

# Lapstone Public School

## Student Welfare Policy



Student Welfare encompasses everything that the school community does to meet the personal, social and learning needs of students.

The staff and parents of Lapstone Public School recognise that a safe and caring school community is fundamental to student welfare.

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## 1. Policy Aims

Through our student welfare program, the school aims to help students to develop:-

- a feeling of belonging and co-operation within the school and the wider community
- a set of values to guide behaviour, leading to self-discipline
- a sense of satisfaction from learning
- an ability to communicate effectively
- positive self-esteem
- personal and social responsibility for actions and decisions
- a caring attitude towards others

## 2. Welfare Roles and Responsibilities

When parents enrol their children at our school they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour. All positive behaviours encompass our four school expectations of:

Be Respectful	Be Responsible	Be Safe	Be a Learner
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### 2.1 Principal

- The Principal acts as a catalyst for the implementation of all policies approved by the whole school community.
- The Principal provides support to all stakeholders.
- The Principal needs to be aware of all student welfare issues and support those involved in an appropriate and informed manner.
- The Principal is responsible for accessing DoE personnel to support specialised welfare programs.

### 2.2 Assistant Principals

- The Assistant Principals are responsible for supporting the staff in all behavioural and discipline concerns.
- The Assistant Principals work with identified students to help them to reflect on their behaviour and the better alternatives for a situation.
- The Assistant Principals record and follow through on parent interviews regarding behavioural and learning issues.
- The Assistant Principals support the Principal in all welfare issues.

### 2.3 Teachers

- Teachers are responsible for the education and care of their students when at school.

- Teachers have the task of providing the best possible program to meet the needs, capabilities and aspirations of each student.
- Teachers are also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.
- Teachers are expected to be positive role models.
- Teachers are responsible for maintaining and supporting accurate student record files and welfare documents.

#### **2.4 Parents**

- Parents are responsible for ensuring their children attend school.
- Parents share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour.
- Parents are encouraged to inform the school of any matter that may affect the student at school.
- Parents are encouraged to be involved in the school by showing awareness of school policies, giving support, liaising with the school and being a positive role model.

#### **2.5 Students**

- Students are expected to follow the four Positive Behaviour Learning (PBL) expectations in all aspects of school life. Be Respectful, Be Responsible, Be Safe and Be a Learner.
- Students are responsible for following the school rules - discipline code.
- Students are responsible for accurately communicating concerns to their teachers and caregivers.

#### **2.6 School Counsellor**

- The Counsellor is responsible for assessing learning needs through standardised tests.
- The Counsellor assists all stakeholders with learning/behaviour plans for the individual.
- The Counsellor accesses internal and external agencies for support and funding.

#### **2.7 Learning Support Team**

The Learning Support Team (LST) consists of the Learning and Support Teacher (LaST), School Counsellor, Assistant Principal, one classroom teacher and the School Principal. Students with learning needs in literacy and are identified through assessments and parent/teacher nominations. Individual Education Plans (IEPs) are implemented to support individual learning needs. Parents consult with the class teacher on these plans.

#### **2.8 Positive Behaviour Learning Team**

The Positive Behaviour Learning Team (PBL) is made up of two executive staff and three teachers. They meet regularly to examine playground data collected by the staff, formulate plans, analyse individual student needs and support lessons for all focus areas that promote the four behavioural expectations.

### 3. School Values and Expectations

#### 3.1 School Behaviour Expectations

At Lapstone Public School we are respectful, responsible, safe learners.

Be Respectful	to yourself, to others and to the environment
Be Responsible	for your behaviour and how you treat others
Be Safe	in all learning and play situations
Be a Learner	participate and do your best at all times

#### 3.2 School Values

Through a consultation process with the whole school community the following values were identified as being important to our school. These values are in line with the State and National values for schools.

LEARNING	working to improve yourself
SAFETY	keeping yourself and others safe
PARTICIPATION	being involved in learning activities
RESPECT	thinking of others and your school
TRUST	respecting the truth
COOPERATION	working well with others
RESPONSIBILITY	taking care of yourself and your learning
EXCELLENCE	always doing your best

#### 3.3 Manners we Value

The following manners were identified by the school community to assist our students in social situations.

1. Using thank you and please.
2. Saying excuse me when moving past someone.
3. Waiting patiently to speak.
4. Keeping to the left when using stairs.
5. Taking off hats when inside.
6. Letting people exit before entering an area.
7. Looking at the person who is speaking.
8. Offering a chair to older people.
9. Waiting to be included in a conversation or saying excuse me and then waiting for a response.
10. Not speaking with your mouth full.

### 3.4 RECOGNITION / SUPPORT SYSTEM

A recognition/support system exists to support students in progressing through the positive recognition program of Bronze/Silver/Gold. Communicating with parents of students who are struggling with their social and behavioural aspects needs to be systematic and transparent.

