

Beaumont Road Public School



Student Welfare Policy **Incorporating the School Discipline Policy**

Revised February 2017

POLICY STATEMENT

Student Welfare:

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

From: *Student Welfare policy statement, State of New South Wales (Department of Education)*
(1996, updated 2014)

Student Wellbeing:

Our shared understanding of wellbeing:

- is that it is dynamic and integral to learning
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- recognises the importance of developing and shaping the character of the individual
- is multidimensional and interrelated
- takes into account the context of children's and young people's lives and uses both objective and subjective measures
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

From: *The Wellbeing Framework for Schools, NSW Department of Education and Communities, 2015.*

The Beaumont Road Public School community shares a sense of purpose, commitment and fellowship, with student welfare fundamental to the ethos of the school.

The Beaumont Road Student Welfare Policy recognises the intrinsic right of every child to a rewarding and confident school life.

To achieve this end, the student welfare program consists of a wide range of activities utilising developmental, preventative and support strategies.

At Beaumont Road, our goal is to provide effective learning and teaching within a secure, well- managed environment, in partnership with parents and the wider community. The desired outcomes of our student welfare program therefore relate to:

- community participation;
- effective learning and teaching; and
- positive climate and good discipline.

SECTION 1

ROLES AND RESPONSIBILITIES OF STAFF, STUDENTS AND PARENTS/CAREGIVERS

The Principal

The Principal ensures 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; and
- the school discipline policy is regularly reviewed.

Student Welfare Team (SWT)

The Student Welfare Team is comprised of the Principal (or delegate), teacher representatives, support staff and the school counsellor.

The SWT has the responsibility of:

- formulating policy and procedures in student welfare;
- assessing and responding to the issues of targeted students; and
- liaising with the School Education Director, Home/School Liaison Officer (HSLO), District Student Welfare Consultant and Behaviour Team and other authorities with a responsibility in the area of student welfare.

Learning Support Team (LST)

The Learning Support Team is comprised of the Principal, Learning Support Teacher, teacher representatives, support staff and the school counselor, as required.

The LST has the responsibility of:

- assisting in the identification and assessment of students with learning difficulties;
- processing student referral forms;
- working with the Student Welfare Team, school executive, teachers and parents to plan and design appropriate programs for identified students;
- working with regular class teachers on the implementation of specific programs; and
- assisting in the monitoring and evaluation of programs designed for individuals or small groups.

The **Learning Support Team** works in conjunction with the **Student Welfare Team** to identify and support students whose behaviour may be associated with difficulties they are experiencing in their learning.

Teaching and Support Staff

The focus of the school's student welfare program is the interpersonal environment created across the school.

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

- contribute to the provision of a caring, well managed, safe environment for all students, staff and parents;
- demonstrate sensitivity to the particular backgrounds and needs of individuals and groups within the class, including students with additional needs;
- provide a clear and purposeful teaching program based on challenging syllabus content and innovative and varied classroom practices;
- establish a climate of mutual respect, which is based on a warm and courteous relationship with students;

- establish clear routines so that the students respond positively to knowing what is expected of them. This not only promotes a pattern of security but also provides a set of benchmarks for the maintenance of standards, particularly in the complex area of behaviour;
- participate in the teaching and learning process in ways which take account of the objectives of this policy;
- establish sound classroom management practices, including positive recognition and reinforcement of appropriate behaviour;
- implement a social skills program, as needs arise; and
- promote self esteem.

School Counsellor

The School Counsellor works with students who are experiencing difficulty in academic, social or emotional areas, at the request of the teacher, parent and/or the child. The Counsellor also works with Department of Education and Training specialist staff and other support services to assist students and families.

Integration

The Principal and/or executive member of staff co-ordinates programs for students with additional needs who are enrolled in mainstream classes.

Staff with A Specific Support Role (e.g. Learning Support Teacher, teachers' aides)

Staff in this role support effective mechanisms for integrating behaviour management, conflict resolution and assistance for students experiencing difficulties.

Anti-Discrimination Contact Officer (ADCO); Anti-Racism Contact Officer (ARCO)

A member of staff is elected to represent the school community in situations where staff or students have a grievance regarding discrimination (ADCO) or racism (ARCO). The Officer is responsible for informing all staff and students of their rights in relation to discrimination or racism and the correct procedure they should follow when reporting a grievance. Through this practice and educational programs, the school aims to combat all forms of discrimination, harassment and vilification.

