

STUDENT WELFARE POLICY AND PROCEDURES

1. School Culture, Values and Support

The school actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our extension/support programs and provision of the Multi-Lit program provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our pastoral and mentoring programs are tailored to address students' personal and social learning at various stages of their education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Junior School Council, the house system and the role of the school leaders. Students receive added support in their learning through agencies such as Creswick Community Centre and the Department of Human Services. Student well-being (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Well-being Team which includes the DEECD Psychologist and Speech Therapist.

Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets.

Attendance is monitored daily, and followed up by the Principal. Attendance meetings are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

The School values student, parent / carer input into its operations and curriculum offerings and seeks feedback through the Student Attitudes to School survey, Parent Opinion survey, and from parent representatives on School Council and Parents' Club. The School Council provides financial assistance and encouragement to the Parents' Club in our efforts to build a sense of community.

2. Rights and Responsibilities:

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying (including cyber bullying) and Harassment Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural Policy).



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Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: - Preparedness: to engage in and take full advantage of the school program - Effort: to do their very best - Self-discipline to ensure a cooperative learning environment and model school values - Team work - Follow the school values of Persistence, Respect, Initiative, Determination & Excellence	- Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs - Support their child in their preparedness for the school day and in the provision of a supportive home environment - Monitor their child's school involvement and progress and communicate with the school when necessary - Are informed and supportive of school programs and actively participate in school events/parent groups	- The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students - The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success



<p>Attendance</p>	<p>All students are expected to:</p> <ul style="list-style-type: none"> - Attend and be punctual for all timetabled classes every day that the school is open to students - Be prepared to participate fully in lessons - Bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> - Ensure that enrolment details are correct - Ensure their child attends regularly - Advise the school as soon as possible when a child is absent - Account for all student absences - Keep family holidays within scheduled school holidays - Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> - Proactively promote regular attendance - Mark rolls accurately and follow up on absences - Identify trends via data analysis - Report attendance data in the school's Annual Report - Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> - Take responsibility for their learning and have high expectations that they can learn - Take responsibility for their behaviour and its impact on others - Model the schools core values of diversity, achievement, responsibility and endeavour - Comply with the school's Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> - Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations - Communicate with the school in regards to their child's circumstances - Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will:</p> <ul style="list-style-type: none"> - Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well- being of every child focusing on pro-social behaviours in curriculum content - Employ whole-school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues - Consistently apply its Behavioural Policy through a shared understanding and only exclude students in extreme circumstances. The school recognises that

			for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion
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5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole-school practices include:

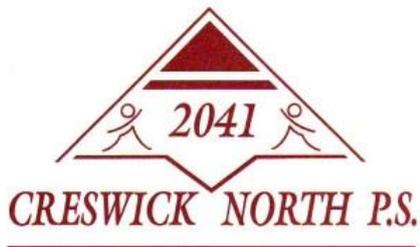
- ❖ Establishing predictable, fair and democratic classrooms and school environments
- ❖ Ensuring student participation in the development of classroom and whole-school expectations
- ❖ Providing ILPs (Individual Learning Programs) where appropriate for individual students
- ❖ Consistently acknowledging all students
- ❖ Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making.
- ❖ Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be addressed through a staged response, including:

- ❖ Understanding the student’s background and needs
- ❖ Ensuring a clear understanding of expectations by students, parents/ carers and teachers
- ❖ Providing consistent school and classroom environments
- ❖ Scaffolding the student’s learning program
- ❖ Engaging in “Restorative Practices”

Broader support strategies will include:

- ❖ Involving and supporting the parent/carer
- ❖ Involving the Principal/ Assistant Principal and /or Student Engagement and Well-Being Coordinator, and guidance officer where appropriate
- ❖ Mentoring and /or counselling
- ❖ Convening SSG (Student Support Group) meetings
- ❖ Developing individualised learning, behaviour or attendance plans
- ❖ Providing broader educational programs (excursions, camps)
- ❖ Involving community support agencies
- ❖ Contact with the Regional Office



