

# Toorloo Arm Primary School

## Student Welfare Policy:

**Underlying all that we do in the area of student welfare is the importance of developing supportive relationships with parents and building resilient students:**

### **BUILDING RELATIONSHIPS**

The successful development of the whole student is best achieved when teachers and parents work in a mutually supportive and cooperative environment. We also believe that open and honest communication is essential to building successful relationships between school and family. Consequently, our teachers are committed to developing links with all parents so that children are supported at school and at home.

### **RESILIENT STUDENTS:**

We believe in building resilient students who have the skills to effectively cope with the changes and challenges faced in their personal and school lives.

### **KEY COMPETENCIES**

Children develop resilience and self-esteem through the development of classroom programs that build:

**Academic abilities** -that children have high quality literacy and numeracy skills that allow success at school and provide a spring board for further education.

**Physical abilities** -that children have well developed movement and coordination skills that enable them to participate in a wide variety of sports and leisure activities.

**Social Competencies** –that children have positive self esteem, are able to treat others with dignity and respect and are capable of building supportive relationships with others.

### **IMPLEMENTATION:**

#### **WHOLE SCHOOL APPROACH:**

The school is fostering the development of positive attitudes and values by:

#### **Playground:**

- Rewarding positive play by raffle tickets and weekly draw
- Channelling students interest and encouraging them to play constructively

#### **Building social skills and self-esteem.**

Focus on developing pro-social and resiliency skills.

- First term focus- Core values
- Second Term –Building resiliency and bouncy back
- Third Term-Addressing Bullying

- Fourth term-Relationships

**Rewards day:**

- to reward and encourage good behaviour. Students earn the right to be involved
- 2 per term

**Acknowledgement of Good Behaviour:**

- in the Newsletter
- at assembly
- Individual awards “student of the week”

**Junior School Council**

- elected Junior School Council to advise on rewards day and variety of issues.

**Classroom :**

Each classroom has a Classroom Management Plan:

This would include the following:

- negotiated set of class rules
- rewards system in each classroom
- consequences of inappropriate behaviour
- co-operative learning sessions

**STUDENT CODE OF CONDUCT:**

Within this general framework, the Toorloo Arm Primary School Student Code of Conduct has been formulated within and is consistent with Department of Education, Employment and Training guidelines and regulations.

The underlying principle of the Student Code Of Conduct is for students to show responsibility, self discipline and respect for others. The school and community have a joint responsibility to provide a safe and stimulating environment in which children may explore and achieve their potential. To do this it is important that each of us respects the differences in others and recognises that with our rights come responsibilities.

**At all times we seek to work through the underlying issues that may be causing a student to behave in a certain way and address these in an appropriate manner as all children are different and each case is different.**

**Students at Toorloo Arm School have the following rights:**

- to work and play without unfair interference;
- to ask questions when they don't understand something and to have extra help if needed;
- to be and feel safe at all times;
- to be respected;
- to have a safe clean environment;
- to be part of the school;
- to tell their story honestly;
- to be recognised for positive behaviour.

**Students have the following responsibilities:**

- to be honest;
- to take responsibility for their own actions;
- to behave in a way that supports the underlying principles and values of our school so that everyone can feel valued, safe and secure.
- to respect other people and their differences and talents;
- to look after their own, others and school equipment;
- to be co-operative and allow the teachers to teach;
- to help others who need help;
- to use acceptable behaviour and language at all times;
- to respect teachers and other adults.
- to wear school uniform

**As a guide these behaviours are not encouraged:**

- spitting, swearing, teasing;
- threatening other people;
- deliberately damaging or breaking others or school equipment.
- fighting
- going out of the school boundaries or leaving the school grounds without permission;
- throwing stones, sticks or any other objects that may cause injury;
- interfering with other peoples' games;
- climbing trees or buildings;
- using "fighting" toys;
- using bikes, skateboards, rollerblades/skates in the school yard;
- swapping personal items;
- playing rough and/ or dangerous games;
- littering;
- excluding other people

**CONSEQUENCES**

The following discipline hierarchy is used by all staff. Individual Classroom Management Plans may have consequences that are slightly different to these in the first instance. We believe that difficult student welfare issues are best resolved when school and parents work together.

We aim to be fair and consistent when dealing with misbehaviour issues as they arise. This includes taking into account the individual circumstances of the child.

**DISCIPLINE HIERARCHY where required:**

1. Particularly bullying, fighting, swearing, stealing, damaging school equipment and showing disrespect to others;
  - 1<sup>st</sup> breach-20minutes of recess or lunchtime on designated step
  - 2<sup>nd</sup> breach-recess or lunchtime detention
  - 3<sup>rd</sup> breach-after school detention
  - "In school detention"

This hierarchy is an indication of the “consequences” that may follow a breach of the student code of conduct. Depending on the circumstances and the incident a student may be given any of these consequences.

Disciplinary incidents that occur in the playground will be recorded in the **Incident Handbook’s** located in the office.

**Classroom Management Plans will include rules and ways of behaving that are specific for that grade.**

2. For ongoing breaches and where necessary an “**Individual Behaviour Management Plan**” may be drawn up for a student. This plan will include an outline of issues of concern, a list of expected behaviours and the consequences of a breach of the agreement. It may also include a requirement that a student receive additional support or counselling. An individual Behaviour Management Plan will be generally negotiated with Student/Parents.

3. In cases of extreme disruption parents or emergency contacts can and will be called to come and remove the student until she/he is calm enough to join in school activities. Staff may also take students home when required.

4. In cases of extreme behaviour or where a student continually refuses to abide by aspects of the student code of conduct suspension or expulsion maybe necessary in which case DEET guidelines will be followed.