

Student Welfare Policy



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Statement of Purpose

Vardy's Road Public School is a happy and safe place to learn, where we foster positive values and a caring attitude towards one another and the environment. We achieve this through student and staff welfare programs, which promote harmony and personal growth.

We acknowledge that each member of our school community has a valuable part to play and that we must each fulfil our responsibilities whether as a student, teacher or parent/caregiver.

The Vardy's Road purpose is based on the principle that a student's development is a shared responsibility between teachers, students and families. Consistency is a key element of achieving success.

The purpose of our Student Welfare Policy is to provide a clear code of conduct for the use of all adults and students at Vardy's Road. It reflects the values and principles that we consider to be important for our school. The policy will be reviewed every two years in consultation with the school community; the next review will be conducted in 2016.

A Whole School Approach to Student Welfare

Vardy's Road is a Positive Behaviour for Learning school

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative that employs a whole school approach to address behaviour. PBL encourages positive behaviour from students within a values-based system. It also reduces the impact that problem behaviour has on student outcomes and on the school community as a whole. PBL has been shown to improve students' self-concept and motivation to learn.

At Vardy's Road we are learners with values.
We show **respect**, take **pride** and live **safely**.

Vardy's Road Expectations

- Students are to show **respect** to teachers, staff, and community helpers at all times by abiding by the class rules and school expectations, speaking courteously and following instructions cooperatively.
- Students are to show self-**respect** and meet their learning responsibilities to themselves as well as respecting the rights of fellow students, teachers and community members.
- Students are to **respect** property belonging to themselves, the school and to others.
- Students are to take **pride** and come prepared for lessons. They should be punctual and attend school regularly.
- Students are to take **pride** in the wearing of school uniform. The school community has decided that our school will maintain high standards in dress and that students will adhere to uniform requirements.
- Students are to act in a **safe** way. Expected behaviours for safety are taught explicitly and students have the responsibility to ensure that their actions do not cause injury or harm towards themselves or to others.

PBL expectations are taught explicitly for school-wide, non-classroom and classroom settings. Targeted interventions are also introduced on a needs basis. The Student Conduct Code outlines these expectations.

Core Values

Together with the State Government, Vardy's Road recognises the importance of embracing the core values of the Australian community. These values represent the aspirations and beliefs of the community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society.

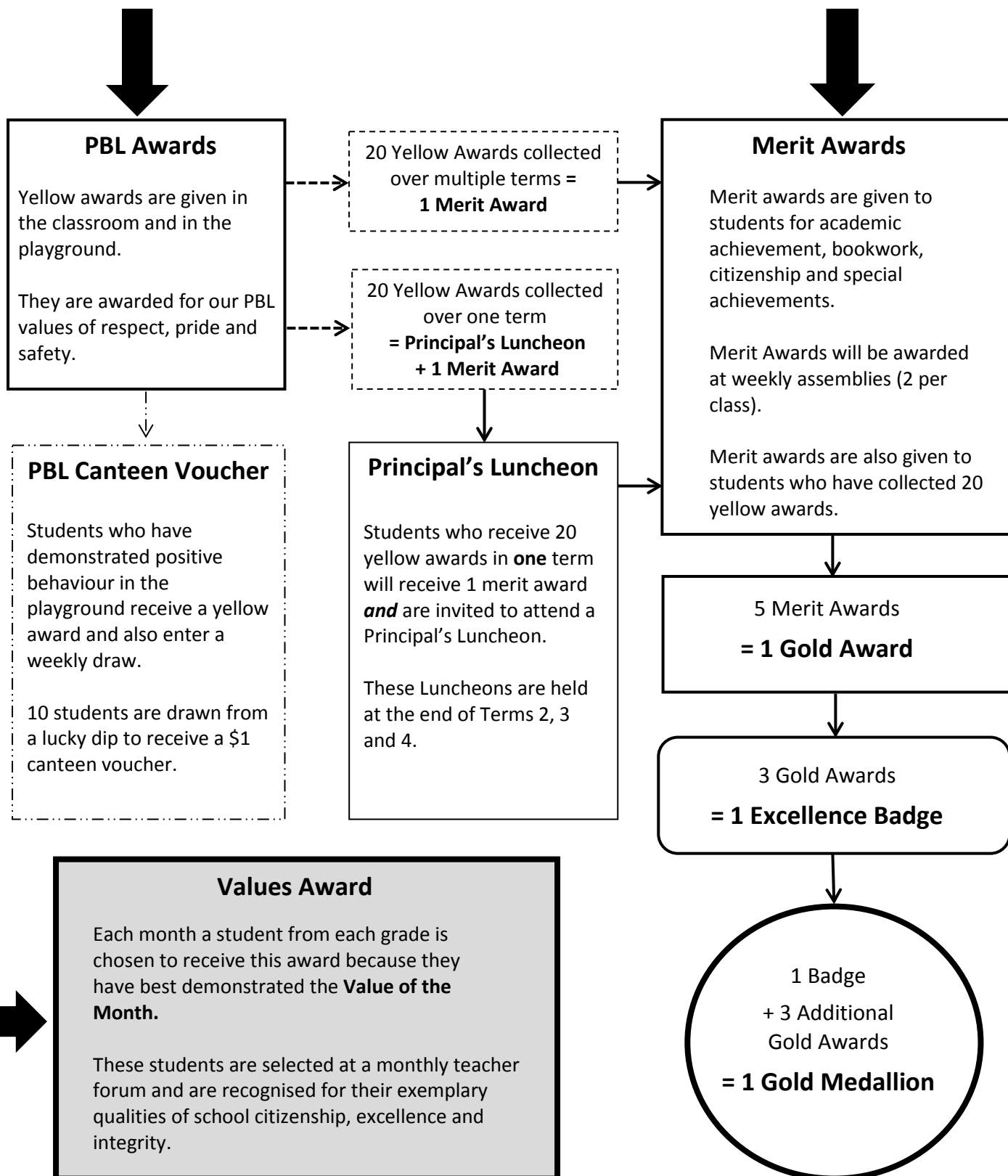
The following values have been selected by the Vardy's Road school community to be explicitly taught as part of our expected student behaviour and are recognised each month with a Values Award.

