

Student Welfare Policy

Modified 2013

This policy is to be read in conjunction with NSW Department of Education and Training: Student Welfare Policy Statement - 1996, and with the two companion documents: Student Welfare-Developing School Policies and Programs and Student Welfare-Developing and Maintaining Effective Discipline. It also encompasses the current NSW Department of Education and Training perspectives covering Aboriginal Education, Gender Education, Multicultural Education, Student Welfare Policy, Anti-bullying Policy, Suspension & Expulsion of Students Procedures, Anti-racism and Values in NSW Public Schools.

Rationale

Australian society accepts that parents and families have the prime responsibility for the welfare of their children. Ruse Public School shares that responsibility with the general community and a range of the community's social institutions. In sending children to this school, parents/guardians rightly expect that the students will learn in a caring community concerned for their welfare.

Every staff member at Ruse Public School has a responsibility for student welfare.

Aims

Through its Student Welfare Policy, the school aims to help its students develop:

- A sense of enjoyment and satisfaction from learning;
- An ability to communicate effectively;
- A coherent set of values to guide behaviour;
- A sense of personal and social responsibility for actions and decisions;
- A sense of personal dignity and worth;
- Self-reliance and resilience;
- A sense of cultural identity;
- A feeling of belonging to the wider community;
- A caring attitude towards others;
- An ability to form satisfying and stable relationship.

Policy Components

There are four major interrelated components of the Student Welfare Policy:

1. Student Support Programs
2. Learning Support Programs
3. Merit Systems
4. Discipline Systems

These systems are supported and overseen by the Learning Support Team and the Student Welfare Committee, with the Principal and Assistant Principals being members of both committees.

MERIT SYSTEMS

Our merit system seeks to identify and reward students who are seen to be setting exceptional examples to others in the school community. A student will receive recognition for a wide variety of reasons. These include:

- Making a valuable contribution to activities taking place within the school.
- Initiating some activity or scheme of practical benefit to the school.
- Diligence in class work and assignment work.
- Citizenship.

There are several different levels of recognition:

<i>What</i>	<i>When</i>
<u>Class Systems</u> Class based rewards Certificates: Star awards, Academic Astronaut, Ruse Rocket, Super Nova	Ongoing
<u>Principal's Awards</u> Principal's Certificate Hall of Fame	3-6 Assembly K-2 Assembly Pictures mounted on Hall of Fame wall in the Administration Office.
<u>Assemblies</u> K-2 Assemblies 3-6 Assemblies K-6 Assemblies K-6 Morning Assemblies	Fridays 2.00 pm Fridays 2.00 pm (see Special Assemblies) Monday mornings
<u>Special Assemblies</u> <u>Badge Assembly</u> (K-2) Captains and Vice-Captains, Peer Mediators, SRC, Library Representatives <u>Recognition of Achievement Assembly</u> <u>Principal's Assembly</u> Gold, Silver & Bronze Awards <u>Presentation Day</u> Academic, sporting awards.	Early Term 1 Terms 1, 2,3 and 4. Term 4. Term 4.

DISCIPLINE SYSTEM

This policy contains information about the school rules, values, student's rights and responsibilities and how the Discipline System of Ruse works.

School Rules

These are a combination of core rules which apply to all public schools in NSW and rules originating from collaboration between members of the school community (students, teachers and parents).

School Values

Our school values are also a result of collaboration between members of the school community (students, teachers and parents).

Rights & Responsibilities

All students and teachers have rights. All students and teachers have a responsibility to respect the rights of others (students, teachers and visitors).

Disco/Movie/Bowling ticket

Every child who has not been referred to the reflection room(red level) will receive a ticket to the school disco at the end of each term and the special reward movie/bowling event at the end of the year.

Social Skills Program

Students who are identified as being at risk, due to their continued poor behaviour on the playground may be nominated for inclusion in a Social Skills Program in the structured play area.

Special Events/ PSSA/ Excursions (Excluding Reward Activities)

Students placed on orange level (5 days) or red level will be excluded from special events outside the classroom, PSSA and excursions whist on these levels.

Suspension and Expulsion

Students may be suspended from school depending on the severity of an incident or, if inappropriate behaviour continues, despite the implementation of various discipline programs.

