



Student Welfare Policy

Rationale

St Patrick's Parish School is a place where the relationships between parents, staff, clergy and parish community are seen in the context of a Christian environment where the gospel values are displayed and there is justice for all. St Patrick's Primary School is committed to the development of the whole person: body, spirit, heart and mind.

We aim to establish a community of care through:

- Welcoming and including students and their families
- Respecting the dignity and the uniqueness of each student
- Providing a safe, secure and stimulating environment conducive to learning
- Ensuring fairness and justice within appropriate discipline structures
- Promoting self-esteem and critical thinking in students

We recognise that the ministry of each member of the school community contributes to the development of our Learning Community, which is underpinned by our Pastoral Care Practice.

In the light of 'A Framework for Learning', we believe that the school community has a role to play in assisting children to become inspired, informed and engaged students. Educators focus on the students' learning needs, their development and wellbeing. Catholic schools are centres of Learning, Faith and Care and therefore we believe that a Catholic School should be welcoming compassionate and inclusive and this is reflected in the Student Welfare Policy.

Student Welfare:

- is living the Gospel message "Love one another" Jn 13.34
- creates and fosters an environment where Christ-like values permeate the school Community
- is a responsibility for all – staff, pupils, parents, Parish Priest and the wider community
- is the concern that we, as a school and as individuals, have for the development of the person to reach their full potential
- social, emotional, spiritual, intellectual and physical

- is aimed at acknowledging and responding to each individual in the school community - is congruent with clear, consistent and just discipline practices - should always be congruent with a basic value of respect for the dignity of the individual

To enhance our beliefs, school practices may include:-

- Masses/Liturgies- these may be class or whole school.
- Assemblies – birthdays, class items, recognition of student achievement via merit awards
- Social functions – whole school activities – family nights
- Staff acknowledge and celebrate birthdays and other special occasions together
- Merit Awards
- Norm setting and on-going review
- Regular communication e.g. phone calls, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- Relevant school & class programs
- Access to support agencies for school community members eg Centacare
- Being able to discern when to seek help. We adopt and implement CSO Anti-Bullying Policy AND Restorative Practices
- Teaching of Expected Behaviours e.g. entry into classroom
- Classroom/Playground norming – Student Rights and Responsibilities
- Clear understanding of choices/consequences - children knowing language
- Personal Safety – PD/H/PE
- Truthfulness creates opportunities for forgiving and growing
- Making Jesus Real

Access/Referral:

Support services from the CEDWW and other organisations can be accessed through collaboration with the classroom teacher, principal and parents. It is the responsibility of individual class teachers and the special needs coordinator to program and implement individual plans for students in consultation with parents and CSO support staff. e.g. behaviour plans, language classes.

Behaviour Management

It is the responsibility of each teacher to establish Classroom Norms and Consequences in co-operation with the students. Classroom consequences are agreed, logical, clear and appropriate. As a guide, class rules may encompass the following:

- Communication eg. 'talking rule'; hands up; working noise
- Learning eg. on task expectations; how to ask for help
- Movement eg. in and around the room
- Treatment eg. the way we treat one another; property; furniture
- Problem Solving eg. the way we 'fix up' problems with others
- Safety eg. use of equipment; safe behaviour.

The Principal is involved in dealing with inappropriate behaviour which is repeated, illegal, dangerous or totally unacceptable. The school does not hesitate to contact parents when behaviour and discipline issues arise at this level. Parents will be called immediately to 'Take Home' their child if a student reaches the suspension or exclusion level of the discipline policies.

Expectations

Expectations of Students

As part of a Catholic, Christian community students will

- come to school every day exclusion of sickness or approved leave
- be on time
- not leave school grounds during the day
- move quickly and quietly around the school during lesson times
- be involved in setting of class norms
- be a responsible learner and allow others to learn
- treat others fairly and kindly
- be polite and use good manners
- listen to, and follow instructions
- be honest
- respect all members of our school community
- know rules/consequences of behaviour
- be self disciplined
- care for school and other student's property

- be constructive, not negative
- encourage and support others
- always try their best
- wear uniform correctly
- behave appropriately particularly when representing our school
- keep our school tidy
- playing safely
- including others in play
- playing fairly
- caring for the environment and equipment
- looking out for each other

Teachers will:

- keep students safe through careful supervision
- consistently apply behavioural norms

The school will:

- provide safe equipment and environment

Expectations of Staff

As part of a Catholic Christian community staff will:

- become familiar with and follow staff norms
- contribute to students' moral and social development
- model catholic values in dealing with students
- recognise and affirm positive behaviour
- model appropriate behaviour and self discipline
- be supportive and consistent in implementation of school welfare policy
- be collaborative in implementing school welfare policy
- be professional in discussions of students, parents and other members of staff
- use varied teaching methods and strategies
- listen to all students' points of view and try to understand individual problems
- show understanding and control in dealing with classroom misbehaviour
- listen to all sides when dealing with a group of children

- be aware of individual differences and how this may affect their response to given situations
- minimise the risk of discipline problems developing by personal punctuality, careful lesson preparation and use of varied teaching approaches
- ensure a problem is investigated or is referred to someone who can investigate
- make executive/principal aware of ongoing and/or serious situations or offences

Expectations of Executive Staff

- Assist staff with unresolved student behavioural/pastoral problems
- Provide necessary time/support for both student and staff to resolve problems as required
- Act as a link person between teachers and parents.
- Provide opportunities for staff and parents for training/programs that may assist behavioural, pastoral or learning difficulties
- Be prepared to take appropriate action with serious or recurring discipline problems.
- Make classroom teacher aware of family welfare and pastoral concerns.
- Keep a record of student behavioural incidents.

Expectations of Parents

As part of a Catholic, Christian Community parents will:

- Support the school in demonstrating justice, tolerance and forgiveness in dealing with your children's welfare
- Initially contact the child's teacher to discuss a matter of concern at a mutually convenient time
- Discuss with executive staff for further advice/assistance to achieve a satisfactory outcome
- Work in partnership with school in reaching positive options for the child's welfare
- Encourage positive behaviour to enhance meaning learning and quality relationships
- The school should be the first point of contact for in school behavioural issues regarding children, parents and teachers
- Assisting child with punctuality and readiness for school
- Ensure regular attendance of the child to enhance learning

Exclusion Consequences

If there are repeated occurrences of inappropriate behaviour or a serious behaviour breach, in a classroom or on the playground, the child will be directed with another student straight to the Principal. If necessary, the teacher should send for the assistance of the Principal. Parental notification will be made.

St Patrick's Parish School has adopted the Diocese of Wagga Wagga 'Suspension, Exclusion and Expulsion Policy and Procedures' (2007)

**UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT OF ANY KIND BE ADMINISTERED
TOWARDS ANY CHILD AT ST PATRICK'S PRIMARY SCHOOL.
CORPORAL PUNISHMENT WILL NOT BE CONDONED OUTSIDE THE SHOOOL ENVIRONMENT.**