Scripture/Ethics Teachers/Co-ordinator

At the commencement of each school year, it is the responsibility of the Scripture coordinator to in-service all scripture teachers participating in the Religious Instruction Program, on the school's behaviour management program. This workshop is conducted to ensure that teachers are familiar with the behaviour management practices adopted by the school and that procedures for dealing with inappropriate behaviour are consistent between classes and across the school.

Students

Students have the responsibility to:

- act according to the discipline code (i.e. school code– see Appendix 3), established by the school community and the Student Charter, developed by the SRC (See Appendix 1);
- contribute to the provision of a caring, safe environment;
- 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 the student representative council; and
- practise peaceful resolution of conflict, as taught through the social skills program.

Parents/Caregivers

Parents/caregivers have the responsibility to:

- participate in the learning of their children and the life of the school, including reviews of student welfare practices and the discipline code via the mechanism of the P & C and/or School Council.
- share responsibility for shaping their children's understanding about acceptable behaviour; and
- work with teachers to establish fair and reasonable expectations of the school, including the right of each member of the school community to be safe and secure at school.

SECTION 2

RECOGNITION OF ACHIEVEMENT

The Beaumont Road school community recognises the value to students of a positive, supportive learning environment. Students' achievements are recognised through praise, encouragement, acknowledgement of own and peers' strengths and achievements and through the school's Award System (see Appendix 2). Emphasis is also placed on developing in students an understanding and appreciation of intrinsic reward, such as having pride in one's own work.

SECTION 3

BEAUMONT ROAD PUBLIC SCHOOL CODE

Our school code, as set out in Appendix 3, are designed to promote good discipline and effective learning. Infractions of this code will result in consequences being applied – see Appendix 5.

SECTION 4

PROCEDURE FOR REFERRAL TO THE LEARNING SUPPORT TEAM AND / OR STUDENT WELFARE TEAM

- Staff members who have concerns about a student's welfare need to first discuss the matter with their stage leader (AP).
- If the matter cannot be resolved, the teacher completes a referral form to the Learning Support Team.
- Discussion and prioritising of referrals will be carried out at the next LST meeting and a course of action will be decided for each case. This may include a recommendation for referral to Departmental services or outside agencies. This information will be communicated to the stage leader and the teacher concerned. The teacher (or supervisor) will seek parental consent for these actions to be undertaken.
- If necessary, some referrals will be passed on to the school counsellor for further action, in which case parental consent will be sought. The school counsellor may report the outcome of these referrals to the LST, the staff member concerned and the child's parent/s.
- If, in consultation with the stage leader and principal, a staff member considers a case to be urgent, then a referral should be made directly to the school counsellor rather than through the LST.
- It is the responsibility of the LST and/or the school counsellor to monitor and reassess the status of each case once it has been referred.

See also Appendix 4 "Procedures for Managing Inappropriate Behaviour".

BEAUMONT ROAD PUBLIC SCHOOL STUDENT CHARTER

We believe that all students at Beaumont Road have the right to:

- ◆ learn and play in a happy, safe environment without being bullied or teased
- ◆ have their feelings respected as long as these feelings do not harm others
- ◆ be different, as long as school rules are followed
- ◆ have their voice heard and acknowledged.

With these rights, we also have the responsibility to:

- ◆ respect other peoples' feelings and property
- ◆ do our best in all school activities
- ◆ be well-behaved

This charter was developed by the B.R.P.S. Student Representative Council in 2000 and reviewed in 2017.

BRPS AWARD SYSTEM

Aim: To encourage, acknowledge and reward all students for their efforts and achievements, working towards each student receiving a school medallion by the end of his/her primary schooling.

Implementation:

1. **Teacher Awards** Students receive Teacher Awards in recognition of their efforts and achievements in all aspects of school life. Teachers are to ensure that the award system is applied consistently and fairly, with all students receiving awards regularly.
2. **Blue Awards** When a child has five Teacher Awards, s/he presents them to teacher, who then:
 - fills out a Blue Award
 - signs and dates the back of each Teacher Award
 - sends child to Principal with the five Teacher Awards and the Blue Award, so that Principal can congratulate child and sign the Blue Award.
3. **Blue Awards - Assembly** Teachers are to mark on a class list each week's recipients. Teachers are to attempt to ensure that all children receive some recognition throughout the year, based on merit. The Blue Awards are to be signed by the Principal. No Blue Awards are to go home unsigned by the Principal.
4. **Gold Awards** When a child has accumulated Three Blue Awards, s/he puts them in the awards box in the foyer for Principal to fill out and present a Gold Award at the next Awards Assembly.
5. **School Medallion** Same procedure as Point 4 applies for the three Gold Awards required for a School Medallion.

