



Dapto Public School Student Welfare Policy

(Revised 2017)



Statement of Purpose

Dapto Public School is committed to providing a safe, supportive and responsive learning environment for everyone. The values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy shape our Welfare Policy and are a basis for our school expectations of being safe, being respectful and being a learner. They also directly impact on the strategies and procedures for promoting positive behaviour, recognising student achievement, and managing inappropriate behaviour.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high expectations for respectful, safe and engaged behaviour.

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour, as well as essential partners in supporting the core rules, school expectations and successful education of their children.

Students:

Core Rules and Expectations

Respect: The expectation that all students will treat other members of our school community with courtesy and respect. Students will:

- Treat one another with dignity, cooperate with others and develop positive and respectful relationships;
- Speak and behave courteously and appropriately in all settings;
- Dress appropriately by wearing the school uniform;
- Not disrupt teaching and learning through unacceptable behaviour;
- Be responsible and respectful in all forms of communication including electronic.

Safety: The expectation that all students will endeavour to make our school community a safe place for themselves and others. Students will:

- Keep hands and feet to themselves;
- Report any problems to teachers;
- Move safely and sensibly in all settings;
- Take personal responsibility for behaviour and actions;
- Be cyber safe.

Being a Learner: The expectation that all students will take responsibility for themselves as learners.

Students will:

- Be prepared for learning and listen to and follow instructions;
- Actively participate in learning;
- Aspire and strive to achieve the highest standards of learning;
- Cooperate with others and ask for help if needed.

Roles and responsibilities

Staff:

- Be familiar with the Student Welfare Policy and the School Discipline Policy and procedures;
- Establish caring, well-managed and safe environments for all students that promote wellbeing and encourage cooperation;
- Model and reinforce our expectations of being respectful, being safe and being a learner;
- Provide effective quality learning and teaching environments that meet the needs of individual learners;
- Incorporate the principles of procedural fairness.

Parents:

- Share responsibility for shaping their children's understanding about acceptable behaviour and the expectations of the school;
- Ensure their children's attendance at school and arrival on time each day;
- Participate in the learning of their children and the life of the school;
- Support the Student Welfare Policy and help promote respect for the school, staff and fellow students.

Promoting Positive Student Behaviour and Recognising Student Achievement

Student achievement and positive behaviour is recognised and reinforced in a variety of ways throughout the school, including:

- Public acknowledgement through local media, school newsletter and school website;
- In-school acknowledgment through our School Spirit Awards, work displays throughout the school, assembly merit awards, assembly displays, and end of year presentations and individual class award systems;
- Student recognition from the Principal, Deputy Principal and Stage Supervisor;
- Personal acknowledgement through constructive feedback, peer encouragement, sharing and displays in class;
- Delivery and reinforcement of School Expectations and lessons;
- Short term behaviour strategies to achieve a particular outcome or change in behaviour.

Specific Strategies and Practices to Manage Inappropriate Student Behaviour

Inappropriate student behaviour is managed through a variety of specific strategies and practices, in accordance with DoE Policies, in all settings. Students who do not meet our school expectations may be referred to the Planning Room for counselling and/or intervention and monitoring through our level system. Parents/caregivers are informed by letter each time their child is being monitored through the level system and are encouraged to respond by contacting the class teacher. A notification of Planning Room Referral is communicated to the class teacher for further follow up.

Staff Level of Intervention

Level	Monitoring Sheet	1 and 2	3
Staff involved	Stage Supervisor, class teacher	Stage Supervisor, class teacher	Principal, Deputy Principal, Supervisor, teacher
Issues	Social, academic and behaviour	Social, behaviour	Social, behaviour

In the Classroom:

Strategies include:

- Individual classroom teacher management strategies;
- Teacher/Parent communication;
- Involvement of Stage Supervisor;
- In-class visual level system as required: Green, Yellow, Orange, Red.

Bullying

Bullying is deliberate harassment over time of a physical, verbal or psychological nature of a less powerful person, by a more powerful person or group. This also includes bullying by social media. Children do not always tell an adult when they are being bullied because they may be afraid or embarrassed. Sometimes children show signs of experiencing bullying. These may include not wanting to come to school, being over emotional, changes in personality or changing relationships with friends.

If you believe your child is the victim of bullying at school, please make the child's class teacher aware of this immediately.

Teacher / Parent Communication

Our student welfare policy emphasises the importance of effective teacher/parent communication. The classroom teacher is the person who knows your child the best, therefore parents are encouraged to contact the classroom teacher first if they have any concerns regarding their child. The classroom teacher will inform the stage supervisor if further action is required. Appointments can be made at the school office or with the classroom teacher for an appropriate time to discuss any issues.