Student Welfare policy

Student Management at Albert Street Primary School is seen as an extension of the whole school Assertive Discipline approach being used in classrooms. This document outlines the expectations, roles and responsibilities of students, Staff and School administration in the process of Playground Management. It should be read in conjunction with the school's Classroom Management Policy and Lee Canter's "Assertive Discipline Manual available in the library.

This policy recognises that all students be encouraged to adopt a code of behaviour in classrooms and the playground which is consistent with:

- The school's Mission Statement.
- Treating others as you wish to be treated yourself.
- Completing tasks as prescribed.
- Respecting people, property and gardens.
- Playing safely.
- Playing appropriately in designated areas.

The major aim of the policy is to help children accept responsibility for their lives and behaviour through positive reinforcement and the teaching and learning of social skills.

The policy recognises that families come to the school with different backgrounds, attitudes and values. It also recognises that children will mature at different rates.

The operation of the Student Welfare and Management Policy is guided by the school's Mission Statement.

ALBERT STREET PRIMARY SCHOOL
Encourages parents, staff and children to express their views and to participate in decisions relating to policy and practice.

Will provide an atmosphere based on mutual respect, which fosters a creative, safe and caring environment for all.

Has a curriculum, which develops an enthusiasm for learning and teaching which caters for the development of skills appropriate for each individual.

Provides opportunities for parents and staff to participate in learning skills to enhance the education of our children.
RIGHTS AND RESPONSIBILITIES
Children, teachers and parents all have rights. Rights belong to the person and should not be taken away from them. Children, teachers and parents have responsibilities, which protect their own rights and those of others around them.

Children, teachers and parents have the right
- To be accepted as an individual
- To be listened to
- To be treated with courtesy and respect
- To have their personal property and beliefs respected
- To have input into decision making processes in the classrooms and the school
- To have rules and procedures explained
- To be treated in a fair and just way
- To be given access to information and training to assist with the creation or a mere effective teaching and learning environment
- To expect support from peers, parents and the community.

Children and teachers have the right
- To be happy and safe at school
- To be able to work or play without interference from others
- To be presented with experiences which create an enthusiasm for teaching and learning.
- To work in an atmosphere here conducive to effective teaching and learning

Parents have the right
- To have a quality education for their child
- To have a safe and caring environment provided for their child at school
- To have their child presented with experiences, which are realistic and create an enthusiasm for learning
- To be given access to information and training to better assist at home and at school with their child's education.
IN THE CLASSROOM

Classroom management is the responsibility of the teacher and will follow the principles outlined in the school's Mission Statement and Canter's “Assertive Discipline”.

Each has the task of establishing, through negotiation with the children, the class rules, expectations and procedures, which operate when infringements are made. It is imperative that children have all rules, and the consequences, which apply when infringement occurs, fully explained to them. Rules and consequences are to be on display in all rooms.

POSITIVE RE-INFORCEMENT

An essential part of implementation is for teachers to take on the responsibility of the rewarding of desirable behaviour and participation. A variety of strategies are available to support the teacher in this task:

- Points, marbles, etc towards a pre-determined tally to gain a whole class reward e.g. BBQ, video, etc.
- Verbal praise
- Stamps
- Stickers
- Certificates

CLASSROOM EMERGENCIES

Teachers will be issued with a red card to have at all times when in the classroom. The card is to be used in emergency situations where the teacher requires help and cannot leave the classroom. The card should be handed to a responsible student who will take it to an appropriate staff member who will be expected to take immediate action to determine the extent of the help needed and make appropriate arrangements to give assistance to the teacher.

THE TEACHING OF SOCIAL SKILLS

There is an expectation that the training in social skills will be part of all teaching and learning programs presented to children and should be seen as the responsibility of all teachers, not just classroom teachers, in the school.

A number of resources are available in the library to assist teachers. These include "Circles", Protective Behaviours Program, Personal Safety Program, Kangaroo Creek Gang Kit, Operation Aware and "Friendly Kids, Friendly Classrooms." The book "Friendly Kids Friendly Classrooms", written by Helen McGrath and Shona Francey, describes the social skills needed by children and adults to participate successfully in society, and provides a comprehensive series of activities for skills training. Several copies at this book are available in the library.

RULES FOR FIGHTING FAIR

It is recognised that children learn social skills and mature at different rates and consequently disputes between children will occur from time to time. Helen McGrath suggests that when
disputes do occur a set of guidelines should apply to assist children to solve problems so that all involved can win. McGrath suggests the following:

**FIGHTING FAIR**
- Be willing to fix the problem
- Say what the problem is for you using “I..” statements
- Listen to what the problem is for them
- Attack the problem, not the person Point out where you agree
- Look for solutions so everyone gets as much of what they need as possible.

