

Windsor Public School

Welfare Policy

Revised 2022



Introduction

The NSW public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Public schools help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

For this to occur, public schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

School communities have developed their own student welfare plans and approaches, which include:

- reviewing student welfare practices
- determining key issues for action
- implementing student welfare actions
- reviewing student welfare within the school's ongoing planning and reporting processes.

Context

Student welfare in public schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective student behaviour strategies
- incorporates preventative health and social skills programs
- stresses the value of collaborative early intervention
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and supports that acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents, carers and the wider school community. The objectives and outcomes that follow therefore relate to:

- effective learning and teaching
- positive climate and inclusive and safe practices for supporting positive student behaviour
- community participation.

Effective learning and teaching

Objective

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents or carers to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

Outcomes

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will be positive and affirm their individuality.

Results for students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies that enhance the quality of their relationships with others.
- Students will feel valued as learners.

Positive climate and school culture

Objective

To enhance school climate by:

- maximising student participation in decision-making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules that are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution

- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents or carers know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Outcomes

- The wellbeing, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- Schools will provide clear school-wide expectations for behaviour, which are known by staff, students and parents or carers, who have contributed to their development.
- The school will be a safe, inclusive and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn in quality learning environments that minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation.
- Students will be provided with appropriate support programs.
- Students will contribute to decision-making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils and other representative bodies.

Community participation

Objective

To enhance community participation by:

- building learning communities in which staff, students and parents and carers work together for planned results
- encouraging parents and carers and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents and carers as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent, and carer and student representative groups
- inviting parents and carers to share their skills and experiences in the school community
- supporting students and their parents and carers in making decisions about their child's learning
- recognising students' families, cultures, languages and life experiences.

Outcomes

- There will be strong links between students, staff, parents, carers and other members of the school community.
- Parents, carers and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents, carers and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent, carer and community involvement in a range of school activities.

Results for students

- Students will be supported by parent, carer and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will be supported to access relevant support services in the community.
- Students will be partners with parents and carers and teachers in the teaching and learning processes at the school.

Responsibilities

Principals will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school
- the school community reviews policies and practices related to student welfare
- student welfare is regularly reviewed using appropriate planning processes
- the review processes take into account other mandatory policies
- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents and carers are assisted to develop strategies for addressing student welfare needs in all the activities of the school
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Welfare policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents and carers
- participate in the learning and teaching process in ways that take account of the objectives in this policy
- participate in the school community's implementation of the Student Welfare policy.

Students will be encouraged to:

- act according to the **Behaviour Code for Students**
- contribute to providing a caring, safe environment for fellow students, staff, parents and carers
- participate actively in the learning and teaching process
- provide their views on school community decisions
- practice peaceful resolution of conflict.

Parents and carers will be encouraged to:

- support the learning of their children and participate in the life of the school, including reviews of student welfare
- share responsibility for shaping their children's understanding about positive and respectful behaviour
- work with teachers to establish fair and reasonable expectations of the school.

Directors, Educational Leadership will ensure that:

- all staff are familiar with, and implement the Student Welfare policy
- the implementation of this policy is supported by all support staff
- school programs support student welfare priorities and are responsive to the school community.

Executive directors will ensure that:

- all staff are familiar with the Student Welfare policy
- support generated in their directorate is consistent with this policy
- all staff consider the implications of this policy
- senior Executive is provided with information on system-wide performance and policy advice in relation to student welfare.

Positive Behaviours For Learning (PBL)

The following are the expectations for the students of Windsor Public School which form the basis of our Student Welfare Policy (The STARR System). For each expectation, there are reciprocal behaviours. These expectations will be taught as part of school curriculum.

SAFE

In the right place
At the right time
Doing the right thing

TOLERANT

Accepting
Patient
Friendly

ACADEMIC

Prepared
A good listener
Doing their best
On task

RESPECTFUL

Caring for themselves, others and property
Fair and honest
Using their manners

RESILIENT

Ignoring
Walking away
Talking firmly
Talking friendly
Seeking help

These expectations will be applied throughout all school settings, which include:

Playground
Toilets
Assembly
Transition (movement around the school)
Bus
Administration
Classroom

PROMOTING SELF DISCIPLINE

A prime goal at Windsor Public School is to guide the student towards self-discipline. We believe the best way to achieve self-discipline in students is by encouragement, praise and reward. Good work and good behaviour are rewarded by words of praise, awarding of merit awards, shooting stars (tokens), certificates, recognition in the Newsletter and special privileges.