Value of the Month		
February Term 1, Week 6	Respect	Having regard for yourself and others and accepting the right of others to hold different or opposing views
March Term 1, Week 9	Resilience	Developing coping skills for the times in life when things go wrong
April Term 2, Week 3	Responsibility	Being accountable for your actions
May Term 2, Week 6	Co-operation	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict
June Term 2, Week 9	Excellence	Striving for the highest personal achievement in all aspects of schooling
July Term 2, Week 3	Democracy	Encouraging tolerance, compassion and respect for different races, religions, cultures and genders
August Term 3, Week 6	Integrity	Adherence to moral and ethical principles and being of sound moral character; honesty
September Term 3, Week 9	Fairness	Being aware of social justice issues and opposing prejudice, dishonesty and injustice
November Term 4, Week 6	Honesty	Being consistently honest and trustworthy
December Term 4, Week 9	Caring	Acting with compassion and empathy

School Awards System

Strategies and Practices to Recognise Student Achievement

At Vardy's Road Public School, positive behaviour that reflects our school expectations is recognised through our Awards System. This system includes yellow awards and merit awards which accumulate during a student's time at Vardy's Road.



Systems of Support and Intervention

Students at Vardy's Road Public School have a range of needs, e.g. behavioural, academic, social, emotional and physical. These needs are supported by:

Classroom Teacher

- Discuss concerns with supervisor to identify patterns of behaviour/need
- Consider existing support and possible adjustments – including the structure of routines, the environment and explicit teaching to meet needs or replacement behaviour
- Contact parents/caregivers to discuss issues
- Provide all available data and information related to the student to the Stage Supervisor for referral to the Learning Support Team (LST)

Learning Support Team

(Principal, LST Coordinator, Learning and Support Teacher (LaST), Stage Supervisors, Counsellor and Chaplain)

- Consider all available data and information related to the student and the behaviour/need
- Consider other relevant people who may assist including the LaST, Chaplain, Counsellor and outside agencies
- Consider existing school wide systems and practices. Plan, implement and review any adjustments
- Consider application for group/whole school support

School Counsellor

- Works in collaboration with the LST Coordinator to make classroom observations, speak to parents/caregivers, assess students, liaise with outside agencies and apply for support e.g. integration funding, health or vision support as necessary

District Guidance Officer

- Considers requests and signs applications if the services requested are deemed appropriate
- Signs a Disability Confirmation Sheet when funding requests are made

Student Behaviour Management Steps – The Levels System

At Vardy's Road Public School we have a levels system for managing unacceptable behaviour. There are 5 levels within this system. Whilst the intent is to correct student behaviour, students may escalate through these levels or skip levels depending on the severity of the behaviour.

