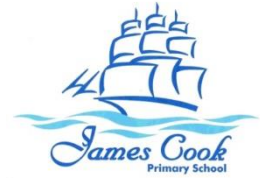


JAMES COOK PRIMARY SCHOOL COUNCIL
WELFARE AND DISCIPLINE POLICY



Rationale:

- The school environment will be a safe place to work and play.
- Each student will have the opportunity to develop his/her potential.
- The curriculum provided will be relevant and appropriate for all children.
- Pastoral care and other strategies will be provided to support students at risk.
- Each student will be responsible for his/her own actions.
- Each child will be expected to respect the rights of others.
- Each member of the school community can expect to work effectively in a climate of respect, courtesy and consideration.
- Parents and students will be encouraged and expected to support the school in its efforts to maintain a positive teaching and learning environment.

The Student Welfare Policy will at all times be a shared responsibility of students, staff and parents and is inclusive of:

- Curriculum content and strategies to support the needs of the individual student. These may include:
 - Integration, Reading and Mathematics Intervention,
 - EAL, peer support, and Personal Development Programs,
 - Early intervention strategies (identifying, assessing and managing students at risk),
 - The Student and Staff Code of Conduct,
 - Classroom and School Playground Management Plans outlining appropriate rules, consequences and incentives.
 - Transition and social skills programs.
 - Health and Physical Education Policy and Programs dealing with drug and harassment issues.
- The Student Welfare Team who prioritises, assesses, supports and refers students with specific needs.
- District Support Services and Agencies.
- Outside School Hours Care Programs

Aims:

- To implement strategies to assist in safeguarding and enhancing the wellbeing of students, staff and parents at James Cook Primary School.
- To develop consistent welfare and student management procedures throughout the school.
- To involve parents in the responsibility for the welfare and management of their children.
- To enable parents, students and staff to increase their awareness of welfare and educational issues, to develop skills and enhance self-esteem.
- To make provision for the resources necessary to implement this policy.

Implementation:

- Implementation of the Student Welfare and Discipline Policy will be the responsibility of the Student Welfare Team monitoring welfare and management issues throughout the school.
- All parents, staff and students are expected to be familiar with and abide the rules and procedures outlined in this policy.
- Classroom and student management plans based on the rights and responsibilities of both students and teachers will be developed, implemented and displayed at the beginning of each year – refer 'Codes of Cooperation'. A copy of each plan, outlining procedural steps and consequences will be sent home to parents for familiarisation. These will also be developed for each module, specialist programs, the playground and administration.

- Proactive processes will underpin the policy, supporting self –esteem programs which are aimed at encouraging positive self-image and self-confidence in students, parents and staff.
- Social Education programs will be developed and implemented to encourage appropriate social interaction between students.
- Opportunities will be provided for staff to attend professional development activities which cater for their needs, the needs of their team and the school. Involvement of students and parents may be appropriate when necessary.
- Students will be referred to specialists and agencies both within and beyond the school as needed.

Prevention:

The following curriculum programs and strategies will be undertaken to assist students in developing social skills, positive relationships and ownership of behaviour.

- Effective teaching and learning strategies which develop an interest and enthusiasm for learning.
- Strategies will take into account different backgrounds, learning styles, strengths and areas of need.
- Co-operative learning will be promoted.
- Rules and expectations followed by logical consequences will be outlined – refer 'Code of Cooperation'. Guidelines and rules will be consistent throughout the school.
- Team building activities will be utilised to build relationships and create an environment to develop awareness, tolerance, respect, inclusion, positiveness and physical / psychological safety.
- Class meetings will be used to deal with issues and to practise / develop social skills.
- Social skills and behaviour management will develop through the implementation of:
 - Personal Development.
 - Recognition for positive participation, displaying appropriate social skills and reaching individual goals. i.e. Student of the Week, positive feedback, stickers, visits to Principal/AP with work, roles of responsibility, and celebration of achievements.

Students with special needs

A Student Welfare Team will be established with the principal, the student welfare co-ordinator and members of Student Support Services staff, including the guidance officer, speech pathologist and visiting teacher service members. Meetings will be held fortnightly (or as required), with the aim of identifying the needs of individual students, teachers and parents. The team will prepare an action plan linking in to service agencies where necessary.

Procedure:

1. A referral will be made to the committee - identifying issues that need addressing.
2. The committee will consider the referral and make recommendations for an action plan incorporating classroom and schoolyard strategies, support service and specialist service recruitment.
3. Parental permission will be needed before any service can be provided.
4. Mandatory reporting issues will be directed to Human Services.

Reporting child abuse

1. Teachers are to treat all suspicions of neglect or abuse seriously.
2. All suspicions are to be reported to the Principal who will review evidence and existing data as presented on the child's welfare history and where necessary, collect further evidence to clarify the situation.
3. A decision will then be made as to the most appropriate legal and supportive way to deal with the report. The Principal may:
 - Request a case conference with the parents.
 - Report to agencies already dealing with the family.
 - Work with external agencies towards prosecution.
 - Report the incident to the Department of Human Services as Mandated in the Mandatory Reporting Policy guidelines.
 - All cases will be documented and kept in a secure, central location.

In cases which are non-reportable but of concern, Student Welfare Team will action:

- Structuring of support networks for the student and the family.
- Ensuring that class teachers are kept informed of ongoing support.
- Documenting ongoing files and support systems which are kept in a secure, central location.

Discipline

Depending upon the circumstances, number and severity of offences, the following consequences may be employed:

In the classroom, a four-phase process will be implemented:

1. Warning - reminder of rules
2. Withdrawn from class group to another space, classroom, module
3. Referred to Principal Class
4. Parent notification

In the module / specialist areas:

Module rules will be developed as a 'Code of Cooperation' and published at the beginning of year based on safety, noise levels, areas out of bounds to students, lining up behaviour and rules for entering / exiting classrooms – see above four-step process.

Playground

- Rule reminder
- Verbal apology
- Written apology
- Restorative dialogue – 'Step Inside'

The problem is..... Why did I do it? Some ways to fix it are..... We plan to.....

What else can I do to fix it besides apologising? We will check with.....to see if our plan is working

In the event of physical violence or offensive behaviour towards others:

- Immediate withdrawal from playground, other staff involved in supportive action, loss of privileges, behaviour agreements.
- Parents will be contacted for a parent / student / teacher / principal conference
- Behaviour Management Plan instigated to support development of positive student behaviour. This may require but is not limited to:
 - Outside agencies and / or support services assistance.
 - Suspension or expulsion - this is considered a last resort when all other strategies have been employed or if the behaviour is considered extreme.

Attendance

All students are expected to attend school every day. Parents are required to notify school when their child is absent. Parents will be notified by SMS immediately when a child is recorded absent in eCases. Meetings may be arranged to discuss underlying issues and develop strategies and a support program to ensure regular attendance for serial absenteeism. Referral to the Welfare Team may be necessary.

Harassment

Harassment is addressed through the 'Anti-Bullying and Harassment Policy' and is consistent with the strategies already identified.

Professional Development

Ongoing Professional Development for staff will support the provision of a relevant and appropriate curriculum for all students, developing skills to facilitate programs for students with specific needs.

Evaluation:

The Welfare and Discipline Policy will be reviewed every three years or as DET mandates and policies dictate.