**FIGHTING FOULS**
- Naming
- Blaming
- Sneers
- Put Downs
- Threats
- Shaming
- Excusing
- Paybacks
- "You Always..."
- Bringing up the past

**CONSEQUENCES OF INFRINGEMENTS IN THE CLASSROOM**
It is recognised that there will be times when children infringe class rules and will be expected to comply with the consequences which have been established. These consequences will, in general, follow the procedures of Canter’s, "Assertive Discipline”, and may include the following:
- Name on the board as a warning
- Further mark or marks as final warning
- Time out within the room
- Time out in another room
- Removal to the Principal or Vice Principal
- "Severe Clause" for extreme behaviour which is highly offensive or disruptive, or endangers other children or property
- Issue of a "Behaviour Report” (Green Form) to parents who will be contacted to discuss further management of the child
- Suspension.

Teachers and parents have a responsibility to provide a program which includes behaviour modification strategies for children who repeatedly offend. The involvement of agencies outside the school, such as School Support Centre personnel, may be necessary in this process.

**PLAYGROUND EMERGENCIES**
Teachers will be issued with a red card to be carried at all times when on yard or bus duty. The card is to be used in emergency situations where the teacher requires help and cannot leave the scene. The card should be handed to a responsible student who will take it to the staffroom where senior Staff 'will be expected to take immediate action to determine the extent of the help needed and make appropriate arrangements to give assistance to the teacher.
STUDENT WELFARE
The school recognises that some children and families are in need of additional support to help them function successfully in the school and the community.

The school has access to a variety of agencies within the Department of Social Education and In the wider community. If teachers become aware of a welfare problem, or are informed of one, they should contact the Principal or Vice Principal who may initiate appropriate action within the guidelines of the established protocol between schools and various agencies:

The curriculum presented In the Personal Development and Social Education Frameworks should be supported by the teaching of specific programs such as:

- Safety House
- Kangaroo Creek Gang
- Protective Behaviours
- Personal Safety
- social Skis
- Operation Aware
- Health and Human Relations

The school has a responsibility to inform parents of the services available to assist them with the welfare of their child

Parents have a responsibility to maintain regular contact with the school and work in partnership to safeguard their child's welfare.

CHILDREN’S ILLNESS AND INJURY
It is expected that children who are ill should not be at school. Teachers should inform the Principal or Vice Principal if a child is sent to school with a known illness.

If a child is away from school a written explanation is required. Prolonged, unexplained absences should be reported to the Principal or Vice Principal who will take appropriate action.

Occasionally a child becomes ill or is injured at school. In these situations the following procedures should apply:

- If a child is seriously injured in the playground the yard duty teacher should immediately summon help by using the red emergency card. Senior staff must respond to such calls instantly to determine the extent of the problem and initiate appropriate action.

- Minor injuries and illnesses can be treated in the first aid room. When children are placed in the sick bay their class teacher and administration Staff must be informed.

In the case of more serious injuries or illnesses, parents or their nominated contact person will be informed. If contact cannot be made and medical attention is considered necessary, the treatment will be arranged and parents must meet all costs.
IN THE PLAYGROUND
Management of children in the playground follows the same guidelines as the classroom and should be supported, in the classroom, by teaching and learning programs which train children in using social skills and problem solving strategies.

PLAYGROUND RULES
The following broad guidelines am to be applied to the playground. Their meaning and interpretation should be discussed regularly in the classroom.

- Treat others as you wish to be treated yourself
- Respect people, property and gardens
- Play safely
- Play appropriately in designated areas

There is no restriction where children at each age level may play. However, there are distinctions made in the type of activities which are considered suitable for different areas.

CONSEQUENCES OF INFRINGEMENTS IN THE PLAYGROUND
Yard duty teachers am expected to follow the guidelines of “Assertive Discipline” using similar procedures to the classroom, which may include the following:

- Name on Clipboard Report as a warning
- Further mark or marks as a final warning
- Time out with the yard duty teacher
- "Severe Clause" for extreme behaviour which is highly offensive or disruptive, or endangers other children or property
- Removal to a member of the senior Staff
- Removal to the Principal or Vice Principal
- Issue of a "Behaviour Repair (Green Form) to parents who will be contacted to discuss further management of the child
- Suspension.

Teachers are expected to take an active role in playground management and are expected to deal with matters in the playground themselves. They have the responsibility of assisting children in settling their own disputes in the playground using the appropriate social skill training techniques and fighting fair strategies children have experienced in their classrooms.

QUIET AREAS
A number of quiet areas in the school yard have been identified as being suitable for passive recreation. Ball games, running, chasing and vigorous activity should not occur in these areas.