The Levels

Level 0	Isolated or occasional/minor behaviour problems in the class and/or playgrounds
Level 1	Occurs when a student receives 3 Green Cards within 10 school days
Level 2	Occurs when a student receives 3 Green Cards whilst on Level 1
Level 3	Occurs when a student receives 3 Green Cards whilst on Level 2
Level 4	Suspension procedures occur when a student receives 3 Green Cards whilst on Level 3

Elements of the Levels System

Care Card (white)	For minor behaviour issues To be signed by parent/caregiver and returned to school
Green Card	For major behaviour issues To be signed by parent/caregiver and returned to school
Reflection Room	Time out room at lunchtime with Executive
Sentral Welfare	Centralised student records database

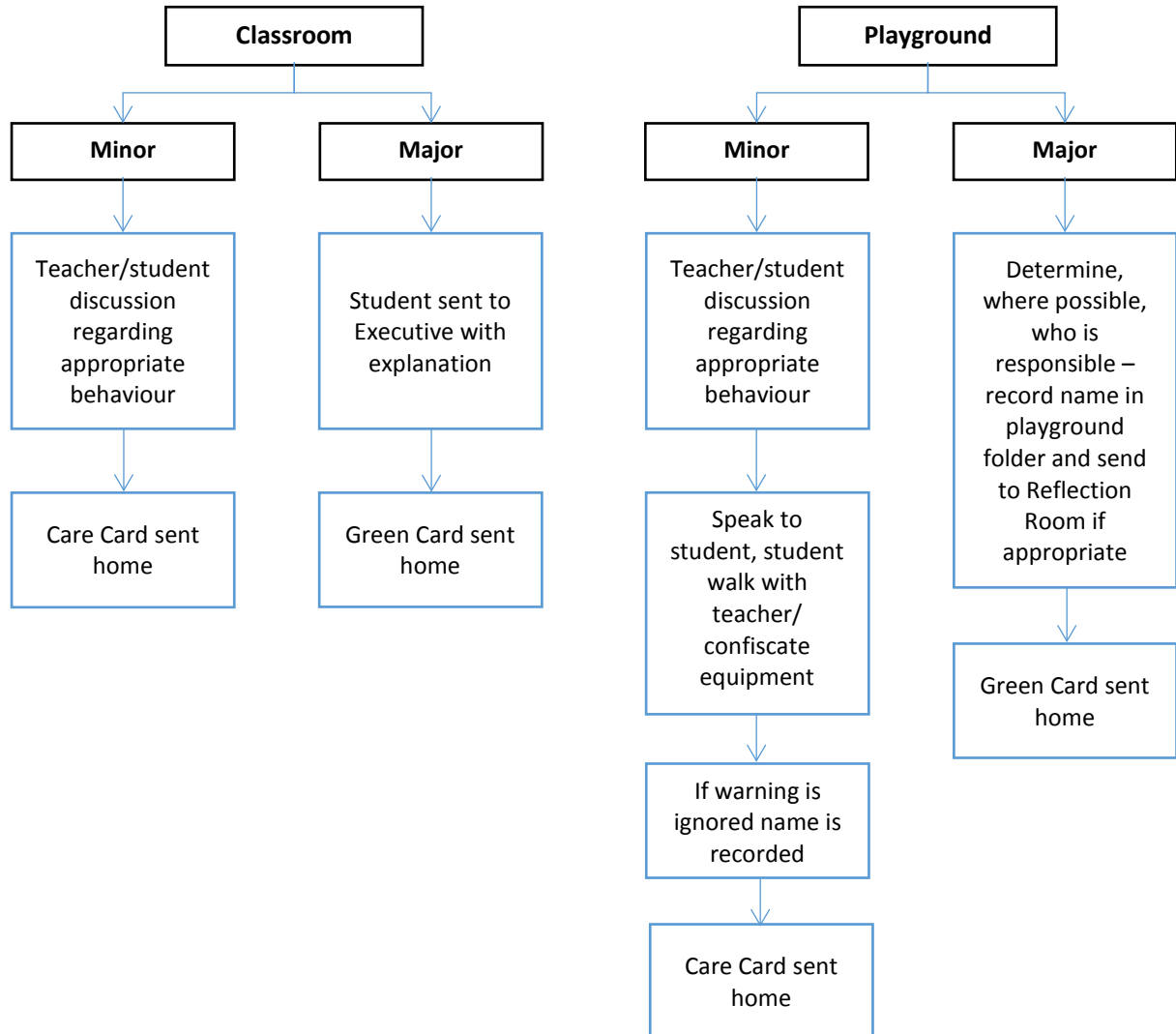
- The levels system does not remove a teacher's obligation to maintain their own discipline. It is designed to support the teacher when further disciplinary steps are needed.
- The Principal or delegate in their absence has the right to place a student on any appropriate level, to remove privileges or to initiate procedures for the suspension/expulsion of a student if the behaviour is intolerable.
- If the student's behaviour is considered extreme, after consultation with an executive member, the student may be immediately placed on 5 days of time out and escalate to the next level.
- Any student with a prohibited drug or weapon brought to the school is immediately suspended.