ATTENDANCE:

Regular attendance and punctuality are seen as steps towards self-discipline. Attendance is also a criteria to gain promotion in the STARR Program.

SCHOOL UNIFORM:

The school community and staff of Windsor Public School consider the wearing of correct school uniform fosters student pride, self-esteem and thus promotes self-discipline. A successful self-discipline approach, in turn, creates self-esteem.

Please remember -

- Students are to wear school uniform every day;
- Students may wear sports uniform on their programmed sports day;
- Students having a uniform problem on a particular day will need a note from their parents explaining the situation. Any parent who is experiencing difficulty in meeting the costs of uniform should contact the principal. Such information will be treated in the strictest confidence;
- Students not wearing school uniform and presenting without an explanatory note from parents may be given a 'care letter' and their name will be recorded. The care letter is taken home. Students not in uniform may not be permitted to participate in school excursions.

STARR AWARDS SYSTEM

AWARDS:

Positive reinforcement of student achievement and behaviour is one of the basic principles of Windsor Public School's Student Welfare Policy.

CRITERIA FOR AWARDS

Students are to meet the 5 expectations: **Safety, Tolerance, Academic, Resilient and Respect.** During the fortnightly cycle, students must have:

- Minimal absences including partial absences;
- Zero referrals to supervisor;
- Zero detentions;
- Wearing of full school uniform;
- Regular homework completion.

DOJO AWARDS

- Any staff member can hand out Dojos for any positive behaviour;
- Collected in the classroom by classroom teacher;
- Student and class Dojos are added to produce a school weekly total;
- The class with the highest weekly total wins the school mascot "Windsor Wallaby" for the week;
- Dojos begin fresh each week;

- Dojos are tallied throughout the term to reach 10,000 points earning the students a whole school reward;
- Staff will use personalised classroom management strategies which will link to Dojo rewards.

CLASS MERIT AWARDS

- Class Merit Awards given out at fortnightly assembly and student names are published in the newsletter.

STARR AWARDS

- STARR Awards are given out every fortnight by the teacher;
- Class teacher hands out STARR awards to the eligible students according to the criteria for awards;
- Names listed in the newsletter;
- Letters of commendation are sent home to parents of students who are one STARR Award short of receiving their Bronze, Silver or Gold awards.

BRONZE SILVER and GOLD AWARDS

- Students receiving 3 STARR awards will obtain a Bronze Certificate at a combined assembly;
- Students receiving an additional 5 STARR awards will obtain a Silver Certificate at a combined assembly;
- Students receiving an additional 6 STARR awards will obtain a Gold Certificate at a combined assembly;
- Once a Term there will be an additional reward for all students who have received either a Bronze, Silver or Gold Award in that term;
- Executives will review each term's award and cross check any behaviour referrals which may result in the student being ineligible to receive the award that term.

END OF YEAR ASSEMBLY BADGES

- Students who have achieved 3 Gold Certificates receive a Merit Badge;
- Students who have achieved 6 Gold Certificates receive an Excellence Badge;
- Students who have achieved 7 Gold Certificates receive an Honours Badge;
- The above badges will be presented at the end of year Presentation Assembly.

PRINCIPAL'S AFTERNOON TEA

- Classroom teachers select one student at their own discretion to attend this incentive which is held during the second last week of each term.