PLAY EQUIPMENT AREAS
These areas are available for the use of all children. may have been identified as being unsuitable for ball games, running and chasing games.
ACTIVE BUT NON KICKING AREAS
Several areas have been identified as areas suitable for ball games which do not involve kicking. Running/chasing games through these areas ball games are in progress is to be discouraged.

ACTIVE AREAS
These areas are available for all running and vigorous ball games.

INDOOR AREAS
The library is available for use by children at lunch times. During lunch hour and recesses children must not be inside buildings unless under the direct supervision of a staff member or at times when a wet day timetable has been declared.

OUT OF BOUNDS AREAS
These include all external areas to the school, garden areas other than paths through them, under buildings, on roars and in the gas cylinder enclosure. Children must root leave the schoolground to retrieve bails without direct teacher supervision and must not leave the school ground for any other reason without authority from parents and the knowledge of the School Administration.
CHILDREN LEARN WHAT THEY LIVE

If children live with criticism they learn to condemn.

If children live with hostility they learn to fight.

If children live with ridicule they learn to be shy.

If children live with shame they learn to feel guilty.

If children live with tolerance they learn to be patient.

If children live with encouragement they learn to be confident.

If children live with praise they learn to appreciate.

If children live with fairness they learn justice.

If children live with security they learn to have faith.

If children live with approval they learn to like themselves.

If children live with acceptance and friendship they learn to find love in the world.
STUDENT DISCIPLINE
Some key considerations:

1. There is a need for a unified approach to behaviour management in our classrooms, playground and total school community.

2. We need to promote positive approaches leading to acceptable behaviours rather then emphasising punishment for unacceptable behaviour.

3. We need to be preventative. Activities must be appropriate to decrease the likelihood of problems.

4. Children, teachers and parents as members of our community need to have input into the policy. There is a need to actually establish acceptable behaviour patterns.

5. Corporal punishment in any form is forbidden. Corporal punishment however does not include physical restraint that may be necessary to protect students from acts of behaviour dangerous to themselves and others.

6. It is vitally important that children, teachers and parents work together in a cooperative manner to establish a harmonious school.

7. Children, teachers and parents need to understand fully the formulated policy.

8. The school has a policy document under separate cover outlining its approaches to Student Welfare and Management. Signifies extracts include:-

   • The school's behaviour management policy is based on the 'Assertive Discipline' approach developed by Lee Canter.

   • The major aim of the policy is to help children accept responsibility for their lives and behaviour through positive reinforcement and the teaching and learning appropriate social skills.

   • Teachers, children and parents all have right and responsibilities. These are developed in the context of the school Student Welfare and Management policy.
CONSEQUENCES OF INFRINGEMENTS IN THE CLASSROOM:-

It is recognised that there will be times when children infringe class rules and will be expected to comply with the consequences which have been established. In general, they follow Canter's processes and may include the following:

- Name on the board as a warning
- Further mark on the board as a final warning
- Time out within the room
- Time out in another room with work to complete
- Removal to the Principal or Assistant Principal
- "Severe clause" for extreme behaviour which is highly offensive or disruptive or endangers children or property
- Issue of a behaviour report (Green Form) to parents who will be contacted to discuss further management of the child
- A range of in-school or out of school suspension

Teachers and parents have a responsibility to provide a program which includes behaviour modification strategies for children who repeatedly offend. The involvement of agencies outside the school.

EMERGENCY HELP CARDS:

These come in three colors - GREEN, RED, ORANGE.

Green Cards: are to be used when a medical and/or life-threatening emergency arises and you need immediate assistance. An ambulance should be called immediately green cards are received in the office or by another adult.

Red cards: are to be used in cases of potentially catastrophic events such as fire, in which evacuation is to be initiated. The evacuation alarm should be activated immediately a red card is received at the office or by another adult.

Orange cards: are to be used when you require urgent assistance but the situation is not life threatening or a serious medical emergency.

IF YOU NEED HELP:

Choose either the red (evacuation), green (ambulance) or orange (urgent help) card and send it to the office with a reliable child if appropriate. Instruct the child that if nobody can be
found at the office they must find an adult as quickly as possible. The child must be able to tell what the emergency is and where it is taking place.

**IF YOU RECEIVE A HELP CARD**

**GREEN CARD**: Call an ambulance giving as much information as you have and then arrange for other assistance as required at the scene of the emergency. Call for assistance from other staff as appropriate.

**RED CARD**: Activate the alarm. Then establish the nature of the emergency and call the appropriate services such as police, fire brigade, SES etc. Contact the administration and inform them of the emergency.

**ORANGE CARD**: Establish the nature of the emergency and make arrangements for the required assistance to be delivered as soon as possible.

**Cards are located in each classroom please take the time to locate them and store them in an appropriate place. Leave advice for CRT's.**

Cards are also located at strategic locations around the school such as the staffroom, sickbay, interview room etc.