Time Out Procedures

- Executive staff are rostered to take time out duty in the Reflection Room on a rotational basis.
- Students must report to the Executive member on duty as requested. If a student arrives late or fails to arrive, time out may be extended by one day each time.
- Students must attend time out for the full designated time.
- A record is kept in the Reflection Room folder of all names, dates and reasons for placement on time out.
- Discussion takes place to develop a student's ability to make better choices in the future.

Level 0

Isolated or occasional/minor behaviour problems in the class and/or playground



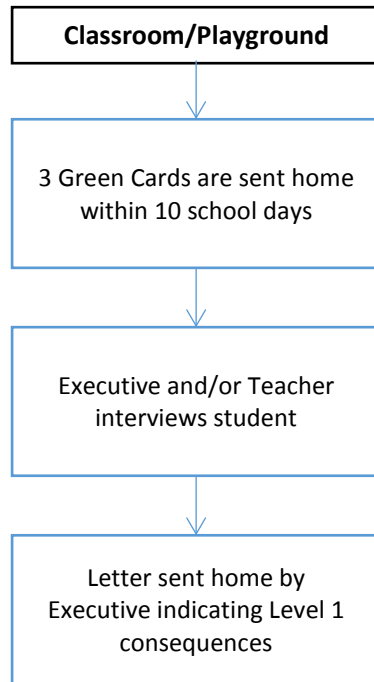
Documentation:

- Care Card/Green Card sent home, to be signed by parent/caregiver and returned to school
- Record on Sentral Welfare. Classroom incidents by Teacher; playground incidents by Executive

Level 1

Occurs when a student receives 3 Green Cards within 10 school days

Level 1 lasts 5 lunchtimes



Documentation:

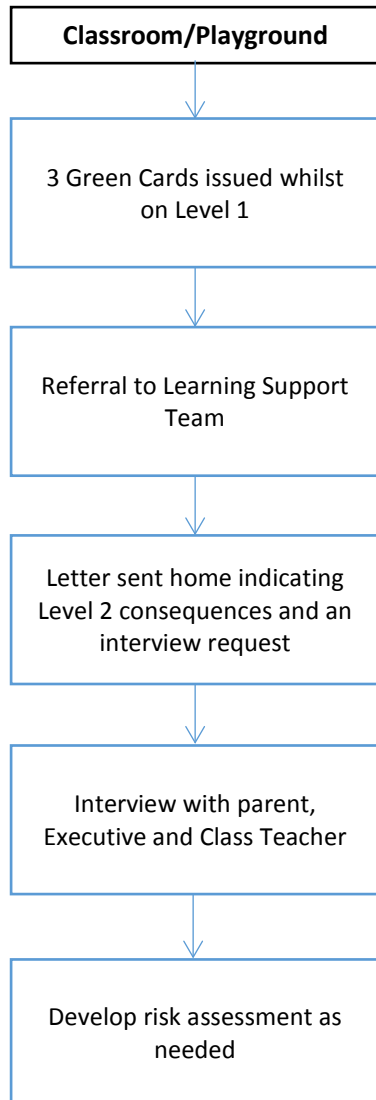
- Green Cards sent home, to be signed by parent/caregiver and returned to school
- Letter sent home and copy retained in student file
- Record on Sentral Welfare by Executive

