
THE PATCH PRIMARY SCHOOL

Student Welfare

Rationale:

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills. The theme of our student welfare policy is to lead the children towards self-discipline. They have to accept and respect others and need to care for other people and property

Aims:

- Self-discipline should be progressively developed through self-confidence, willingness to accept tasks, ability to act responsibly and to accept the consequences of their actions.
- The development of appropriate social skills should be seen as positive interaction with a group of people, consideration for their feelings, respect for property, courteous behaviour, punctuality and the use of acceptable language.
- Teachers should present a caring attitude, and should be seen as positive role models.
- Teachers, parents and children working together is seen as necessary to provide a consistent approach to promotion of acceptable behaviour.
- In class, children should behave in such a manner as to promote their own and all class member's opportunities to learn. Everyone has the right to an uninterrupted learning environment.
- To promote the rights of children to be safe, there should be rules for the classroom and the yard, which are known by parents, teachers and students. The consequences of ignoring these rules must also be understood.
- Parents should be informed of breaches of repeated behaviour associated with their children. Such information should not be withheld until the situation reaches a serious level, but needs to be reported honestly and regularly, as with progress in all areas associated with pupil development.
- Where possible, the encouragement of positive aspects of behaviour should be stressed rather than the negative ones.
- Class rules will be formulated early in the year and displayed in each class.

Implementation:

- Student Welfare is a shared responsibility between school, home and the community.
- The school will appoint a staff member who will coordinate student welfare across the school.
- The school will adopt a proactive and strategic stance with issues of student welfare, rather than operating in a consistently reactive mode.

- The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy. Refer to: *'Framework for Student Support Services 1999'*.
- The school will endeavour to implement and maintain programs such as: -
 - Buddies
 - Student Awards
 - Drug Education, Sex Education
 - Committing to a whole school program Kidsmatter and Berry Street Education Model to develop resilience, social skills, conflict resolution and problem solving
 - Transition programs
- The school will provide the following support structures: -
 - Monitoring of, and responding to, protracted student absences
 - Trauma Management plan
 - Protocol for Mandatory Reporting
 - Student Support Group's for children in need
 - Bullying Survey of students and school environment.
- The school will also access outside services to provide support for students and staff where appropriate which may include: -
 - Psychologist for psychological and academic assessment
 - Mentors – providing support for 'at risk' children
 - Department of Health and Human Services case managers and support workers
 - Social Workers to provide services such as counselling, social skills and anger management programs
 - Youth agencies
 - Local parent support groups
 - Relevant Department of Education support staff
 - C.A.S.A. [Centre Against Sexual Assault]
 - CAMHS – Child and Adolescent Mental Health Service
 - School Nurse
- The school will endeavour to cater for: -
 - Children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.
 - Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches through the SOCCS referral system
 - Our school will comply with all privacy issues in accordance with current legislation and departmental requirements – see separate Privacy policy.

Student Code of Conduct

- Your responsibilities.
- Your rights.
- Rules and consequences.

The Code of Conduct is included in the Parent Information booklet provide online at the beginning of each year so that parents can go through it with students. Teachers should also go through it with their classes at the beginning of the year and refer to it frequently during the year.

Teacher Interaction/Involvement

- Class discipline – grade rules to be established at the beginning of the year in conjunction with the children.
- Teachers to ensure that they have heard both sides of the story via a restorative practices approach
- Teachers may keep ongoing record of individuals.
- Teachers as positive role models
- Teachers encourage the appropriate behaviour and responses

Student Welfare Book

- Continual offenders will be recorded.
- Parental involvement – appointment or phone call will be made to discuss issues.
- School ground behaviour. Teachers on yard duty need to be visible.

Guidance Officer

- To be involved for serious problems.

Positive Behaviour

To be encouraged through:

- School award at assembly.
- Positive rewards in class.
- Circle Time
- Brain Breaks
- KidsMatter Student Team
- Berry Street Model

Other Procedures

- Prep/Grade 6 buddy system
- Year 5/Kinder program
- Japanese for Kinder students
- Monthly newsletter items and or notices.
- Classroom activities –Circle Time, Safety Plans, Kidsmatter, Smiling Minds Friendly Classrooms, Friendly Kids” etc

Evaluation:

- This policy was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school’s five - year review cycle.

References:

www.curriculum.edu.au/mindmatters
<http://www.sofweb.vic.edu.au/wellbeing/index.htm>

Principal



School Council President