<b>RECOGNITION</b>	<b>Expected Behaviour / Consequences</b>
<p><b>Gold</b></p> <p>Be Respectful to others and to the values of the school. Be Responsible in learning and in caring for others. Be Safe in moving around the school, in play and in supporting others. Be a Learner at all times.</p>	<p>Student has collected twenty-seven Well Done certificates. Student is identified as upholding the values and expectations of the school. Student exhibits empathy and concern for others and for the schools good name. Student is proactive in supporting the programs of the school. Student application for advancement to Gold is supported by 100% of the staff.</p>
<p><b>Silver</b></p> <p>Be Respectful to others. Be Responsible in learning and in caring for others. Be Safe in moving around the school and in play. Be a Learner at all times.</p>	<p>Student has collected eighteen Well Done certificates. Student is identified as upholding the values and expectations of the school. Student application for advancement to Silver is supported by 100% of the staff.</p>
<p><b>Bronze</b></p> <p>Be Respectful Be Responsible Be Safe Be a Learner</p>	<p>Student has collected nine Well Done certificates. Student is identified as upholding the values and expectations of the school.</p>
<p><b>Green</b></p>	<p>All students commence the year at Green. By making wise choices they can obtain their certificates and recognition for Bronze, Silver and Gold.</p>
<p><b>Support Contact</b></p>	<p>Student has three recorded behaviour concerns in one month in the PBL data. The teacher contacts the parent and discusses support plans that the teacher will put in place.</p>
<p><b>Support Plan - Note 1</b></p> <p>Continued poor behaviour in classroom and/or playground. Be Respectful Be Responsible Be Safe Be a Learner</p>	<p>Parent contacted by an executive and behaviour discussed (phone or email) Support Plan is discussed and implemented. Consequences considered. Student supported by staff/parents in attempts to correct the behaviour. Reflection sessions conducted with student. PBL team and teacher monitor student over two weeks. Success or greater concerns are communicated to parents.</p>
<p><b>Support Meeting - Note 2</b></p> <p>Student has continued to ignore the school expectations of behaviour.  Single serious breach of behaviour.</p>	<p>Parent discussion held with principal/supervisor/teacher. School Counsellor an option. Risk management and further playground/classroom plans implemented. Reflection sessions conducted and withdrawal of privileges likely. Student may be unlikely to be able to represent school or attend excursions and camps at this time. (WHS risks)</p>
<p><b>DoE Procedure</b></p> <p>Student has continued to exhibit unsafe behaviour to others and the school. Single serious breach of behaviour.</p>	<p>Parents are informed of a suspension in line with the DoE Suspension Policy. Plans and programs are put in place to support the student's return to school.</p>

### 3.5 SCHOOL RULES - DISCIPLINE CODE

School rules are an essential part of the whole school approach to discipline. Rules which are expressed positively and which show how they can be kept promote good behaviour. The following school rules form our Discipline Code.

	<b>RULE</b>	<b>HOW TO KEEP IT</b>
1	LEARN ALL YOU CAN	<ul style="list-style-type: none"> <li>• Pay attention in class.</li> <li>• Do your best in all school activities.</li> <li>• Try to develop skills with the help of your teachers.</li> <li>• Do your homework regularly.</li> </ul>
2	LOOK AFTER OUR SCHOOL	<ul style="list-style-type: none"> <li>• Take care of the buildings, furniture, grounds and all our property.</li> <li>• Help keep everything clean and tidy.</li> <li>• Encourage others to do so.</li> </ul>
3	EARN OUR SCHOOL a GOOD NAME	<ul style="list-style-type: none"> <li>• Wear your school uniform with pride.</li> <li>• Behave well at school, on excursions, at sport and travelling to and from school.</li> <li>• Show respect to visitors and all members of our school community.</li> <li>• Play sport fairly.</li> </ul>
4	BE IN THE RIGHT PLACE AT THE RIGHT TIME	<ul style="list-style-type: none"> <li>• Never miss school or any lesson without permission.</li> <li>• Be on time to class and all other school activities.</li> <li>• Always be in bounds.</li> </ul>
5	RESPECT all STAFF MEMBERS	<ul style="list-style-type: none"> <li>• Follow your teacher's instructions.</li> <li>• Speak to your teacher, visiting teachers and guests politely.</li> </ul>
6	RESPECT YOUR FELLOW STUDENTS	<ul style="list-style-type: none"> <li>• Be courteous and considerate to your fellow students.</li> <li>• Avoid anything which may cause embarrassment.</li> </ul>
7	RESPECT THE PROPERTY OF SELF and OTHERS	<ul style="list-style-type: none"> <li>• Leave other people's property alone.</li> <li>• Take care of your belongings.</li> </ul>
8	BE HONEST	<ul style="list-style-type: none"> <li>• Always be honest and truthful.</li> <li>• Be sure to hand in all lost property.</li> </ul>
9	BRING THE CORRECT EQUIPMENT TO SCHOOL	<ul style="list-style-type: none"> <li>• Bring the necessary equipment for every lesson.</li> <li>• Be punctual in returning notes.</li> </ul>
10	ALWAYS BEHAVE SAFELY	<ul style="list-style-type: none"> <li>• Think before you act.</li> <li>• Ask permission from teacher on duty before (i) going out of bounds (ii) using equipment.</li> <li>• Never run on concrete/stairs or around corners of classrooms.</li> <li>• Do not play with balls in and around buildings.</li> <li>• Use all school equipment safely.</li> </ul>