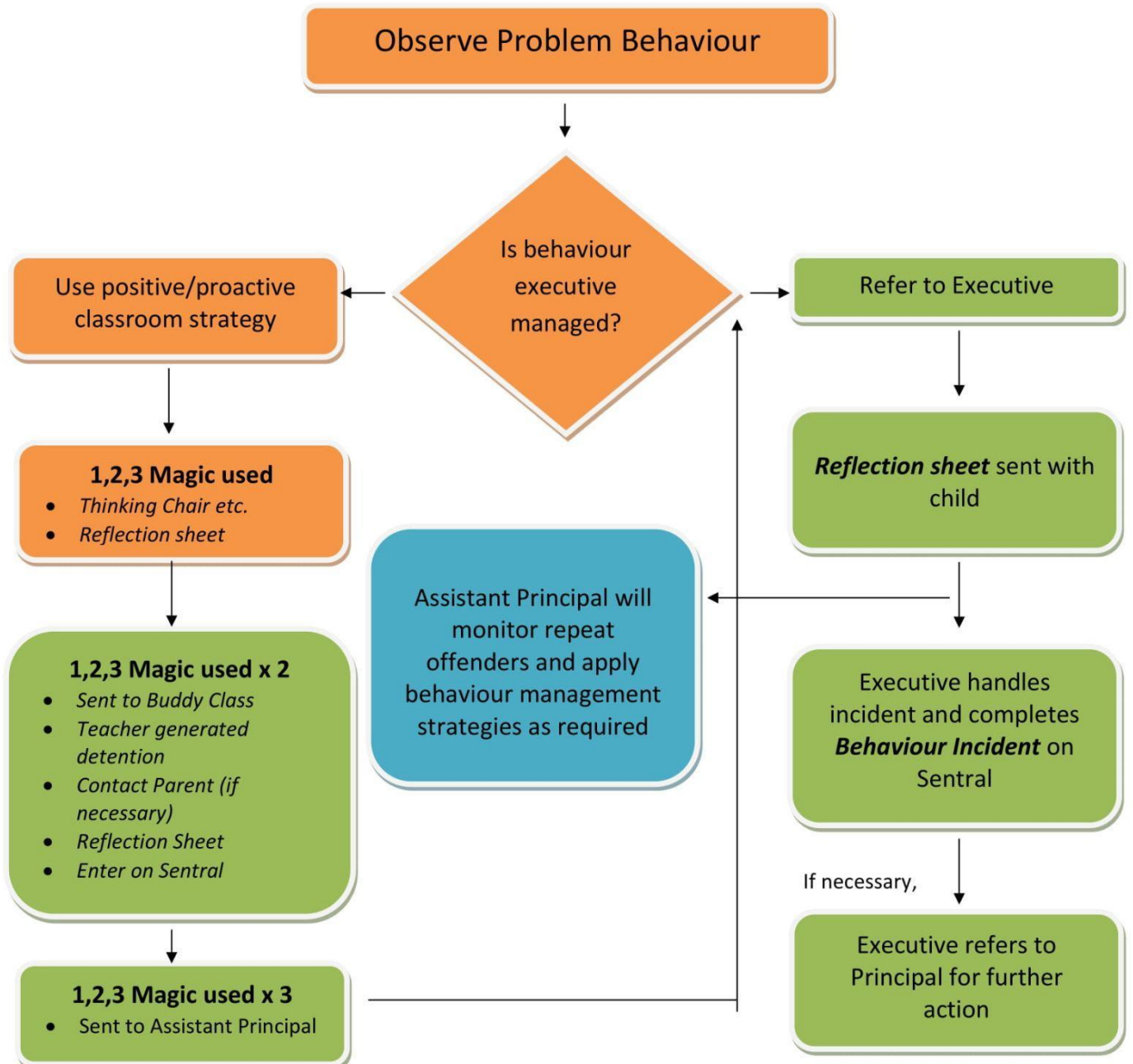
RESULTS IF EXPECTATIONS ARE NOT KEPT

When these expectations are not kept, a variety of consequences may follow. These would be dependent on the student's stage of development.

In class the teacher will initially reprimand the inappropriate behaviour and remind the student of the expectation. If the behaviour continues the following flowchart will apply.

BEHAVIOUR INCIDENT FLOWCHART

Behaviour Incident Flowchart



- A **Negative Behaviour Incident** will need to be completed on Sentral for all actions after the 1,2,3 Magic system has been used **twice** or more. (Green Actions)
- A **Negative Behaviour Incident** will need to be completed on Sentral during non-classroom settings (i.e. library, RFF etc.) by the referring teacher. The referring teacher must notify the class teacher and the AP.
- A **Playground Incident Form** will need to be completed by the teacher on duty for any behaviour issues at lunch or recess. This will be entered on Sentral by the AP.

RECORD KEEPING

The class teacher is responsible for completing Behaviour Incident Forms (see appendix 1) regarding inappropriate behaviours. Executive enter relevant information onto the STARR data collection system. All staff have access to the computer system to monitor students in their class and will impact on the decision for the student to progress through the award levels. School Executive in conjunction with the PBL team will manage all aspects of data collection.

1,2,3 MAGIC

1-2-3 Magic is a Discipline Management Program for students. It can be used by parents and teachers. It involves the use of a warning system and is non-confrontational. This method uses a dedicated time-out structure.

