to establish fair and reasonable outcomes for students

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 Executive. Any concerning incident is to be recorded on an incident slip and given to the Assistant Principal, Wellbeing.

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 30 minutes before lessons commence.

Supervision begins at 8.40 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

8.40 am - First Bell

9.10am- Morning Assembly

11.10 – 11.35 am Recess

1.10 – 1.35 pm first half Lunch

1.35 – 2.00 pm second half Lunch

3.10 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 8.40 am or after 3.10 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 behaviour**

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

Use of good behaviour management techniques such as:

- giving simple directions
- setting high expectations to comply with rules and directions
- regularly noticing and 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

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
- Positive Behaviour for Learning (PBL) Awards – Gotcha’s issued for students following school values of respect, responsibility, honesty and empathy. PBL award draws take place each Friday.
- Positive Behaviour for Learning (PBL) Special Mention Awards – 2 x students selected for these each fortnight, specific rewards for these students at the end of each term.
- 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 school office. Any child receiving ten class, PBL, sporting or cultural awards from teachers receives an Honour Award from the Principal.
- recognition of students achievements at whole school assembly, daily morning assemblies and the wider community (social media, newsletter and newspaper)
- PBL Reward days
- 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 student 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.

The use of Sentral by Executive staff to record incidents and use of incident slips by all staff has been established to deal with a range of actions and behaviours. PBL also has a framework of Minor and Major Negative Behaviours to guide incident reporting and maintain consistency from staff.

Reflection

Where a student receives an individual major incident or three minor incidents in the course of a school term, they will attend Reflection with the Assistant Principal or Principal. The purpose of Reflection is for the student to reflect upon the behaviour which has led up to this point, discuss ways in which the behaviour can be corrected and engage in restorative conversations with staff and other students if required. Reflection usually takes place during 2nd half lunch or at other times as deemed appropriate by Executive staff. Parents are also notified.

If a student accrues two or more Reflections in a school term, they are prohibited from attending school excursions and PBL Reward activities.

Positive Behaviour Programs

If a student reaches 3 reflections in a school term, they are placed on a Positive Behaviour Program and a Formal Caution letter is sent home to parents. The Positive Behaviour Program requires the student to achieve 3 consecutive days of positive behaviour, without incident, within a 10 day period. Failure to do so will result in a suspension from school.

Individual Behaviour Management Plans:

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

- referral to The Learning & Support 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 and School Learning Support time to work with student.

Suspension and Expulsion

In 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 Positive Behaviour Process. (Refer DET Policy: *Suspension and Expulsion of School Students – Procedures 2011: Information for Parents*)

ATTENDANCE

Strategies for Encouraging Good Attendance

Parents/Caregivers will be informed of attendance requirements at the beginning of each school year and regularly throughout the year via our social media and newsletter. Follow up letters and possible Home School Liaison Officer (HSLO) intervention may occur for frequent unexplained absences. There are reward structures in place to encourage positive individual and class attendance throughout the year.

Recording Daily Attendance

Teachers 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

EVALUATION

Review of the policy and procedures will occur when there are changes to Government Legislation or DoE policy.

This policy will also be reviewed as part of the cyclic review of school policies and procedures, usually every 3 years.