Consequence:

- 5 days of time out from playground spent in the Reflection Room with an Executive
- Note: If a student reaches Level 1 for a second time the same consequence applies with the additional consequence of loss of PSSA and/or school representation privileges

Level 2

Occurs when a student receives 3 Green Cards whilst on Level 1



Documentation:

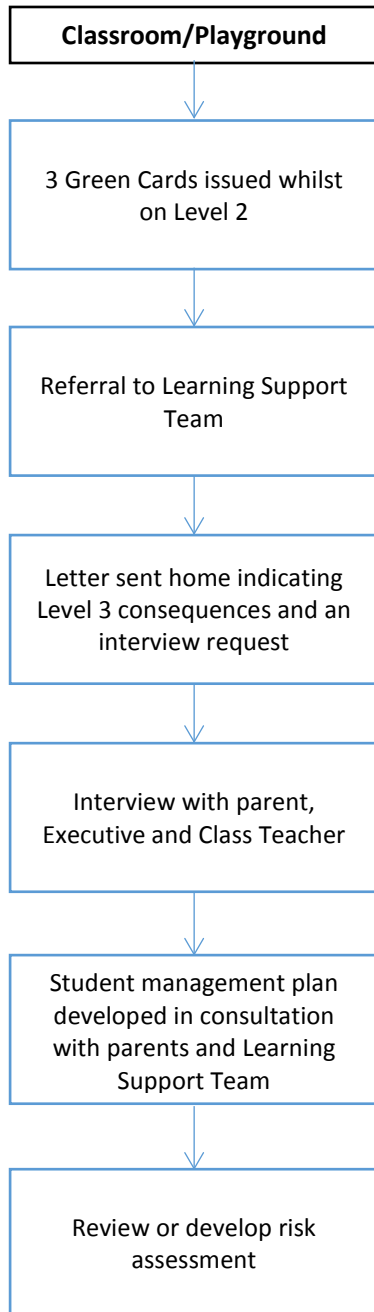
- Green Cards sent home, to be signed by parent/caregiver and returned to school
- Letters sent home and copy retained in student file
- Document possible risk assessment
- Record on Sentral Welfare by Executive

Consequences:

- Interview with parent and student by Executive and Class Teacher
- Complete 5 additional school days time out
- During the 5-day period, excluded from any special school activity, including PSSA, at the discretion of the Principal
- Placed on daily behaviour report sheet until behaviour is acceptable

Level 3

Occurs when a student receives 3 Green Cards whilst on Level 2



Documentation:

- Green Cards sent home, to be signed by parent/caregiver and returned to school
- Learning Support Team documentation – referral and Student Management Plan
- Letters sent home and copy retained in student file
- Record on Sentral Welfare by Executive

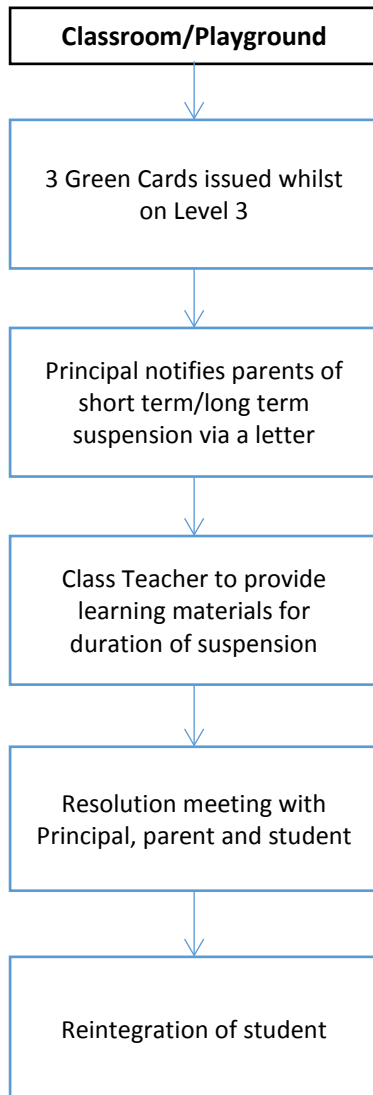
Consequences:

- Interview with parent and student by Executive and Teacher
- Complete 5 additional school days time out
- Possible withdrawal from classroom
- Withdrawal from all selected school activities during the 5-day period
- Placed on daily behaviour report sheet until behaviour is acceptable

Level 4

Suspension procedures occur when a student receives 3 Green Cards whilst on Level 3

At any stage, a student may be placed on a suspension without having escalated through the levels



Documentation:

- Green Cards sent home, to be signed by parent/caregiver and returned to school
- Student management plan revised by Learning Support Team
- Suspension letter sent home
- Record on Sentral Welfare by Executive

Consequences:

- Short/long suspension
- Possible partial enrolment after long suspension
- Possible support class placement
- Possible expulsion

Anti-Bullying Plan

Students have the right to expect to learn in a safe, happy environment free from the fear of bullying, harassment and intimidation. These behaviours must be taken seriously and are not acceptable in any form.

As a school community we have a shared responsibility to create a safe and happy environment. In this school, inappropriate behaviour that gets in the way of teaching and learning cannot be accepted. Students, teachers, parents/caregivers and members of the wider community will not allow cases of bullying to go unreported but will speak up.

Bullying can be defined as intentional, **repeated behaviour** that causes distress, hurt or undue pressure. Bullying can involve all forms of harassment, humiliation, domination and intimidation.

Bullying can be verbal, physical, social or psychological.

Bullying Behaviours

- Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS, email messages or other forms of communication and media, inappropriate use of camera phones

What can we do to effectively deal with bullying?

At Vardy's Road, we promote positive relationships that respect and accept individual differences and diversity. Each member of our school community can assist in the following ways:

Staff

- Support students in all aspects of their learning
- Model appropriate behaviours in words and actions at all times
- Be observant of signs of distress in students or suspected incidents of bullying
- Patrol and supervise actively on playground duty
- Explicitly teach the skills students need to understand, recognise and respond positively to a bullying incident, including responsibilities as bystanders or observers
- Support victims of bullying
- Implement behaviour management programs for the 'bully'
- Provide parents/caregivers and students with clear information on strategies that promote appropriate behaviour and outline the consequences of inappropriate behaviour
- Follow-up complaints of bullying, harassment and intimidation quickly and efficiently

Students

- Behave appropriately, respecting individual differences
- Refuse to be involved in bullying situations
- Tell an adult if they are being bullied or observe bullying
- React assertively using strategies taught in class
- Refuse to retaliate
- Use the S.T.A.N.D. approach – refer to Appendix

Parents/Caregivers

- Support their children in all aspects of their learning
- Watch for signs of distress
- Advise or inform the school personally of bullying concerns
- Discourage retaliation and support their children in developing positive responses to incidents of bullying

Reporting

Due to the nature of bullying, reporting an incident is often difficult for a student. All students must be assured that they are safe and that only by speaking up can the behaviours be stopped. All reports will be acted on. Students or parents/caregivers can speak to class teachers, Executive staff or the Principal.

All reports will be referred to the Executive to manage. Documentation related to investigations will be kept as part of student welfare records on Sentral Welfare.

What will the school do if bullying occurs

1. Interview all parties involved
2. Provide support for the victim
3. Discipline the bully appropriately according to the Student Welfare Policy
4. Inform parents/caregivers of the incident
5. Develop behaviour modification programs, seek counsellor or agency support as required
6. Apply Departmental consequences, e.g. suspension, in cases of severe or repeated bullying

Monitoring and Evaluating

Records of playground behaviours and Reflection Room records will form the basis of a monitoring system. Details of inappropriate behaviours, time of day, place, gender and grade of the offending students all assist in ongoing monitoring. At any one time, significant changes or lapses in behaviour can be identified and acted on quickly.

Students' feelings about school will be measured in annual surveys.

Vardy's Road Public School
Make A
S.T.A.N.D.

Stay Calm



Try To Ignore

Hey You!

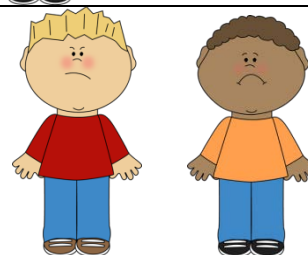


Ask Them To Stop



STOP!

Never Fight



Duty Teacher