Students may be expelled from school depending on the severity and nature of an incident or if inappropriate behaviour continues despite the implementation of various discipline programs and the suspension process. Students returning from suspension will be expected to attend the counselling room and/or may be placed on an individual behaviour plan.



Ruse Public School

Behaviour Levels and Consequences -Teachers

	Behaviour	Action	Consequence
Long Suspension	Repeated short suspensions Possession of a weapon/illegal substance, serious physical violence, persistent misbehaviour	Immediate referral to executive/principal	Up to 20 day suspension See short suspension
Short Suspension/ Warning of Suspension	Repeated red level offences Persistent non-compliance Swearing at a staff member Leaving the school grounds Violence causing injury Serious graffiti/property damage Serious threats against students/staff- resulting in violence Serious theft	↓	Up to 4 day suspension LST referral Individual behaviour plan Individual behaviour plan Risk management plan(if required) Exec to decide on time in reflection room
Red Level	Following Red Level Reflection	One week contract (monitoring of behaviour-no reflection room)	Monitoring of behaviour by class teacher and executive
	Whilst on Red Level contract another red /orange level behaviour	Executive referral	Extension of red level OR suspension
	Bullying involving violence Violence/serious aggressive behaviour Serious behaviour that causes undue disruption to whole class learning Serious inappropriate behaviour which causes humiliation Repeated orange level offenders (refer to executive)	Class /Playground teacher completes referral form ↓ Executive Referral	5 days reflection at lunch and recess and Executive+Class teacher decision for indiv behaviour plan and LST referral (No participation in special in school or out of school events/PSSA while on red level or on red level contract, this excludes school sporting carnivals as they are compulsory school events) No reward disco
Orange Level	Theft Serious or ongoing bullying Inappropriate use of technology Aggressive behaviour Damaging school property (minor) Verbal abuse/swearing/gesturing directed at a student Serious threats against students/staff (no violence)	Class /Playground teacher completes referral form ↓	5 days reflection lunch <i>(Supervisor /CT - Parent Phone Call/meeting may be required)</i>
	Racist and sexist comments/harassment Inciting violence Minor theft Tackling, wrestling, barging Offensive language and gesturing Repeated white level referrals (refer to executive) Inappropriate behaviour which causes humiliation Consistent low-level behaviour which disrupts class learning. Repeated failure to comply with teachers instructions within a reasonable time frame Serious threats against students/staff(no violence)	Executive signs & discusses with CT ↓	3 days reflection lunch If letter not sent home, class teacher to contact parent Restorative Justice practices.
White Level	Persistent low level bullying Minor vandalism Minor Aggressive behaviour Failure to comply with teachers' instructions within a reasonable time frame Low level teasing/verbal abuse Note: This list identifies some behaviours. Other behaviours not listed will need appropriate consequences negotiated between class teacher, supervisor and/or principal	Class teacher /playground teacher completes referral form ↓ Executive signs <i>Reflection room may be used by class teachers for class time out, but class teacher must be present for the reflection</i> <i>If other areas of the school are used for time out, teacher MUST supervise students.</i>	Implement management strategies eg. Time out/Walk with Teacher, <u>Teacher</u> Detention, redirection, Class teacher to contact PARENT after 3 BEHAVIOUR REFERRALS If incident occurs on bell-time implement appropriate strategy at next break Incidents logged onto sentral <i>If behaviour is not modified and continues, discuss referrals with executive</i>
	Minor behaviours are to be dealt with by teachers , eg. out of bound, pushing/shoving, unsatisfactory completion of work, not responding to bells.	<i>Teachers may implement management strategies as they see fit, it is not necessary to record this on a referral.</i>	