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Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- ❖ Withdrawal of privileges
- ❖ Use of behaviour and attendance sheets to monitor behaviour
- ❖ Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- ❖ Time out of play: teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to time out. Parents will be informed of the time out

When considering suspension or expulsion, the School follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX B: MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- ❖ Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child – ‘you can succeed’ and ‘I will help you do that’”.
- ❖ To be familiar with and implement the following two documents: “*Protocols for Maintaining an Orderly Learning Environment*” and “*Learning Environment: Rights and Responsibilities*”.
- ❖ To be familiar with the School Behaviour Policy and be consistent in its implementation.
- ❖ Become practised in using “Restorative Practices”, Leader in Me® and “Assertive Discipline” programs
- ❖ When breaches of School Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to Principal/ Assistant Principal
- ❖ *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Professional Learning Team Leaders

A. Promotion of Positive Behaviours:

- ❖ Establish consistent school-wide and classroom expectations, and consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of “Restorative Practices” to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and “Restorative Practices”.
- ❖ Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a Student Support Group involving parents/carers/well-being coordinator.

B. Attendance:

- ❖ Articulate high expectations of attendance to all members of the school community
- ❖ Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- ❖ Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.
- ❖ Participate in transition team meetings to develop the Student Mapping Tool.

Responsibilities of the Coordinator of Engagement and Well-Being

The Assistant Principal coordinates:

- ❖ Developing, implementing and evaluating the School's Student Engagement Policy Guidelines
- ❖ Developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- ❖ Develop a whole-school approach to student attendance and to participate in attendance conferences with teachers.
- ❖ To liaise and work with the Principal in supporting "Students at risk".
- ❖ To promote and assist all teachers in the use of restorative practices.
- ❖ Induct new staff on the School's Student Engagement guidelines.

Responsibilities of the Principal

The Principal is responsible for:

- ❖ Supporting both classroom teachers and Assistant Principal in the overall management of student behaviours.
- ❖ Monitoring the attendance strategy and Behaviour Policy.
- ❖ Ensuring the *Procedures for Suspension* is understood by the PLT Leaders, and is adhered to.
- ❖ The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.
- ❖ The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences (This is already listed)

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). Whole-school practices include:

- ❖ Establishing predictable, fair and democratic classrooms and school environments
- ❖ Ensuring student participation in the development of classroom and whole-school expectations
- ❖ Providing personalised learning programs where appropriate for individual students
- ❖ Consistently acknowledging all students
- ❖ Empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- ❖ Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- ❖ Understanding the student's background and needs
- ❖ Ensuring a clear understanding of expectations by both students and teachers
- ❖ Providing consistent school and classroom environments
- ❖ Scaffolding the student's learning program
- ❖ Engaging in "Restorative Practices"

Broader support strategies will include:

- ❖ Involving and supporting the parent/carer
- ❖ Involving the Principal/ Assistant Principal and guidance officer where appropriate
- ❖ Mentoring and /or counselling
- ❖ Convening student support group meetings
- ❖ Developing individualised learning, behaviour or attendance plans
- ❖ Providing broader educational programs (work experience, camps)
- ❖ Involving community support agencies
- ❖ Contact with Regional Office