Beaumont Road Public School

School Code

BE PROUD	<ul style="list-style-type: none">⇒ Correct school uniform worn with pride⇒ Represent your school with pride⇒ Treat all school property and buildings with care and respect⇒ Complete your school work to the best of your ability
BE FAIR	<ul style="list-style-type: none">⇒ Treat others as you would like to be treated yourself⇒ Everyone has the right to learn⇒ Use conflict resolution skills⇒ Be inclusive and understanding of others.
BE POLITE	<ul style="list-style-type: none">⇒ Be honest, respectful and courteous to everyone⇒ Use appropriate language⇒ Follow requests of and instructions given by school staff and helpers⇒ Move quietly and sensibly around the school
BE SAFE	<ul style="list-style-type: none">⇒ Only enter rooms when a teacher is present⇒ Use play equipment only under supervision⇒ Play gently with others⇒ Be “sun safe”

Beaumont Road Public School Procedures for Managing Inappropriate Behaviour

This formal “Levels” system is an indication of the process the school may go through when managing inappropriate behaviour, rather than a strict system of procedure.

<p>Level 1 Inappropriate behavior is exhibited by student</p>	<p>Teacher may use techniques such as tactical ignoring or simple redirection. This may be sufficient action.</p> <p>Teacher may counsel student asking, for example:</p> <ol style="list-style-type: none"> a. What are you doing? b. What should you be doing? c. Can you do it? d. Do you need my help? <p>If appropriate, teacher decides on course of action:</p> <ul style="list-style-type: none"> - help student(s) resolve the problem - ‘think sheet’ - “time out” in the classroom for the student - removal from setting to another classroom or the Principal’s office - issuing a Yellow Slip <p>Behaviour and action taken, including consequence applied, are to be recorded in the Behaviour Management Log, which each teacher keeps in the classroom.</p>
<p>Level 2 Inappropriate behaviour continues</p>	<p>Teacher consults with Stage Leader to decide on the next appropriate course of action. This may include:</p> <ul style="list-style-type: none"> ⇒ contacting parents ⇒ withdrawal of privileges ⇒ behaviour modification program
<p>Level 3 Problem behaviour persists</p>	<p>Teacher and Stage Leader discuss problem with Principal.</p> <p>A referral is made to the Learning Support Team. At this point, parent(s), School Counsellor and District support personnel may be involved in developing a plan to modify student’s behaviour.</p>
<p>Level 4 Problem behaviour has not been rectified or has escalated; or student is violent or threatens violence</p>	<p>In accordance with DEC Procedures, Principal may suspend or expel student.</p>

As students are placed on Levels parents are encouraged to participate in the various strategies to modify behaviour. They are also informed of the seriousness of a student’s inappropriate behaviour and the possible impact on other students’ safety at school.

In the event of a serious incident, children can be suspended or expelled without progressing through the Levels system.

CONSEQUENCES OF INFRACTIONS OF SCHOOL RULES

When students make inappropriate choices with their behaviour, in the classroom, playground or during extra curricula activities at school or outside the school, possible consequences are:

- time away at class thinking desk, chair or space
- withdrawal from activity
- sending child to 'buddy class'
- behaviour recorded in Behaviour Management Log (red book)
- issuing of Yellow Slip
- referral to Principal
- practising correct behaviour
- time off the playground
- letter of apology
- confinement to a particular section of the playground
- completing activity in own time
- loss of privilege, eg. Inter-school sport
- replacing damaged or lost property
- performing school community service
- loss/suspension of leadership positions
- suspension/expulsion from school

The school places a high value on students representing the school. There is the expectation that students will be well mannered, appropriately dressed and act in a way that will enhance the school's excellent reputation. These children will have shown by their behaviour and attitude at school that they are responsible and deserving of this privilege.

Yellow Slips explained

Yellow slips are issued for infractions to the school rules. They are sent home to inform parents/caregivers that their child has behaved inappropriately and to indicate the consequence that has been applied. All yellow slips are signed by the Principal. We ask that parents/caregivers acknowledge receipt of the yellow slip by signing and returning it to school the next day. This is in alignment with the expectation that parents will also talk to their child about their behaviour.

RELATED DOCUMENTS AND POLICIES

BRPS documents:

Anti-bullying policy
Behaviour management log
Drug policy

DEC/ DET documents:

Student Welfare Policy

The Wellbeing Framework for Schools

Drugs in Schools Policy

Occupational Health and Safety Policy

Personal Development, Health and Physical Education syllabus and support documents

Suspension and Expulsion of School Students Procedures

Protecting and Supporting Children and Young People

Students with Disabilities in Regular Classes: School Support Document 2004