INDIVIDUAL BEHAVIOUR PLANS SUPERCEED ALL LEVELS AND CONSEQUENCES

<i>Rights & Responsibilities</i>	<i>Values</i>	<i>School and Core Rules</i>
* I have a right to be happy and treated with understanding and a responsibility to allow others to be happy and be treated with understanding.	*RESPECT *INTEGRITY	* be kind to others * courtesy to others * report playground incidents *
* I have the right to be treated with respect and politeness and a responsibility to treat others with politeness and respect.	*RESPECT * COOPERATION *RESPONSIBILITY	* be kind to others * courtesy to visitors * report playground incidents * do as asked by all members of the school community.
* I have right to an opinion a responsibility to allow others to have an opinion.	*RESPECT * COOPERATION *RESPONSIBILITY * INTEGRITY	* be kind to others * considerate positive behaviour
* I have the right to be safe and a responsibility to allow others to be safe.	RESPECT * COOPERATION *RESPONSIBILITY	* be in the right place at the right time * use the gates not the car park
* I have a right to expect my property to be safe and a responsibility to ensure that the property of others is safe.	*RESPECT * RESPONSIBILITY	* care for property belonging to self and others
* I have a right to learn without distraction and a responsibility to allow others to learn without distraction.	*PARTICIPATION * RESPECT *RESPONSIBILITY	* follow class rules * respect others * be kind to others * speak courteously to others * be prepared to learn everyday.
* I have right to a healthy lifestyle and a responsibility to allow others to have a healthy life style at school	*RESPONSIBILITY * COOPERATION	* follow class rules * do as asked by all members of the school community.
* I have a right to a clean well-maintained school and allow others to have a clean well-maintained school.	*RESPONSIBILITY *COOPERATION	* treat the school environment with respect * follow playground rules * care for property
* I have a right to a safe school and a responsibility to allow others to be safe.	*RESPECT * COOPERATION * RESPONSIBILITY	* be in the right place at the right time * use the gates not the car park * report playground incidents * respect others.
* I have a right to expect support from the community and a responsibility to support them.	RESPECT * INTEGRITY	* be kind to others * do as asked by all members of the school community. * courtesy to others.
*I have a right to be helped to learn self-control and a responsibility to show self control.	*RESPECT * INTEGRITY	* treat one another with dignity and respect
* If I fulfil my responsibilities my rights should be fulfilled.	*PARTICIPATION * RESPECT *INTEGRITY	* follow school and core rules * treat one another with dignity and respect.

STUDENT SUPPORT PROGRAMS

Student Leaders

Each year students Grades 1-5 elect School Leaders (prefects). The leadership is made up of 2 captains, 2 vice-captains, 2 SRC leaders and 4 prefects.

SRC

The Student Representative Council meets monthly to discuss student matters. Representatives (2) are elected from all classes except Kindergarten. The students on the Council represent their class members and bring useful ideas to the council for school improvement.

Child Protection

Child Protection is a mandatory part of the school curriculum.

Drug Education

Drug Education is a mandatory part of the school curriculum and is supported through specific teaching programs.

Behaviour Programs

Special behaviour programs are implemented through teachers and the intervention of the Learning Support Team.

Anti-Bullying

Anti-Bullying is an important part of our policy and teaching programs. We have anti-bullying pamphlets as part of our enrolment package.

ARCO (anti-racism)

Anti-racism is an important part of our policy and teaching programs. We also have a specially trained staff member whose job it is to investigate and resolve complaints.

Structured Play Area

A special play area supervised by a teacher and teacher-aides for students involved in behaviour counselling and other students wishing to play in a more structured environment.

LEARNING SUPPORT PROGRAMS

Learning Support Team

A committee made up of the Principal, Support Teacher Learning Teacher (STLA), ESL Teacher, School Counsellor and classroom teachers meet on a fortnightly basis to discuss subjects such as learning difficulties, gifted & talented, funding integration, behaviour problems and referral to special programs and classes.

Home Reading

All students are expected to read as part of their homework. Students with a reading level less than 30 (this would include most students from K-3) are monitored in their reading of graded texts supplied by the school.

LAST Support (Learning and Support Teacher)

The school receives an allocation for a learning and support teacher (LAST)

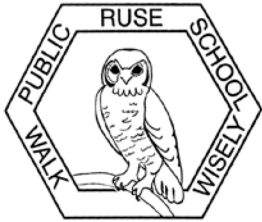
School Counsellor

School Counsellors can assist students experiencing a range of academic, emotional, social and behavioural problems by providing services such as counselling, administration of psychological tests, consultation with parents, teachers, DET specialist staff and outside agencies and requesting assess to support services.

The school counsellor, Alissa Quayle, is at Ruse 3 days per fortnight during the school term. Parents are welcome to make contact with the school counsellor to discuss any problems their child is experiencing. A child may also be referred to the school counsellor by their teacher. If this is the case, parents will be contacted so that they may give consent for counselling to occur.