CONSEQUENCES FOR NON-COMPLIANCE OF EXPECTATIONS

Students who display non-compliance of expectations may receive:

- Conference with executive
- Letter of concern
- Referral to LaST
- Exclusion from extra-curricular activities (excursions, discos and school representation)
- Formal Caution Letter (intention to suspend)
- Suspension / Exclusion from school

REMEDIAL MEASURES TO OVERCOME SPECIFIC DIFFICULTIES

At Windsor Public School we endeavour to develop responsibility within each student based on a clear understanding of what is expected and the results of not following set expectations. We build the belief in the student that he/she follows expectations because it is the right thing to do and not because of fear of punishment.

However, there will be times when adverse consequences will need to be applied particularly when injury or disruption to others and/or their property is involved. When serious breaches of discipline occur parents will be involved in developing strategies to address the issue. Some issues may require provision of counselling, the services of teachers with particular skills and/or special classes.

STRATEGIES TO OVERCOME SPECIFIC DIFFICULTIES

- Establish a mode of acceptable behaviour
- Inclusion of school counsellor in disciplinary matters when necessary
- Effective and relevant programs of instruction
- Relevant and effective student supervision
- Support programs, learning assistance, integration
- Being aware of problems students may be facing outside school
- Promote effective education by developing a close and productive relationship between the home and the school
- Parents assisting class teachers

Referrals to the Learning Support Team are made by the classroom or playground duty teachers for students who –

- Show repeated minor misbehaviours
- Are disobedient of teacher's requests
- Persistently ignore expectations
- Interfere with the rights of others.

PREVENTATIVE MEASURES TO ENSURE THE SAFETY AND WELL-BEING OF STUDENTS

Teachers need to take specific action in the normal course of their duties to enhance or protect the welfare of their students. Such action is designed to:

- maintain a school and classroom climate conducive to teaching and learning
- ensure a safe and secure environment where needs are met
- encourage appropriate forms of behaviour
- protect students from harm

DUTY OF CARE

- no child is to be taken from the school during school hours without the School Office being notified. Teachers cannot release students without notification from the School Office.
- no student should arrive at school before 8.30am
- if students arrive at school before 8.40am, they are to sit on the asphalt area.

Teacher supervision does not start until 8.40am.

- parents entering school between 9.00am and 2.50pm must report to the School Office.
- students arriving after the morning assembly, must report to the School Office to receive a late note. Parents are expected to give reasons for student lateness which are marked against the child in the class roll.
- Stage 1 students, who are late must be escorted by parents to the School Office.
- all students not catching buses must be picked up as soon as possible after the 3.00pm bell.
- if it is necessary to change the normal routine for your child returning home after school, parents should inform the school office explaining the new arrangement.
- students, who remain at school after 3.30pm and whose parents have not contacted the school, will be taken to the Windsor Police Station.

SPECIAL CIRCUMSTANCES AND PRESCRIBED MEDICATION

- parents of students with specific medical needs will be invited to discuss the condition to determine how best the school can meet the educational needs of the student
- the Department of Education Guidelines and Procedures will be strictly adhered to in all cases involving the use of prescribed medication
- a list of all students receiving prescribed medication will be available to all staff
- all prescribed medicines will be secured in the Administration Building, as no students are permitted to keep such medications with them unless an individual emergency plan has been written in consultation with parents concerned and requires exception to school policy
- all matters relating to the use of prescribed medication should be directed to the Principal in the first instance
- no staff member is to dispense prescribed medication without the permission of the Principal
- all school staff should be familiar with the Policies and Procedures relating to the use of prescribed medications in schools
- in all instances where medication is given by staff, the parents must complete and sign the appropriate forms
- Healthcare Plans are required for any students with significant health issues and will be developed in consultation with family doctor, parent and school