Rules	Classroom Teacher Responsibility	AP/Principal
<p>Overall behaviour</p> <ul style="list-style-type: none"> - Students must obey all reasonable requests of staff. - Students must never physically or verbally abuse others. - Students must always treat others with respect. - Students must respect the rights of others to learn. No student has the right to impact on the learning of others. - Students must respect the property of others. - Students must bring correct equipment to all classes - Students must work to the best of their ability. 	<p>Follow the “Assertive Discipline”</p> <ol style="list-style-type: none"> 1-Remain calm 2-Warn with rights based warning “Your behaviour is disturbing others, please stop”. 3-Reassert “I understand and we can discuss this later. You have 5 mins out 4-Follow through with graded consequences: <ul style="list-style-type: none"> a-Move student to another seat / isolated area of the classroom b-Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat) c-Remove to another classroom for time out d-Organise conference/restorative chat to include Principal <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> a-Incident Report to Principal. b-Contact with parent after consultation with Teacher. 	<p>Implement a staged response:</p> <ul style="list-style-type: none"> - Speak with the student prior to actioning - Student to ring and inform parent of misbehaviour in presence of Principal - Behaviour sheet - Attendance sheet - Placement into class - Restorative chat with affected parties - Behaviour Plans - Student Contract - Parent contact - Student support conference - In-school suspension - Recommendation to externally suspend and referral to Principal



<p>Attendance and punctuality</p> <ul style="list-style-type: none"> - Students must be on time to all classes - Students who are late to period one must report to the general office to get a late pass. - Students who leave school early must be signed out by a parent or someone on the approved contact list, prior to leaving the classroom. - Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. (see attendance policy) - Notification from home must accompany all absences. - Students must not leave the school grounds without permission. 	<p>Check late pass. Adjust entry on eCASES to Late</p> <p>Speak to student about lateness. Report to Principal if on-going.</p> <p>Report to Principal</p>	<p>Speak to student about lateness issues.</p> <p>Ongoing lateness: organise for parent conference to resolve issue.</p> <p>Follow through with student and / or parent/guardian/carer</p> <p>After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform the Principal Class via distribution list.</p> <p>Organise for environment duty that day or next day and link to Yard Duty teacher.</p> <p>Repeated offences: as above and limit the student to an area of the yard.</p>
<p>Uniform</p> <ul style="list-style-type: none"> - Students must adhere to the school uniform requirements. This includes extremes in personal appearance. 	<p>Class teacher to notify parent that child is out of uniform.</p> <p>Report extremes in appearance to Principal.</p>	<p>Check uniform pass. If consistently out of uniform teacher to inform AP/ P, notify parents</p>
<p>Health and Safety</p> <ul style="list-style-type: none"> - Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyber bullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person (see Bullying (including cyber bullying) and Harassment policy). - Electronic devices must not be used without permission. - Students must not use prohibited substances. <p>Students must move around the school in an orderly fashion. All members of the school are required to promote a safe and healthy</p>	<p>Challenge behaviours and make a report to Principal</p> <p>Confiscate ipod or mobile phone and take to General office</p> <p>Report to Principal</p> <p>Challenge behaviours around rights and responsibilities and impose consequence e.g. sustainability duty. Refer ongoing misbehaviour to Teacher</p>	<p>Contact parents and involve Principal Refer to Bullying (including cyber bullying) and Harassment policy, and Guidelines Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension.</p> <p>Referral to Principal</p> <p>Student removed from classroom and parent contacted to collect students.</p> <p>Immediate suspension</p> <p>Challenge behaviours around</p>



<p>environment. - In the interest of hygiene students must not spit. - It is compulsory for all students to wear appropriate footwear at all times.</p>		<p>rights and responsibilities and impose consequence e.g. clean up duties. For repeat offenders, place in time out</p>
<p>Property and security - Students are to respect all school property. - Students must not enter staff room, offices or classrooms unless supervised. - Students must bin all rubbish - Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. - Students must return borrowed school material on time. Classrooms must be left neat and tidy. - If a student is suspected of engaging in graffiti Principal Class must be informed.</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties Gum: scrape gum from tables For repeated offences, referral to Principal Organise for students to remain behind and tidy the room or area. Retain any evidence of tag and report to Principal</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties. For repeat offenders, place in Time Out Parent notified. Community service. Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.</p>

Evaluation:

This policy will be reviewed every three years as part of the school's three year review cycle.

Certification:

This policy was endorsed by School Council at the meeting held on 26 November 2015

Signed:.....
Principal

Signed.....
School Council President