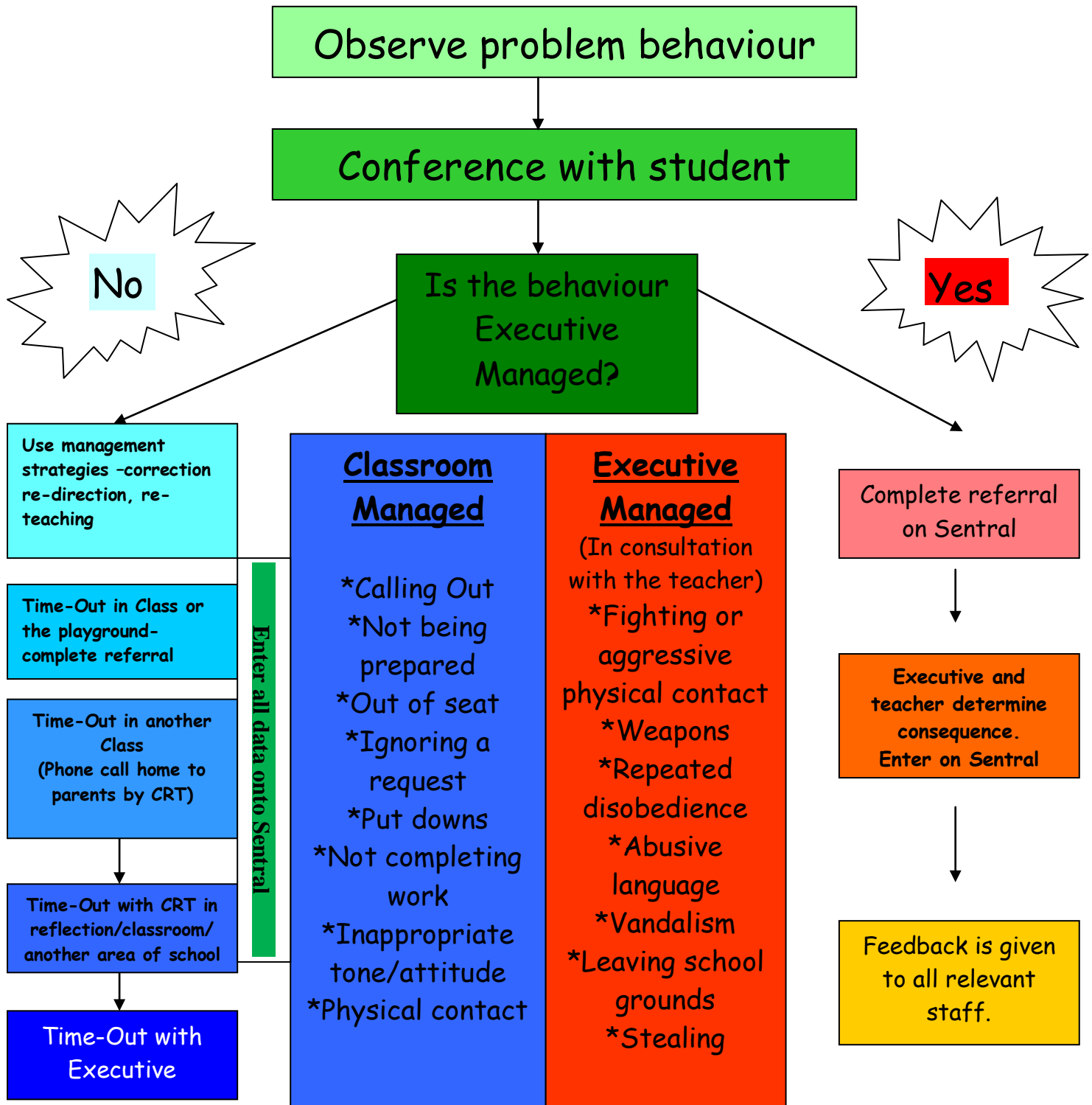
National Assessment Program Follow-up

Each year the STLA teacher provides support for students who were identified through the National Assessment Program Test as needing extra support. These students are identified by the Learning Support Team and have learning programs developed to support their needs.



Ruse Public School

Dealing with Minor and Major Problem Behaviour



Process for dealing with Minor and Major Behaviour in class.

Time Out In Class

Time Out in another class

Time Out with Class teacher

Time Out with Executive