WINDSOR PUBLIC SCHOOL PBL EXPECTATIONS MATRIX



	<u>BE SAFE</u>	<u>BE RESPECTFUL</u>	<u>BE A LEARNER</u>
ALL SETTINGS	<ul style="list-style-type: none"> Keep your hands and feet to yourself Report any problems Ask the teacher before leaving any setting Use STAND to solve problems Use equipment safely Move sensibly around the school Report any damages Be in the right place at the right time 	<ul style="list-style-type: none"> Treat others the way you want to be treated Be an active listener Follow adult directions Use polite language Keep our school clean and tidy Enter and exit buildings quietly Wear your uniform Be honest 	<ul style="list-style-type: none"> Get involved Give your full effort Be a team player Know the school expectations Be a problem solver Make good choices
CLASSROOMS	<ul style="list-style-type: none"> Sit properly Push chairs in 	<ul style="list-style-type: none"> Take care of others Stop, think, do 	<ul style="list-style-type: none"> Be a risk taker Be organised Learn something new everyday Think about your learning
HALL	<ul style="list-style-type: none"> Enter and exit in an orderly fashion Be in the right place Stay off the stage and steps unless told otherwise by a teacher 	<ul style="list-style-type: none"> Clap appropriately to show appreciation Stand quietly and sing the National Anthem & school song 	<ul style="list-style-type: none"> Know our National Anthem and school song Remember the messages given
LIBRARY	<ul style="list-style-type: none"> Enter and exit in an orderly fashion Use equipment safely Return books in one line 	<ul style="list-style-type: none"> Take care of library books and equipment Use a quiet voice Keep the library clean and tidy 	<ul style="list-style-type: none"> Be prepared
PLAYGROUND GRASS	<ul style="list-style-type: none"> Join in school approved games Wear a hat Rocks & sticks stay on the ground 	<ul style="list-style-type: none"> Share space and games Invite others to join in games 	<ul style="list-style-type: none"> Learn new games and activities
GAMES	<ul style="list-style-type: none"> Wear a hat Join in school approved games 	<ul style="list-style-type: none"> Share space and games Invite others to join in games 	<ul style="list-style-type: none"> Learn new games and activities
PLAYGROUND CONCRETE/ COLA	<ul style="list-style-type: none"> Join in school approved games Wear a hat 	<ul style="list-style-type: none"> Share space and games Invite others to join in games 	<ul style="list-style-type: none"> Learn new games and activities
SCHOOL ENTRANCES & EXITS	<ul style="list-style-type: none"> Enter and exit using the front and back gates Stay seated until the duty teacher arrives in the morning(8.40am) Use the crossing Walk bikes in and around the school Line up quietly for the kiss and drop zone 	<ul style="list-style-type: none"> Follow teacher/adult directions When walking, represent your school well 	<ul style="list-style-type: none"> Follow road and pedestrian rules
LINES ASSEMBLY	<ul style="list-style-type: none"> Be on time Stand/sit straight and still 	<ul style="list-style-type: none"> Line up at the first bell Food or drink is not to be consumed 	<ul style="list-style-type: none"> Listen to the teacher on assembly duty Remember the messages given

CANTEEN LINES	<ul style="list-style-type: none"> • Be patient • Wait behind the line 	<ul style="list-style-type: none"> • Wait your turn • Be ready to order • Only line up if you are buying 	<ul style="list-style-type: none"> • Listen to the parents' instructions and remember your manners.
GARDENS	<ul style="list-style-type: none"> • Leave sticks and mulch in the garden • Walk around the gardens 	<ul style="list-style-type: none"> • Play out of the gardens • Keep gardens rubbish free • Leave wild life & insects alone 	<ul style="list-style-type: none"> • Learn how to take care of the gardens
COMPUTERS	<ul style="list-style-type: none"> • Push chairs in • Stay in your seat 	<ul style="list-style-type: none"> • Follow internet usage rules • Share the mouse and keyboard • Log off when finished • Use your own password 	<ul style="list-style-type: none"> • Learn your log in details
TOILETS	<ul style="list-style-type: none"> • Wash hands with soap and water • Keep water in the sink • One person per cubicle 	<ul style="list-style-type: none"> • Allow for the privacy of others • Clean up after yourself • Flush the toilet 	<ul style="list-style-type: none"> • Return to the classroom quickly • use toilet appropriately
WALKWAYS	<ul style="list-style-type: none"> • Use walkways instead of grass • Watch where you are going • Line up for lunchtime library quietly 	<ul style="list-style-type: none"> • Walk quickly and quietly so others are not disturbed 	<ul style="list-style-type: none"> • Return quickly to continue their learning
OFFICE AREA	<ul style="list-style-type: none"> • Enter and exit sensibly 	<ul style="list-style-type: none"> • Let visitors go first • Wait patiently 	<ul style="list-style-type: none"> • Listen to others attentively.
BUS	<ul style="list-style-type: none"> • Stay seated on the bus • Line up quickly and quietly • Enter and exit the bus sensibly 	<ul style="list-style-type: none"> • Wait your turn • consider others on the bus 	<ul style="list-style-type: none"> • Do not be late to bus lines • Follow the rules of the bus company • Listen to the driver at all times