## 4. Positive Recognition Programs

### 4.1 Awards / Recognition

#### 4.1.1 Positive Rewards System – Bronze/Silver/Gold

The Positive Reward System is available to all students. Achievement is monitored by the students and the class teachers. Well Done certificates are given by teachers to students who display the expectations and values of the school in learning and social situations. Each class teacher decides on a system for allocating the Well Done certificates depending on the needs of the class.

3 Well Done certificates	=	Congratulations certificate
3 Congratulations certificates	=	Bronze certificate

A repeat of the above qualifies the student for a Silver certificate and then a Gold certificate.

Parents are informed and invited by letter and invited to the assembly when their child is receiving Bronze, Silver or Gold certificates from the school principal.

#### 4.1.2 Sports House Points

**Mitchell** (green)    **Oxley** (red)    **Tench** (yellow)    **Hunter** (blue)

Members of the four Sports Houses strive for points through carnivals and general participation and behaviour in and out of the classroom in all learning and play situations. Each student is allocated a sports house from Kindergarten and remains in that House for the seven years. House points are awarded to students recognised as following the PBL expectations. Students tally the points in class for collection and announcement on assembly. The House with the highest points for the term experiences a fun hour of activities as a reward.

#### 4.1.3 Classroom Recognition

Teachers use a variety of methods and systems to reward and promote quality work and work habits. Stickers, behaviour management charts, table points etc. are all proven methods.

#### 4.1.4 Student Council Awards

The school captains present SRC certificates at primary assemblies to recognise outstanding performance or support by a student, teacher or parents.



#### 4.1.5 School Band and Dance Badges

To recognise commitment to the band and dance, members are able to work towards obtaining four badges over the four year program. Each badge requires the completion of certain musical dance or organisational challenges. When a badge has been achieved the student is presented with it at assembly by the school principal. Parents are informed and invited by letter to the presentation.

#### 4.1.7 Parents & Citizens Community Garden

Parents and community members, nominated by the Parents & Citizens Association for outstanding, long-term commitment to a program at the school, have a plant with plaque placed in the Community Garden.

## 5. Student Leadership Opportunities

### 5.1 Student Leadership Roles

#### 5.1.1 School Captains

The school captains and vice captains are elected by the students and teachers. The process of nomination requires the student to submit in writing. The principal checks that all nominees have the leadership potential required for the positions in regards to their past behaviour record and ability to organise and manage situations with their peers.

The nominees prepare and present a speech to the whole school body outlining their commitment to the school and their reasons for seeking a leadership role. The principal is responsible for securing and recording the votes.

#### 5.1.2 Student Representative Council

Elections are held at the start of each year for two student representatives from each class, in year two and above, to hold a position of leadership on the Student Council. Members are inducted in March and led by the school captains and two staff members. The SRC raise funds for designated charities and support their World Vision child.

#### 5.1.3 Sports House Captains

Sports House captains are elected from Year 6 by their house members at the start of each year. Their role is to assist and motivate their team at the swimming, cross country and athletics carnivals. They should lead by example through participating in all aspects of sport in a sportsman-like manner.

#### 5.1.4 Library Monitors

Senior students nominate themselves for the position of library monitor at the start of each year. The library teacher selects those that are keen to serve and give up their free time to help manage the library resources.

## 5.2 Support Programs

### 5.2.1 Peer Support

The senior students are trained in the peer support program which operates for one term across the whole school. Small groups from K – 4 are led by the stage three students in discussions and work related to the program.

### 5.2.2 Preschool Transition Program

Year five students assist with the preschool transition program in semester two. They are linked with an enrolled kindergarten student for the coming year and support them in their visits to settle in to the school.

### 5.2.3 Kindergarten Buddy System

Year six students work with their kindergarten buddy for the year. They work with them in class situations and support them in the playground.

### 5.2.4 High School Transition Program

Blaxland High School works with the year six teacher to provide a transition program that involves visits to the high school for orientation lessons and opportunities for various high school teachers to meet and work in the year six classroom throughout the year.

## 6. Support Documentation

### 6.1 Lapstone Policies and Programs

All school policies and programs are cyclically reviewed by the staff, the Parents & Citizens Association and the school community. They are made available on to the school website when they have been finalised and accepted by all stakeholders.

<http://www.lapstone-p.schools.nsw.edu.au>

### 6.2 Related DEC documents/sites

- [Student Welfare Policy](#)
- [Suspension and Expulsion of School Students - Procedures](#)
- [Core Rules for Students in NSW Government Schools](#)
- [Anti-bullying Plan for Schools](#)
- [The School Uniform Policy](#)